



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.



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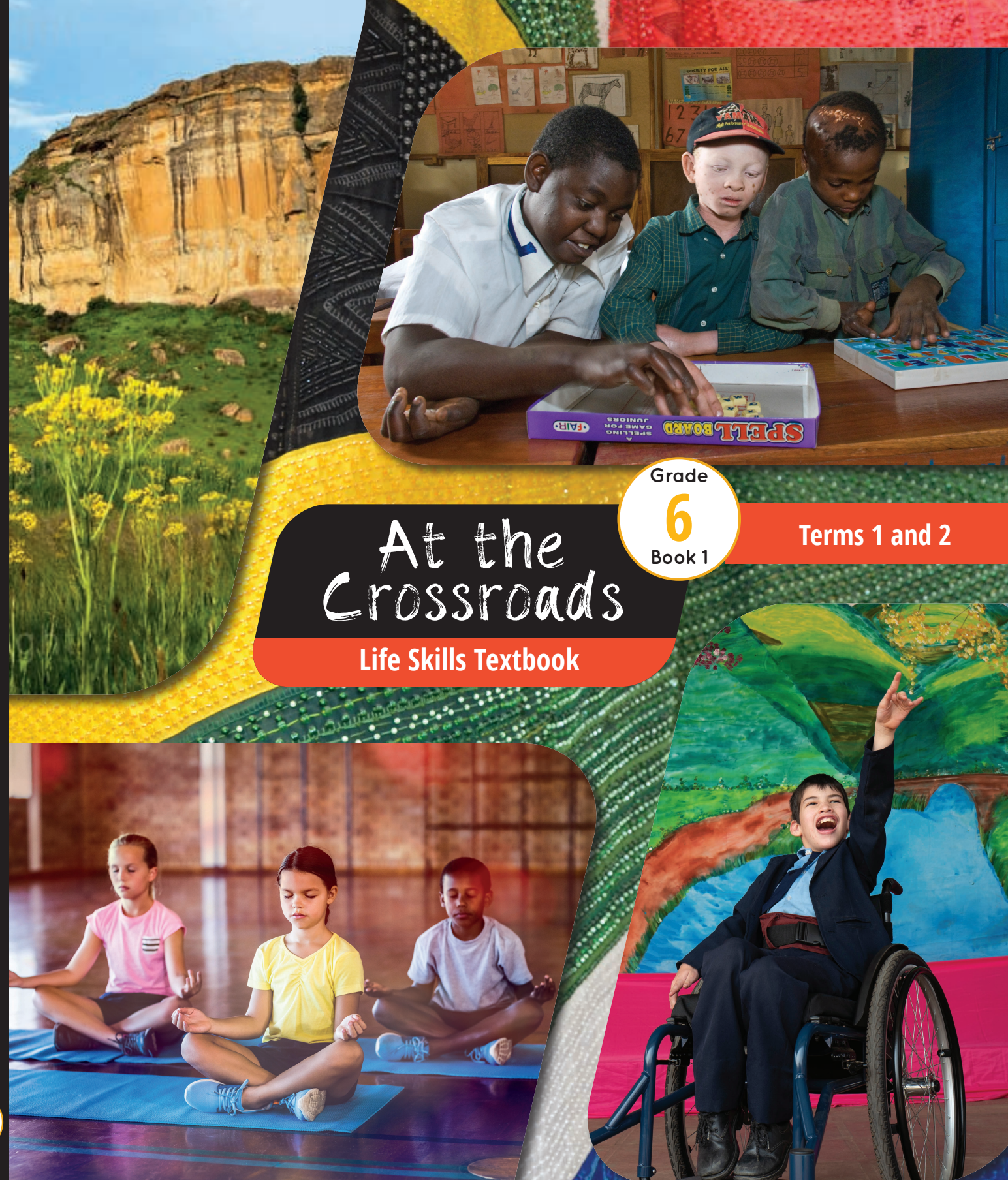


At the Crossroads

Life Skills Textbook Terms 1 and 2

Grade
6

Book 1



Life Skills Grade 6 Textbook Terms 1 and 2



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At the Crossroads

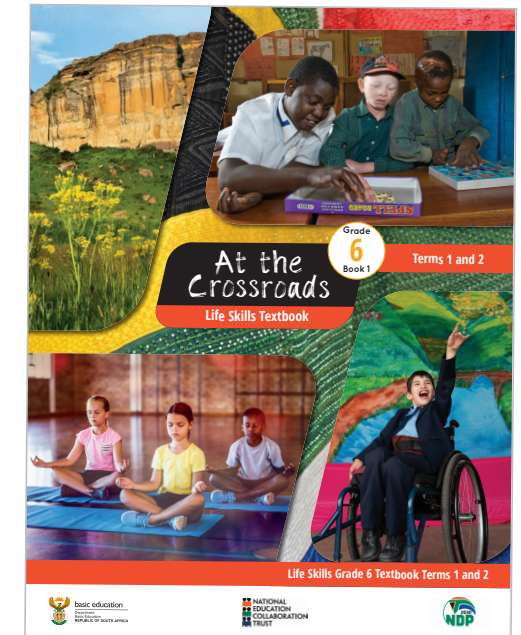
Life Skills Textbook

Grade

6

Book 1

Terms 1 and 2



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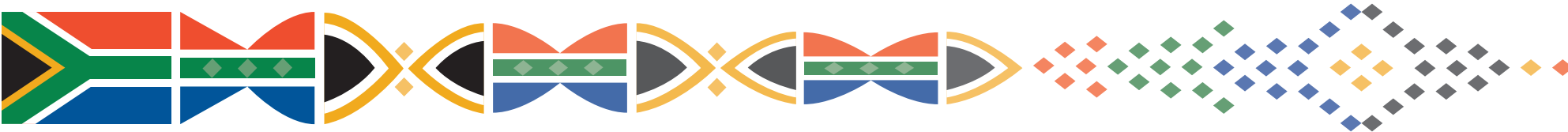
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Welcome to Grade 6 Life Skills

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. **Reading boxes**, find no. 2 below – provide information. **Pictures**, find no. 3 below, help you to understand the ideas in the lesson. All activities are based around a main **skill**, see no. 4 below. All lessons include **activities**, look at no. 5 below, that will inspire you to do your own research, stimulate your thinking and present possibilities you may not have considered before. The **footer** at the bottom of the left-hand page, look at no. 6 below, shows the term and the curriculum topic.

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

1. The title of the lesson.

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

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

4. 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.

5. 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.

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

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

8. 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.

9. 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.

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

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

The Bill of Rights

A summary of the South African Bill of Rights

Equality: Everyone is equal before the law and may not be unfairly discriminated against.

Human dignity: Everyone has inherent human dignity which must be respected.

Life: Everyone has the right to life.

Freedom and security of the person: You have a right not to be physically detained without trial or abused in any way.

Slavery, servitude and forced labour: You may not be subjected to slavery or forced labour, bodily, home and possessions.

Privacy: Your right to privacy includes your body, home and possessions.

Freedom of religion, belief and opinion: You have the right to think, believe and worship.

Freedom of expression: You have the right to say, read and study whatever you choose but hate speech is not allowed.

Assembly, demonstration, picket and petition: You have the right to peacefully assemble, demonstrate and protest.

Freedom of association: You have the right to associate with anyone.

Political rights: You may form a political party, run for public office and vote for any party in free and fair elections.

Citizenship: No citizen may be deprived of citizenship.

Freedom of movement and residence: You have the right to enter and leave the Republic at will.

Freedom of trade, occupation and profession: You have the right to choose any legal trade or occupation freely.

Labour relations: Every worker and employer has the right to organise and negotiate to further their aims.

Environment: You have the right to live in a protected, healthy environment.

Property: No one may be deprived of property, except in terms of law of general application.

Housing: You have the right to have access to adequate housing.

Health care, food, water and social security: You have the right to have access to health care, adequate food and water and social security.

Children: Every child has the right to a name, nationality and protection from abuse and exploitation.

Education: You have the right to receive basic education in the official language of your choice where that education is reasonably practicable.

Language and culture: You have the right to use the language of your choice and practice your own culture.

Cultural, religious and linguistic communities: You have the right to form, join and maintain cultural, linguistic and religious groupings of your choice.

Access to information: You may access any information held by the state for the protection of your rights.

Just administrative action: You have the right to administrative action that is lawful, reasonable and procedurally fair.

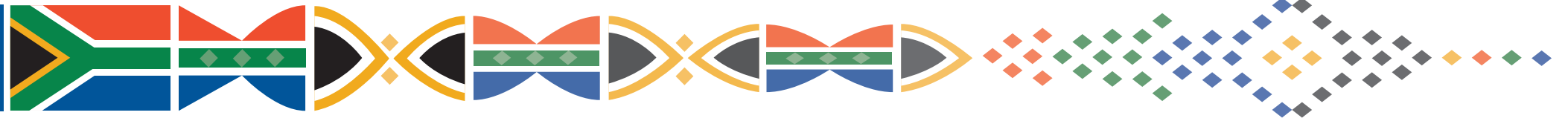
Access to courts: You have the right to resolve your legal disputes in a court or another impartial tribunal.

Arrested, detained and accused persons: When arrested for allegedly committing an offence, you have the right to remain silent, to be brought before a court within 48 hours and the right to legal representation.

Limitation of rights: Everyone's rights may be limited. The limitation should apply to everyone to the extent that it is reasonable and justifiable in an open and democratic society based on human dignity, equality and freedom.

Responsibilities: All citizens are equally subject to the duties and responsibilities of citizenship.

156 Grade 6 Term 2: Social responsibility



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

Use your skills bookmark

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

How to make your skills bookmark



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

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



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



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



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



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



Relax and be yourself!

Your friends and the people around you can affect who you are, and how you behave. When you try to please everyone else, you can forget how to be comfortable becoming who you want to be.



Veronika's story

It was Veronika's first day in Grade 6, and she was nervous. She was starting at a new school, and she did not know anyone. She wanted to make a good impression, but how should she wear her hair? It had grown long during the holidays, so her afro stood tall and proud. Maybe if she left her hair that way, she'd feel tall and proud herself.

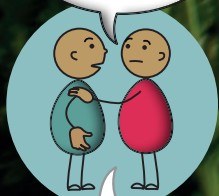
Ms Tinge introduced her to the class, and told Tegan, the class captain, to show her around and make her feel comfortable. "Wow," said Tegan, shaking her hand. "Your hair is quite big! Have you ever thought of braiding it?"

The next day, Veronika arrived with her afro neatly plaited into beautiful braids. "Those really suit you!" Tegan said. But during break, Veronika overheard Tegan's friend, Naledi, whisper to her that braids were "so out of fashion".

So, Veronika decided to relax her hair, just like the models in the magazines. Naledi was impressed. Things got even better when Dineo joined the class and Veronika was not the 'new girl' anymore.

At break, all four girls were discussing their hair, when Dineo turned to Veronika and said: "You know, you would look really great with a natural afro."

Try to feel what someone else is feeling



Zama ukuzwelana nomunye umuntu

What do you think?

1. What made Veronika change her hairstyle so often?
2. What advice would you give Veronika about her hair? Give reasons for your answer.

What is body image?

Your body image is shaped by how you think and feel about your body, how you believe others see you or how you compare your body to other peoples' bodies.

Examples of what can influence your thoughts and beliefs about how you look:

- Social media
- Puberty
- Family and peer values and attitudes
- Media such as television and movies.

In your journal

Write or draw how you feel about your body. Do this again in a few days and notice any changes.

Talk about your feelings



Khuluma ngemizwa yakho

Love your body

3. Share with a partner something that makes you feel good about yourself and something that brings you down.

Changes during puberty

Puberty is a natural process that every boy and girl between the ages of 8 and 16 goes through. We all experience puberty in different ways, at different times and at different ages. All of us go through these changes and it is normal.

Puberty: The physical and mental changes you go through as you grow from a child into an adult.

Your **gender identity** is how you feel and think about being a man, or a woman, or both, or neither. It is also about how you choose to behave or act. It is important to remember that a person's gender identity may not be the same as the sex they were labelled with at birth.

Emotional changes

During puberty, you may feel things more strongly and intensely. Your mood might change frequently, quickly and randomly. It's common to feel confused, scared or angry and not know why.

Be kind to yourself and one another, and never judge other people when their bodies are changing. If you need help during this time, speak to someone you trust, an adult or an older teenager.



Dr Dee's Advice Line

Having a tough time with the puberty blues?
Dr Dee is here to help.

Dear Dr Dee

My voice is doing weird things. When I speak up in class, I squeak and everyone laughs at me. I feel so awkward!

Squeaky Zee

Dear Dr Dee

Some of my friends tease me because I haven't developed any pubic hair, they are all more hairy than me. Is there something wrong with me?

Harry the Hairless

Female changes

External

- Breasts develop and grow
- Hair grows on the outside of genitals and in armpits
- Hips widen
- Pimples may appear on face and back
- Body odour (smell) develops
- Body may gain weight.

Internal

- Hormones tell the ovaries to start releasing eggs.
- The uterus (womb) grows a thick lining to store fertilised eggs.
- If the egg is not fertilised, the lining breaks away and is released through the vagina each month. This is called menstruation or a period.

Male changes

External

- Nipples and genitals get bigger
- Hair grows on the outside of genitals and in armpits
- Shoulders widen
- Pimples may appear on face and back
- Body odour (smell) develops
- Body may gain weight.

Internal

- Hormones tell the body to start producing semen and, later, sperm.
- Sometimes, during sleep, semen is released from the penis. This is called a nocturnal emission or a wet dream.
- The voice box grows larger and the voice 'breaks' and deepens. As the voice changes, sometimes it sounds high, and at other times low.

Be kind to yourself



Yiba nomusa kuwe

Be kind

1. How would you answer the two letters on this page?
2. What would you like to ask Dr Dee about puberty?
3. How can you be kind to yourself as your body changes?
4. How can you be kind to others?
5. In your own words, describe what puberty is.
6. What are the things that scare you about going through puberty?
7. What are three changes that happen to a girl during puberty?
8. What are three changes that happen to a boy during puberty?

Believe you are beautiful

You get to decide what 'beautiful' means to you, and you are allowed to change your mind.



To be beautiful means to be yourself. You do not need to be accepted by others. You need to accept yourself.

- Thich Nhat Hanh

Think about your thinking



Cabanga
ngendlela
ocabanga
ngayo

Your body image



1. Read about having a positive or negative body image.
2. Answer the following questions:
 - a. What influences the way you feel about the way you look? Give an example.
 - b. What do you think influenced the look of the person on the opposite page? Would you describe this person as confident? Give a reason for your answer.
 - c. What advice would you give someone with a negative body image?



People with a **positive body image** accept themselves as they are. They are comfortable with their natural body and value its uniqueness. They usually feel confident and have healthy self-esteem.

People with a **negative body image** see themselves as unattractive and abnormal which is not how they really are. They may feel awkward, uncomfortable, ashamed and self-conscious. This might lead them to developing an eating disorder, depression or low self-esteem.



In your journal

Write down five things that you love about yourself. These could include what you like about your body, what you enjoy doing or the things that you are good at. When you feel sad or confused, read through the list and remember all the things you love about yourself.

Keep it positive

- Make healthy eating and exercise part of your everyday life.
- Get enough sleep.
- Appreciate your own body for what it can do, not just how it looks.
- Accept and value people no matter how they look. Do not comment on how people look.
- Be aware of social and media messages that make you feel bad about yourself or your body.

Life is precious

What do you only get one of and must last you a lifetime?

The answer is somewhere on this page...

You only have one

Imagine that someone says to you that they will give you any car of your choice. It will be brand new and all yours. But there is a catch. It is the last car you are ever going to get. So, it has to last you a lifetime. What would you do?

A famous billionaire, Warren Buffett, described how he would look after his car:

"I would read the manual about five times. I would always keep it garaged. If there was the least little dent or scratch, I'd have it fixed right away because I wouldn't want it rusting. I would baby that car, because it would have to last a lifetime."

If you do not look after your car, it will break down and soon become a wreck. The same is true of your mind and body. It is what you do right now, today, that determines how your mind and body will operate ten, twenty, and thirty years from now.



Answer: You only get one mind and body. It must last you a lifetime.



Move your body and mind

Celebrate all the things your body can do.

Create a rhythm with your body. Move in any way you like. Dance on the spot, jump, stretch, or clap your hands. Do this for a minute or two.

Next, do the following:

- Close your eyes and take a deep breath.
- Become aware of any feelings you have in your body. Notice if the feelings are comfortable or uncomfortable.
- Stay a while with sensations you find in your body.
- Take a deep breath.
- Open your eyes.

Make something to show what you think it is like



Yenza okuthile ukukhombisa indlela ocabanga ukuthi kunjengayo

Quick drawings

2. Draw two pictures quickly.
 - One: How you see yourself right now.
 - Two: How you think other people see you.
 - How are the two drawings different?
3. If you lived on a desert island would you feel differently about how you look? Give reasons for your answer.
4. What colours best describe how you feel?
5. See if you want to add anything to your drawings.



Think about your thinking



Cabanga ngendlela ocabanga ngayo

How is your body like a car?

1. This story is a metaphor for your body. How is your body like a car? How is it not like car?

Accept yourself

We are all different. Your looks will change as you grow up. Your relationship with yourself is a life-long journey. Make it a pleasant one.



Self-esteem

is how you value and perceive yourself. It is the confidence and belief you have in your own ability and value.

A journey to stardom

You might know Lupita Nyong'o as T'Challa's love interest in the superhero movie, *Black Panther*.

When Lupita was a child living in Kenya, she never imagined she would become an award-winning actress. She remembers a time when she felt ugly. She was teased about her dark skin, and she prayed that she would wake up light-skinned. Every morning, she was disappointed.

Alek Wek, a South Sudanese-British model, then became internationally famous. She was dark-skinned and appeared on all the runways and in every magazine. Everyone talked about how beautiful she was. Lupita could not believe that people loved a woman who looked so much like her. Her complexion had always been an obstacle to overcome, and all of a sudden, a flower could not help but bloom inside her. When she saw Alek, she saw a reflection of something about herself.

Lupita learned to love her skin. "What is fundamentally beautiful is compassion and kindness," she realised. "We are made with beauty in mind. It is up to us to realise it and embrace it, celebrate it, and express it."

Remember

You do not have to look like people on TV to be beautiful. We are all different. Appreciate who you are, what you look like and what you are good at!

Try to feel what someone else is feeling



Zama ukuzwelana nomunye umuntu

The role of the media

1. In Lupita's story, did the media play a positive or negative role? Give a reason for your answer.
2. What helped Lupita experience herself as beautiful? What is her message about beauty?
3. Does media sometimes make you feel bad about yourself? Do you see images of other people and wish you were more like them? Discuss or write down your thoughts about the role media can play in shaping your self-esteem.

Your own kind of beautiful

4. Go around the class and each say one thing you are grateful for about yourself. Then say one thing you appreciate about someone else.



You are one of a kind

How do you introduce yourself to someone you have just met? What words do you use to describe your interests, abilities or goals?



- **Interests** are the things you love or get excited about doing, or the things you want to find out more about. You can have many interests.
- **Abilities** are the things that come easily to you, like running fast or singing beautifully. Sometimes, these are also called talents.
- **Goals** are the things you plan to achieve in the future or what you want to learn more about.

Make something to show what you think it is like



Yenza into ebonakalisa ukuba ucinga ukuba injani na

Hello,
I am Bobbi. I am in Grade 6 and I live with my mother and sister. I'm really good at dancing and karate. My favourite soccer star is Lionel Messi. I want to be a Fi racing car driver when I grow up. I like learning to play the guitar. My best friend is teaching me isiXhosa.

Make a vision board

- On a piece of paper create a heading, for example:
My Vision Board
- Divide your vision board into three sections:
Interests, Abilities and Goals
- Place images from old magazines or newspapers to illustrate your interests, abilities and goals. You can also draw pictures.
- Complete these sentences to help you think of ideas:
 - I like ____ (something you enjoy doing)
 - I can ____ (something you are good at)
 - I want to ____ (something you want to achieve or learn more about)
- Share your vision board with the class. Give your reasons for selecting certain images.



Share and compare



Yabelana nabanye nithelekise

Introduce yourself

- Write your own introduction. Use Bobbi's introduction on page 13 as an example. Think about what:
 - makes you proud when you do it well
 - is important to you
 - you like to do in your spare time
 - you want to try for the first time.
- Take turns to introduce yourselves.

What are your superpowers?

Everyone is born with special skills, interests, abilities and talents. No one else in the world is like you. Use your skills and passions as your superpowers to help and contribute to the world you live in, just like a superhero.



LoyisoMkizeArt, KWEZI, Issue 1, New Africa Books, 2020



LoyisoMkizeArt, 2015

Choose what works best for you



Khetha eyona ndlela ikulungela kakhulu wena

What kind of superhero are you? ★★

1. Do you have a favourite superhero? What is their superpower?
2. What superpowers would you choose if you could?

Examples:

- Speed
- Strength (physical and mental)
- Agility (flexibility, reflexes)
- Concentration
- Healing or regeneration
- Empathy (able to feel what other people are feeling)
- Intelligence
- Super senses (sight/hearing/smell/taste/touch)
- Intuition (able to sense when something is dangerous or a wonderful opportunity).

3. How would you use your power?

4. Complete this sentence:

The change in the world I want to see is _____

Observe and describe



Qwalasela uze uchaze

Look out for the group ★★★★★

5. What responsibilities do people have in your community that help things run smoothly? For example, providing health services, education and ensuring the safety of people.
6. What are you good at that can contribute to the benefit of the community? Write each ability on separate strips of paper.
7. Put all the strips of paper from the class into a box. Take turns to pull one out of the box. As you pull each one out, say how you think this ability could help others.



In films and comic books, superheroes help those in need. In reality, we all need to work together as a community to make sure everyone is taken care of.



Where do you find inspiration?

You can find inspiration anywhere. Read about these young people and what inspires them.

Young inspirations

Stacey Fru

Stacey wrote her first book, *Smelly Cats*, when she was only seven years old, and became South Africa's youngest author. Since then, she has written many popular novels and won awards for her writing. Stacey is also a TV presenter who educates and entertains children. She started the Stacey Fru Foundation providing safety and security education for those in need.



Stacey Fru

Marylove Edwards

At 13 years old, Marylove was ranked as Nigeria's top under-16 tennis player, and the Central/West Africa junior champion in singles and doubles. Although she grew up in a poor neighbourhood with little money, her father began training her from when she was four years old. Marylove's hero is Serena Williams. "I love Serena, I love her style, I love the way she plays."



Marylove Edwards



Self-respect: Being true to yourself and what makes you unique.

Determination: Working really hard, even if it is difficult.

Knowledge: Understanding other people and your environment.

Compassion: Caring deeply for other people.

Innovation: Creating something that did not exist before.



Leroy Mwasaru

Leroy Mwasaru

At the age of 16, while working on a high school project, Leroy came up with the idea to provide a different kind of renewable energy, at a very low cost, to local communities in Kenya. His project soon became GreenPact, a successful business that benefits society and the environment. He also runs CampBuni, another business that teaches high school students how to problem-solve, and his work is recognised all over the world.

Tanya Muzinda

When Tanya was five years old, her dad bought her a go-kart and took her to ride it at a motor sport park. It was there that she discovered the sport of motocross, off-road racing with a motorbike. Today, not only is she the first female to have won a motocross championship in Zimbabwe, she did so when she was just six years old. Her dream is to become the first female motocross athlete from Africa to reach international success.



Tanya Muzinda

Look back – look forward



Jonga
ngemva – jonga
ngaphambili

Inspiring life stories

1. How do these stories make you feel?
2. What is each person really good at doing?
3. Values help us decide what is important for us. Which values are important to the people in these stories? Explain your answer.
4. Describe the support both Marylove and Tanya had in becoming successful.
5. Describe how Stacey and Leroy changed the lives of other people.
6. How can you explore your potential and become really good at something?



What are your values?

Your values are the things that help you decide what is important to you, what you feel strongly about and what motivates you. Understand your values to help you identify your goals, interests and abilities.



A chain of strength ★★

Values

Choose your values, interests and abilities from the lists on these two pages. Select at least five from each colour. Write them on separate strips of paper. Curl up the ends of each strip, and tape, glue or staple them together. Thread the next strip through the ring you made, and keep going to make a chain.

- Choose your **values** from this list. Write each one in **black** on a strip of paper.
- I am kind and caring.
 - I continue to work hard, even when it's difficult.
 - I understand and share the emotions of others.
 - My religion is important to me.
 - I like to tell the truth.
 - I like to figure things out on my own.
 - I am curious and creative.
 - I accept differences in others.
 - I like to help others.
 - I can follow rules and routines.
 - I am respectful and polite.
 - I put effort into making friends and keeping them.
 - I eat healthy food and do exercise.
 - I like to learn new things.
 - I prefer working in teams to working on my own.

Interests

Choose your **interests** from this list. Write each one in **blue** on a strip of paper.

- I love drama.
- I love music.
- I love reading and writing.
- I love drawing and painting.
- I love numbers and maths.
- I love sport.
- I love collecting things.
- I love dancing.
- I love computers.
- I love animals.
- I love nature.
- I love being outside.
- I love watching TV.
- I love puzzles.
- I love science.
- I love cooking and baking.
- I love people.
- I love travelling.

Abilities

Choose your **abilities** from this list. Write each one in **red** on a strip of paper.

- I can dance, swim and play sports.
- I am good at acting, singing and playing an instrument.
- I am gentle with animals and young children.
- I am good at drawing and doodling.
- I can problem solve in video games.
- I am good with numbers.
- I play games like chess and cards well.
- I am good at building things.
- I can fix things with my hands.
- I am good at telling stories and jokes.
- I listen to and observe people well.
- I am good at making conversation with other people.
- I have a good imagination.
- I can make delicious food.

You are special.
You have the potential to achieve and make a difference in the world.



Work with others

Find others who share the same goals as you. This helps you to develop your interests and learn new skills.



Prepare for a television talk show

In this activity you are going to take part in a television talk show as either a panellist, host or member of the audience.

Step 1: Come up with a topic

As a class you have been asked to come up with a topic for a youth television talk show. Discuss ideas for possible topics for the talk show and decide on one. Here are some ideas to get you started:

Ten things to do before high school
Homework - is it really necessary?
What does it mean to be successful?

Step 2: Join a group

Next, decide who will be the panellists, the host and presenters (there can be more than one presenter) and the audience. Divide into these groups.

Step 3: Prepare for the show

The panellists brainstorm what they will say and talk about. Decide what each panellist is going to say. Make notes of the reasons for ideas or opinions.

The presenters write down the questions they will ask the panel members.

If you are an audience member think about what questions you want to ask the panellists.



Step 4: Show time!

The host introduces the show, the presenters and the panel members.

The presenters start the discussion and allow the panellists to introduce themselves. The presenters make sure the panel members do not talk for too long and everyone has a chance to speak.

The audience members are allowed to ask questions.

The host ends the show with a recap of the main points made by the panel and the audience.

Vote for which presenter and panel member was most entertaining or interesting.

Draw up an action plan

An action plan makes you think clearly about what you want to achieve. In an action plan, you identify the steps you need to take to achieve your goal from start to finish.

Work it out yourself



Zisombululele ngokwakho

Identify your goal

Think about what you want to achieve.

- What ability or interest do you want to improve or learn more about?
- What would you like to achieve in a year's time?
- How different will you be in a year's time?
- What new things will you be able to do?

Step 1: Write down your goal.

Step 2: What do you need to reach your goal?

For example, if your goal is to learn a new skill, do you know where to find out more about it? Do you know who can teach you this skill? Will it cost any money?

Step 3: What steps can you take to achieve your goal?

For example, if your goal is to enrol in extra classes, what are the steps you need to take? Perhaps find out how much it would cost, then explore ways of making money. You can start doing odd jobs and saving your money to pay for the extra classes.

Affirmations are short statements that you can say to yourself to help you believe in yourself. When you repeat them often, they can help you to feel strong.

May you feel safe.
May you feel happy.
May you feel healthy.
May you live with ease.



Believe in yourself

Hannah wants to play the violin

Hannah loved netball. Her favourite time of the week was netball practice and the matches on Saturday afternoons. As the tallest girl on the team, she was the goal shooter. When she scored a goal and the crowd cheered, she felt like a superstar. But, Hannah did not get a lot of extra time to practise her shooting technique. She lived with her older brother and three younger sisters and had to wash dishes and help her siblings with homework.

One Saturday morning, Hannah was on her way to the shop when she heard a strange sound. She followed the sound until she arrived at a music school. The whole school was dedicated to music. She used her height to peep through the window and saw a circle of ten children playing the violin. She couldn't tear herself away from the sound, so she tiptoed into the room, and sat quietly in a corner.

Hannah went back to the school each Saturday morning to watch the violin class, until one morning, the teacher came up to her and asked if she wanted to join the class. Hannah was shocked. "I don't have a violin," she said. "Don't worry, you can play one of ours until you get your own," said the teacher. "But," she continued, "To play the violin you will have to practise every day and come here every Saturday morning. Do you think you can do that?" Hannah was desperate to say yes, but she wasn't sure how she was going to find the time to do it...

Look
back – look
forward



Jonga
ngemva – jonga
ngaphambili

Help Hannah with her action plan

1. Write down what you think Hannah's goal is. What does she want to achieve?
2. What are the obstacles in her way? What is stopping Hannah from achieving her goals?
3. What plan can Hannah make to achieve her goal? What can she do in the next:
 - three months
 - six months
 - year
4. Hannah will have achieved her goal when _____

"Successful people have fear, successful people have doubts, and successful people have worries. They just don't let these feelings stop them."

T. Harv Eker

Look
back – look
forward



Jonga
ngemva – jonga
ngaphambili

What did you do?

5. Think of a time when you struggled with a task and had to keep going to achieve it. Share the experience with a partner.
 - a. How did you manage to keep going? Did you ask for any support? If not, why not?
 - b. How did you feel when you succeeded?

In your
journal

Write or make up three affirmations for yourself. Use the examples on page 23 as a guide.

Top tip

When you break up a goal into smaller parts, it becomes easier to see how you can achieve it.



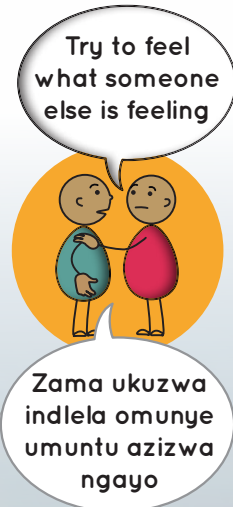
Wanting to belong

Just like food and shelter, being accepted as part of a group is a human need. We all want to be accepted.



Feeling like you do not belong?

1. This group exercise explores what it feels like when you are included in a group and when you are excluded.
 - a. Divide the class into two groups: A and B.
 - b. If you are in Group A, place your hands on your ears and stay seated.
 - c. If you are in Group B, walk towards another member of your group on the other side of the classroom, and whisper your favourite joke to each other, trying your best not to let anyone from Group A hear you.
 - d. Reflect on your experience:
 - Group A, describe how you felt during the activity.
 - Group B, describe how you felt during the activity.
 - e. Now, Group B, place your hands on your ears and stay seated.
 - f. Group A, walk towards another member of your group on the other side of the classroom, and whisper your favourite joke to each other, trying your best not to let anyone from Group B hear you.
 - g. Reflect on your experience:
 - Group A, describe how you felt now that you were included in the activity.
 - Group B, describe how you felt now that you were no longer included in the joke.
 - h. Do the feelings you described match how you sometimes feel in real life? Explain your answer.



Thinking back

2. Work in pairs. Tell your partner about a time when:
 - a. you felt that you did belong
 - b. you felt that you did not belong
 - c. you made someone feel that they did belong
 - d. you made someone feel that they did not belong.
3. Share ideas on how you can make your classroom a place where people feel they belong.
4. Create a poster titled
"A classroom where we all belong":

How do you fit in?

Belonging to a group is important sometimes. But if a group puts pressure on you to behave in a way that makes you feel uncomfortable, you could be experiencing peer pressure.

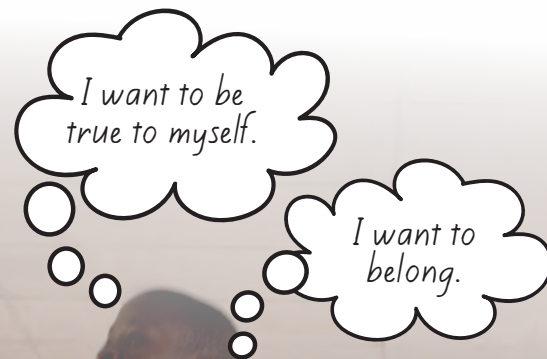
Be true to yourself

Luvuyo has many talents: he is good at school, he plays the piano, and he is an excellent dancer. His hard work practising ballet has meant he has performed in many successful concerts. Even though Luvuyo feels on top of the world when he is on stage, he is having a hard time celebrating his achievements.

In primary school, he had many friends. Now, in high school, he spends more and more time alone. At first, some of the boys who used to stand in the passage teased him, saying, “So who’s the fancy ballet dancer?” And then, when they played soccer in PE, no one wanted to pick him for their team.

One day, Luvuyo felt so lonely, he said to his mom, “I think I must give up ballet and join the soccer team.”

“I know it is difficult,” she replied. “But you must keep going! You love ballet. Be true to yourself.”



Think about Luvuyo

1. Why do you think Luvuyo was teased?
2. Why did Luvuyo want to change his mind about doing ballet?
3. What did Luvuyo’s mother mean by “Be true to yourself”?
4. Do you think that Luvuyo will give up ballet? Explain your answer. What would you do in Luvuyo’s position?

Belonging to a group

5. Have you ever felt you had to change your behaviour to fit in with a certain group?
6. Choose an example of a group you would like to belong to.
 - a. What would be good about belonging to this group?
 - b. What would be the disadvantages of belonging to this group?

How peer pressure works

- You want to fit in.
- You do not want to feel you don’t belong.
- You want your peers to like you.
- You feel stuck without a lot of options.
- You want to be valued and enjoy the same opportunities as everyone else.



Recognising peer pressure

When you are trying to fit in or be accepted, it can be hard to notice that you might be changing your behaviour to do so.

Someone putting negative pressure on you might:

- Make you feel like there is something wrong with you, if you do not do what they want.
- Ignore you and exclude you until you do what they want.
- Make you feel bad about making different choices.
- Tease you and call you names to try and get you to prove yourself.

Negative peer pressure

Negative peer pressure is when your peers influence you to make bad decisions. For example, your peers could encourage you to skip school and go to the park. This is a bad decision that can impact your life in many ways, such as something dangerous could happen to you at the park or you could get into trouble with your school. Always think carefully about any decision you make and how it can impact your life.

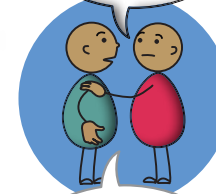
"Wrong is wrong, even if everyone is doing it. Right is right, even if no one is doing it."

St. Augustine

Changing your mind

1. Read the story of Luvuyo again (from the last lesson).
2. Imagine you are one of the people who stopped being friends with Luvuyo after some of the boys teased him. You realise you miss Luvuyo's friendship. Ignoring him makes you feel uncomfortable. What will happen if you try to become friends with him again?
3. In pairs, role-play a dialogue of how a possible conversation might go between you and Luvuyo. How have each of you experienced peer pressure? Take turns playing Luvuyo.

Try to feel what someone else is feeling



Zama ukuzwa indlela omunye omuntu azizwa ngayo

Look back - look forward



Qala emva - qala phambili

I just know my parents won't allow it, but my friends think I'm cool to have blue hair like theirs. They're like, "Hey, Neo, girlfriends forever!"



Neo

Conform and Bushy, 2019 (detail)

Mind the pressure

Sometimes it can be easy to spot peer pressure when your peers say something to you that makes you feel bad about your choices.

Other times, when you simply feel you need to behave in a certain way, it can also be because of social pressure.

4. Look at Neo's thinking on this page. Where are her pressures coming from?
5. Describe examples of negative peer pressure you have experienced.

Stay true to yourself

Understand who you are and who you want to be.
Know what is important to you so you can stay true
to yourself and resist negative peer pressure.

Making choices

Positive peer pressure

Positive peer pressure is when someone's peers (or friends) influence them to do something positive or growth building. For example, peers who are committed to doing well in school or at sport can influence others to be more goal orientated. So too, peers who are kind, loyal or supportive can influence others to be the same.

Lindy loves music and wants to be a singer one day. When her uncle Tyron passed away recently, she began thinking about giving up on her dream. He shared her love of music and they used to write songs and sing together. He would always reassure her that he would find a way to send her to music school.

Now, not only is Lindy mourning her uncle's death, she is also worried about never being able to attend music school. To add to that, her friends have begun to tease her about her cheap fashion choices. Her parents cannot afford to buy her designer jeans and dresses, like the clothes some of her friends wear.

Shortly after the funeral, Lindy is told that her uncle has left her some money in his will. Suddenly, she is not sure how she should spend it...

Maybe I should spend the money on some nice things, like new clothes and shoes.



Maybe I should save the money for music school. I want to do something I am good at and improve my singing. That is what Uncle Tyron wanted for me.

Show why it is helpful or harmful



Khombisa
bonyana kubayini
ilirhelelho
nofana izwisa
ubuhlungu

What would you do?



1. Discuss the pros and cons of Lindy's choices. Which one is about Lindy feeling pressured? Which one is about Lindy being true to herself?
2. Divide into three groups. One group will present an argument for choosing to save the money for music school. One group will present an argument for choosing to buy new clothes. One group will judge which argument is the best one.
3. Is there such a thing as positive peer pressure? Is it sometimes useful or necessary to put pressure on a friend to do something?
4. What examples of positive peer pressure can you think of?



Responding to peer pressure

It can be really difficult to resist peer pressure, especially when you want to fit in and be liked.



Resisting peer pressure

Allegra and Kim do not like their maths teacher. He gives them a hard time in class and they find his subject boring. One day, Kim asks Allegra to hang out at the park with her instead of going to maths class. She promises they can come back during break and that they will not be caught. Allegra does not like the idea of breaking school rules but she doesn't want her friend to think badly of her.

1. If you were Allegra what would you do? Use the ideas below to help you.

How do you resist peer pressure?

Before you agree to something, check your feelings. If it feels uncomfortable work out why. Be honest with yourself.

Tell your friends what you think and feel.

Think about the consequences of agreeing to it, and whether you'd be comfortable with the consequences for you and for others.

Work out what is right and wrong for you. How does what they are asking you to do fit with your values and goals? What are you willing to sacrifice?



Surround yourself with supportive people

When you find supportive friends, you can focus on being yourself and what matters the most to you.

2. In a healthy relationship...	True	False
a. You put pressure on each other to do things you are not comfortable to do.		
b. You are interested in how your friend is feeling.		
c. You do not feel insulted when your friend calls you things like 'lazy' or 'stupid'.		
d. You always agree with each other and never argue.		
e. You stand up for each other when you are being teased or bullied.		

If you get stuck, look at the answers in the upside-down box below.



a. False. People in healthy relationships do not pressure each other to do things they do not want to do. They respect each other's choices.
b. True. Friends share things, like worries and stories. It helps them to care for and connect with each other.
c. False. Friends should never call each other names or tease each other in a hurtful way.
d. False. Disagreements are uncomfortable. People in healthy relationships have respectful discussions and talk about their feelings to find understanding.
e. True. It can be difficult to stand up for a friend who is being bullied or teased because you might fear being bullied or teased too.



What is conflict?

Conflict usually means a disagreement, argument or fight. Conflict happens when people want different things or want the same thing and see themselves in competition.

Types of conflict

Sometimes, we all get angry. We may feel that something is unfair, something has been taken that we value, or someone is being mean or we are just not getting our fair share.

Conflict does not happen only between enemies. There can be conflict between friends or entire countries. There are always ways that conflict can be resolved without using violence.

A difference of opinion

Sometimes, a conflict can be negotiated or resolved by offering something in return for something you want. Sometimes it is just a difference of opinion and people move on without feeling threatened.



An unresolved dispute

Sometimes, conflict can lead to an unresolved dispute, where both sides are separated from each other by sticking to what they want or believe in.

A fight

Conflict is harmful when it leads to violence. Violence can be physical, verbal, emotional, or sexual, and happens when someone uses their power to hurt a person, an animal, or a thing, on purpose.



Conflict in your life

1. What would you do in the following two situations?
 - a. You and your friend are watching TV. You want to watch one program and your friend wants to watch another.
 - b. Your friend gave you some pencils belonging to her brother and he wants them back. What could you do?
2. Think of a time when there was conflict between you and a friend, a parent, or someone else. Describe the conflict.
3. Was the conflict a difference of opinion, a dispute, or a fight?
4. Did you find a solution? Describe how the conflict ended.
5. What did you learn from the conflict?

Resolving conflict

Everyone experiences conflict sometimes. If you solve a problem in a respectful way it can be a positive thing. You learn skills to cope better with the next conflict situation.

Ways to resolve conflict

Communication is very important to resolve conflict. There are things you can do to sort things out so that everyone gets something of what they want.

There are four things that you can do:

- Listen to understand
- Avoid making things worse
- Work together
- Find a solution

Understand

Everyone involved needs to understand what the conflict (argument) is about. To do this, everyone needs to:

- Say what they feel about it (without interruptions).
- Listen to what other people have to say about their feelings (without interrupting them). Take turns to speak and listen.
- Try to put themselves in the other person's shoes and try to understand their point of view.

Avoid making things worse

- No mean, nasty remarks that will hurt people's feelings. Never make personal remarks about a person's looks, gender, their 'secrets' or things that have happened in the past.
- No screaming and shouting.
- No fighting, hitting, kicking, pushing or any kind of hurting the other person's body or feelings.

Work together

Make "I" statements, like:

"I feel hurt when..."

"I need to feel or be..."

"I hear what you are saying, and I feel..."

"I don't need you to agree with me...
I do need you to understand or hear me..."

Find the solution

Once you have listened to each other and found what the problem is, then you need to look for a solution.

When we talk about ending conflict, we use the word 'resolve'.



Observe and describe



Lebelela ka goela tlhoko o bo o tlhalosa

Ways of responding to conflict



1. Which of the problem-solving strategies on this page do you use often?
2. Which strategies could you try to use more often?

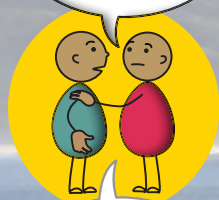


Communication skills for conflict resolution

Everyone gets angry sometimes. Learn to take some time to cool off before acting on your anger. Then, figure out how to resolve the conflict.



Try to feel what someone else is feeling



Leka go utlwa maikutlo a motho yo mongwe a a ikutlwang

Cool it

1. What is happening in the conversation above? Explain your answer.
2. How would you advise someone to cool off first? Use the box of suggestions to help you.
3. Sometimes, the best way to let go of your anger is to feel empathy. How could the two characters on this page show each other empathy?

Suggestions for cooling off

- Take a deep breath in, and breathe out slowly. Repeat this until your heartbeat slows down.
- Slowly count to 10 in your mind.
- Go for a walk or a run until you feel calmer.
- Squeeze a pillow, or something soft, really tightly, and imagine you are squeezing away your anger.
- Listen to some music.
- Talk to someone you trust about how you feel.

Work it out yourself



Dira ka bowena

Speak carefully, listen actively



To resolve conflict, you need to think about the way that you speak as well as the way that you listen.

4. In pairs, role-play a conversation between two people who are arguing about something. Try to resolve the conflict by speaking respectfully and listening with empathy.

Respectful speaking

- **Speak softly.** This might be difficult when you are upset, but people are much more likely to listen to you if you don't use a loud, angry voice.

- **Say what you feel** without blaming the other person, by using "I" statements, like:

"I feel hurt when..."

"I hear what you are saying, and I want us to deal with that. I also need to feel you are hearing me."

Listening with empathy

- **Look at the person** who is talking to show that you are giving them your full attention.

- **Listening noises** like "mm", "yes", or "uh-huh" can show you are paying attention. Do your best not to interrupt the person talking.

- **When they have finished speaking, repeat what you have understood.**

For example, "I hear you are upset because ... Is that correct?" This allows the speaker to correct you if you misunderstood them.

- **Ask questions to get a deeper understanding** and to show you are interested.

Empathy is when you try to put yourself in someone else's shoes and imagine what they might be feeling.



Finding solutions

Once you have listened to each other and found out what the problem is, then look for a way forward.

Guidelines to help you resolve conflict

- 1. Know what you want.** Know what the other person wants. See if you can find a resolution that can work for everyone involved. You need good communication skills and a willingness to listen.
- 2. Focus on the problem not the person.** Do not attack the other person or group. When conflicts are all about blaming, name-calling and stereotyping it is difficult to focus on the shared problem.
- 3. Try to come to an agreement about what the problem is.** Finding a common description of the problem can help with finding ways to understand the problem.
- 4. Understand what is non-negotiable for each side.** What are you willing to give up to achieve your goal? How flexible are you prepared to be?
- 5. Decide whether the conflict is worth resolving.** How much energy and time are you willing to put into the argument or negotiation. Not all conflicts can be solved. Sometimes you just have to walk away.

Sometimes, conflicts cannot be resolved and you can agree to disagree.



What to do?



Two girls, Lizzy and her best friend Ntombi, had a big fight. Lizzy found out that Ntombi went to the mall with other friends without inviting her along. Then Ntombi accidentally sent a text to Lizzy where she complained to Dineo about Lizzy.

The next morning Lizzy and Ntombi confront each other during break...

1. In pairs, create a drama to show how Lizzy and Ntombi could resolve their conflict and still remain friends.

Use the following conflict resolution steps:

Step 1: Agree to talk about the problem.

Step 2: Take turns talking about how you feel and what you want.

Step 3: Take turns suggesting ways to resolve the conflict.

Step 4: Agree to a solution that will satisfy both parties. Keep in mind that you might need to reach a compromise.



Keeping the peace

Sometimes, two people in a conflict can't understand each other's point of view or solve the problem. In this case, it can help to bring in someone who acts as a peacemaker or mediator.



How to mediate

- Give each person a chance to say what happened.
- Repeat what they said in your own words to make sure you understood them.
- Ask each person how they felt during the conflict.
- Again, repeat what they said to make sure you understood them.
- Ask each person what they could have done differently.
- Ask them what they could do right now to understand the problem from another point of view.
- Start negotiating a solution. Negotiation carries on until a compromise is reached.
- Repeat the solution and ask each person if they agree to it.

Resolve conflict through a mediator

A peacemaker gets involved in the communication process to help each side understand the other side better. They try and help resolve the conflict in the best possible way for both parties.

A mediator or peacemaker is someone who:

- Is fair and makes sure that everyone gets an equal chance to share their point of view.
- Makes sure everyone has been heard and understood.
- Is a good listener and shows empathy.
- Stays calm and convinces everyone that there is a way to solve the problem.
- Asks questions to deepen everyone's understanding.
- Makes it clear what everyone agrees on and what they share in common.
- Clarifies what each wants most and is non-negotiable.
- Explores what each is willing to compromise to get what they want.

Top tips

Keeping safe during conflict

- When conflict becomes violent, do not get involved and rather keep yourself safe.
- Do not do or say anything that will increase anyone's anger.
- Do not try to use a weapon.
- Go to a safe place, like your room, or a neighbour or friend's house.
- Stay calm. Avoid getting angry yourself.
- Tell a trusted adult that you feel unsafe.
- Call the police if someone is being hurt.



How well do you mediate?

1. What qualities do you think an effective peacemaker should have?
2. Divide into groups of six. Three people in the group act as Person A, B and C. They create a drama about two people trying to resolve a conflict with the help of a mediator. Person C should try help them solve the problem by following the mediation steps in the box 'How to mediate' on the opposite page.
3. The other group members watch the drama and assess the mediator, using the 'Assess the mediator' box below. They then give feedback on how successful the mediator was in resolving the conflict.

Assess the mediator

The mediator...	Yes	No
gave each side a chance to explain		
was an active listener		
did not judge		
made clear summaries of what was said		
asked useful questions		
helped everyone agree to a solution		
TOTAL		



Body percussion



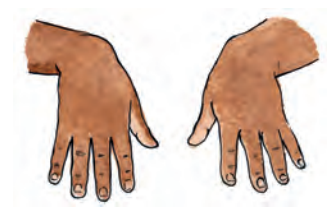
Have fun creating rhythms in canon and unison.



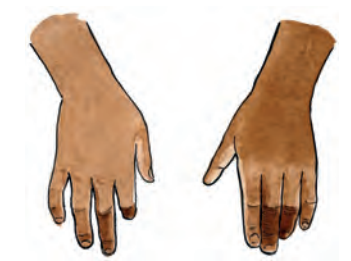
Warm up your hands



1. Shake your hands.



2. Shake your fingers as if you are shaking off water.



3. Wriggle all the fingers as though you are playing piano. Do it slowly then very quickly.



4. With both hands stretch fingers out and curl them in one by one.



5. Call someone towards you with your hands.



6. Gesture them away from you.



7. Gesture to the left and then to the right.



8. Make pulsing stars with your hands above your head and behind and in front of your body.



Body percussion

Divide into three groups. Do each action over two counts.

	1	2	3	4	5	6	7	8
Group 1	Clap hands		Slap chest		Slap head		Snap fingers	
Group 2	Snap fingers		Slap left foot		Slap right foot		Slap left foot	
Group 3	Run in a small circle for the full count. Make the vocal sounds and physical actions of any creature for the full count: for example, ROAR!							

Do each action on one count, and count to four in total in this round, not eight counts.

	1	2	3	4
Group 1	Clap hands	Slap chest	Slap head	Snap fingers
Group 2	Snap fingers	Slap left foot	Slap right foot	Slap left foot
Group 3	Run in a small circle for the full count. Make the vocal sounds and physical actions of any creature for the full count.			



The percussion canon

This percussion song happens over four steady counts. The entire song is 16 counts long and should be repeated four times.

- Divide the class into four groups.
- Each group starts the rhythm when the previous group finishes the first line. Keep a steady beat. Do not increase the tempo.

slap • clap • click • rest

	1	2	3	4
Slap thighs	Clap	Click	Rest	
Slap thighs	Clap	Click	Rest	
Slap thighs	Clap	Click	Clap	
Slap thighs	Clap	Click	Rest	



Words

Canon: Voices (or instrumental parts) that sing or play the same music starting at different times.

Round: When each part of a canon is identical and keeps repeating.

Unison: Two or more voices sound like one. Unison comes from the Latin root words *uni*, meaning “one,” and *sonous*, meaning “sound.” So unison literally means one sound.



Warm up your voice

Get ready to sing.



Activity!

Vocal exercises

Step 1: Stand comfortably. Give a big yawn. Stretch and make the stretch bigger. Tense and relax your body several times.

Step 2: Blow an imaginary candle out. Blow five candles out. Blow a feather off your hand and keep it in the air.

Step 3: Stick your tongue out and in and out a few times. Stick your tongue forward as far as it can go, up towards your nose, down towards your chin, and to the sides.

Step 4: Drop your head and move your head from side to side. Let your tongue relax and fall out of the mouth loosely. Hum and feel the buzz on your lips and in your nose.

Step 5: Swing your hands up above your head as you breathe in. Breathe out with a yawning sigh as you bring your arms down. Do this eight times. Then do each of the following four times:

Make a “**mmmmmm**” sound. Start high and end low.

Make a “**rrrrrrrrrrrrrrrrrrrr**” sound. Start low and end high.

Make a “**maaaaaaaaah**” sound. Start low and end high.

Step 6: Put your hand on the area beneath your breastbone and say “**hee, hee, hee, hee**” “**ho ho ho ho**” “**ha ha ha ha.**” Can you feel a movement here?

Step 7: Breathe in and out on your own time. In through the nose and out through the mouth. Shake your body and shake out the sound as well.



Vusimuzi Malindi, 2020

Words

Call and response: A musical phrase in which the first part is answered by a second part.

Tonal quality: The characteristic quality of sound produced by a particular instrument or voice.



Activity!

Practise different ways of singing

Decide on a song that the entire class knows. Sing it in three different ways: in unison, call and response and canon.

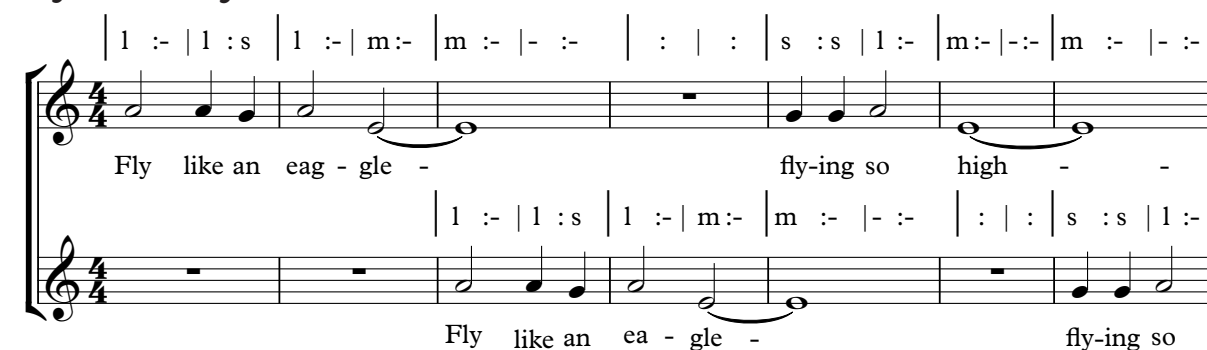
Example: *Fly like an eagle*

1. **Unison:** Sing it all together a few times.

2. **Call and response:** Create two groups. One group starts. Decide when and with which lines the second group will respond.

3. **Canon:** Divide into four groups. Each group will start singing the song at a different time. Once one group has started, where is the best moment for the next group to start singing? Work it out!

Fly like an eagle



Activity!

What tonal quality is your voice?

bell-like
rich
croaky



Who is your favourite speaker or radio presenter? What do you like about their voice?
The **tonal** (sound) quality of a voice is what gives it colour and personality, and how it is recognised.
Everybody has their own special sound. What makes your voice unique? Who do you sound like?
What words would you use to describe your tonal quality?

quiet
loud
breathy
soft
cold
harsh
warm



Warm up your body

Move your body to loosen up.



Movement, music and mood

Do each movement for eight counts.

Forward bends: Stand with your feet parallel. Drop your chin to your chest. This rolls the top of your spine. Roll the rest of your spine down towards the floor. Bend your knees as you drop lower to the ground. Keep your arms and your body relaxed as you hang upside down. Keep your head tucked in. Reverse the process. Unroll your spine slowly. Your head is the last thing to come up. Relax your shoulders. Roll down for eight counts and up for eight counts.

Sideways bends: Stand in neutral with your arms at your side. Let your left arm become heavy, pulling towards the floor.

Extend your spine up and over to your left side. Bend your knees to increase your reach. Gently use your stomach muscles to bring your body back up to its neutral position. Extend over and down to the right side and return to a neutral position.

Spine twists: Keep your knees bent. Twist the spine by swinging your arms behind you to the left, as you look over your left shoulder towards the back of the room. Swing around to the right and twist the other way.



Explore personal and general space

Walk around at a medium pace and create a space for yourself in the room. Face the front. Stand in neutral, your spine long, your body relaxed.

Shake on the spot. Shake your arms, your toes, your elbows. Shake your whole body. Stop shaking and be still. Feel the blood pumping through your body.

Twist your different body parts. Twist your arms, your spine, your legs.

Gallop through general space and back to your personal space. Do this in four counts.

Shake on the spot. Shake your different body parts and then the whole body at once.

Slide through the room and then slide back to your spot. Avoid bumping into other people. Find different ways to slide.

Float around the room. Let every part of your body feel as light as a feather.

Shake out and walk around the room and then come back to your spot.

Crawl and roll around the room and then back to your spot, if the floor is suitable for this.

Stand in neutral and become aware of your breathing once more.



Top tips

Be gentle and controlled in your movements so you do not hurt yourself.

Keep your body as relaxed as possible.



How do you feel right now?

Scan yourself physically, emotionally and mentally. Give yourself a number from 0 (dreadful) to 10 (fantastic).



Step 1: Breathe

Get oxygen to your brain by taking some deep breaths in and out.

Imagine your breath travelling to your fingertips and to your toes.

Step 2: Touch

Wake up your nerves through the touch of your hands.

Squeeze your body from your feet to your head as if you are hugging each body part.

Tap your body from head to toe. Imagine rain is falling on your skin.

Brush the water from your skin.

Step 3: Explore your space

Find the centre of your body and the edge of your personal space.

Explore movements that make you small and movements that make you very large.

For example, a seed pod shape, then a star shape.

Step 4: Head to tail

Your spine is like a highway from your head to the rest of your body. Make it flexible by bending:

- forwards
- backwards
- to the right side
- to the left side
- in a giant circle.

Steps 1-8
take five minutes
each, so do not rush
– explore!

Step 9
may take 10-15
minutes.

Step 11
can be done for
homework.

Step 5: Upper lower

Play some music and improvise a dance using only your **upper body** (torso, head, arms, hands, face).

Play different music and improvise a dance using only your **lower body** (hips, legs, feet).

Step 6: Left side, right side

Improvise a dance using only your right side. Then improvise using only your left side.

Step 7: Cross over

How many different ways can you connect your opposite hand and foot?

How many different types of twists can you find?

Can you roll and twist at the same time?

What is the best part of the body to lead the roll?

Step 8: Challenge your balance

The fluid inside your ears help you keep your balance.

Spin around 10 times one way, then stop and get your balance. Spin 10 times the other way.

Try spinning on your tummy on the floor, or on your bum.

Try swaying from side to side, letting your head swing in a big arc.

Step 9: Choose your favourite movements from this dance warm-up and create your own dance sequence.

Step 10: Check in

Stand comfortably and repeat the deep breathing from step 1.

Scan yourself again. How do you feel now after having done all the steps?

Step 11: Imagine it further. How could these exercises be done in pairs or in groups? Discuss with your friends.



Feel the rhythm

Rhythm in music can be defined as the regular, repeated pattern of sound. It is the heartbeat of the music and what we tap our feet to.



Activity!

March in time

Walk on the spot to a steady beat (Right Left Right Left.....).



Body percussion

Sit at your desk keeping time with your feet. Do the count in with the walking beat (1, 2, 3, 4...). Stamp your feet (softly!) - right foot on 1 and left foot on 3. Keep going until everyone is keeping the beat.

The three letters in the timeline below represent different percussion actions. Do you see there is silence on the fourth beat? Go around the class and take turns to do something in the silent space. It can be a vocal sound or a different body percussion. When you have done it once, everybody copies you. Keep going till everyone has had a turn.

D	C	K		D	C	K		D	C	K		D	C	K	
R		L		R		L		R		L		R		L	

Foot beat



D = hands clap the desk



C = hands clap together



K = fingers click

Words

Percussion instruments include any instrument that makes a sound when it is hit, shaken, or scraped. Examples include drums, cymbals, xylophones, gongs, bells, and rattles.



Activity!

Tell a story with percussion

Drums can add to a drama performance. They underscore or emphasise the action. Think of the drum roll in a circus when the acrobats are about to do something dangerous, it introduces an element of suspense.

Use drumming techniques to add interest and tension while a narrator tells this story in their own words:

- A group of people are walking along in a relaxed way, whistling as they walk.
- Suddenly they become aware of danger. They start running.
- They hide under a bridge next to a running

river. They breathe carefully and try to be very quiet.

- They hear giant footsteps walking over the bridge; they're afraid. The big steps stop. There is a drum roll.
- After a silence, the group runs off to a fast rhythm pattern chased by the giant steps.
- The giant trips and falls to the ground with a great bump.
- The group continues running and arrives at their home where they are greeted. They have a celebration with drumming and dancing.





Drum strokes

Explore simple rhythmic patterns using different drum strokes.



Djembe drum strokes

The djembe drum from central Africa is played with the hands and has a wide variety of sounds.



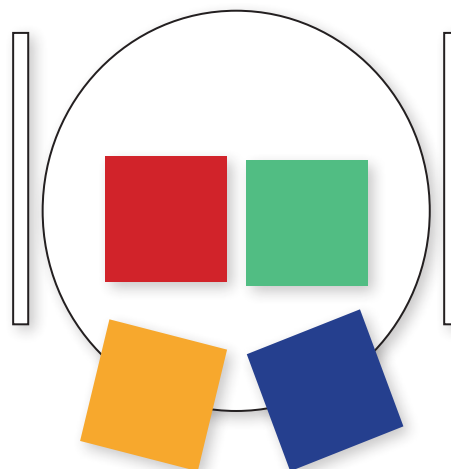
There are four different djembe drum strokes and each creates a different tone. If someone has a djembe, they can demonstrate what the four tones sound like.

- Open bass tone:** Let your flat hand bounce in the middle of the drum.
- Muffled bass tone:** With a cupped hand, hit the middle of the drum. Do not let your hand bounce.
- Open high tone or ring tone:** Let your flat hand bounce on the side of the drum.
- Muffled high tone or slap:** With a cupped hand, hit the edge of the drum. Do not let your hand bounce.



Drum notes

Try these drum strokes. If you do not have a djembe drum available, use your desk.



Step 1: Draw a circle on the blackboard to represent a drumhead and place squares of coloured paper as follows:

- Green** = Open bass tone in the middle of the drum
- Red** = Muffled bass tone in the middle of the drum
- Blue** = Open high tone or ring tone on the lower rim
- Yellow** = Muffled high tone or slap on the lower rim

Start softly on green, carry on with red, get a little louder on blue, then stop all together on two yellow strokes.

Practise this a few times until everyone is playing together.

Step 2: A volunteer conductor points at one of the colours on the board, while the rest of the class plays the matching stroke. Create a sequence and repeat this several times.



Activity!

Right and left hand patterns

A conductor points at the **red** and **green** colours in the middle of the drum or circle on the blackboard.

4/4 time (1, 2, 3, 4, 1, 2, 3, 4 ... beat)

There are four beats (or notes) in a bar.

This pattern alternates two strokes by the right hand and two strokes by the left hand: **Right Right Left Left**.

Hands 1	R	R	L	L	R	R	L	L	R	R	L	L	R	R	L	L
Colours	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Foot beat	R		L		R		L		R		L		R		L	

Now play the same pattern with the alternating right and left hands indicated below.

Hands 2	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L
Colours	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Foot beat	R		L		R		L		R		L		R		L	

3/4 time (1, 2, 3, 1, 2, 3... beat)

In the timeline below, the beat lines are divided into a 3/4 pattern. The pattern uses the muffled bass tone (**red**) to keep time in between the open high tone or ring tone (**blue**) strokes. The conductor will place the two colour strokes on the board and lead the class by hitting them using alternate hands.

The hands alternate **Right Left Right Left Right Left** in this drumming style. Keep going until you get it right. You will see how the hands take turns to hit the ring tone.

Hands	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L
Colours	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Foot beat	R			L			R			L			R			



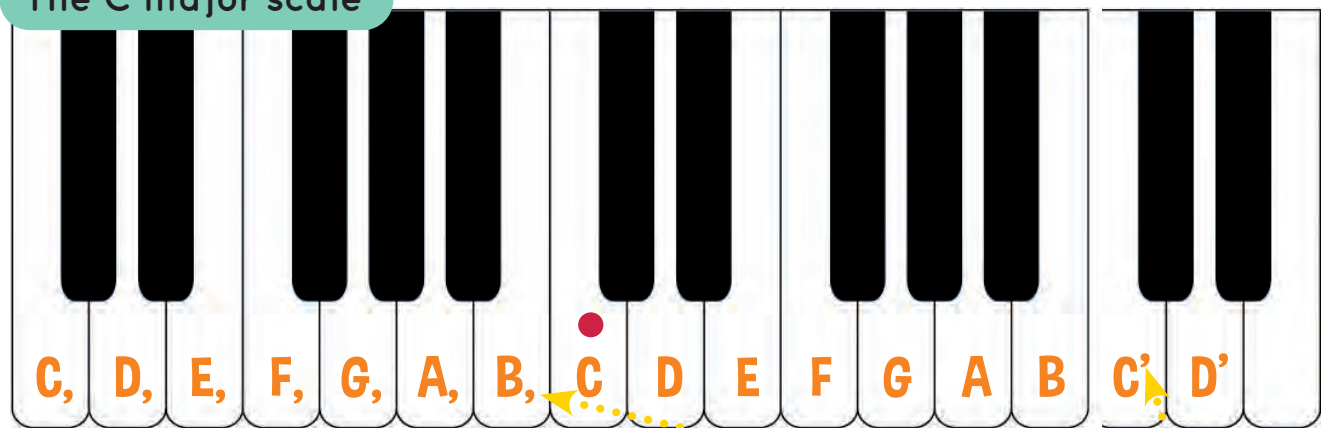
Activity!

Discuss how the two different patterns felt. Did you prefer one style over the other? Did one of them feel more natural to you?

You can refer back to the rhythm notation you learnt in Grade 4 and Grade 5.



The C major scale



These commas and apostrophes show that the notes are in different octaves.



Activity! Music and songs in C major

- Play the scale using quarter notes (crotchets).

C major Doh is C



Tshikona pipes made with bamboo. Read more about the Tshikona dance in Term 2.



OPON pipes

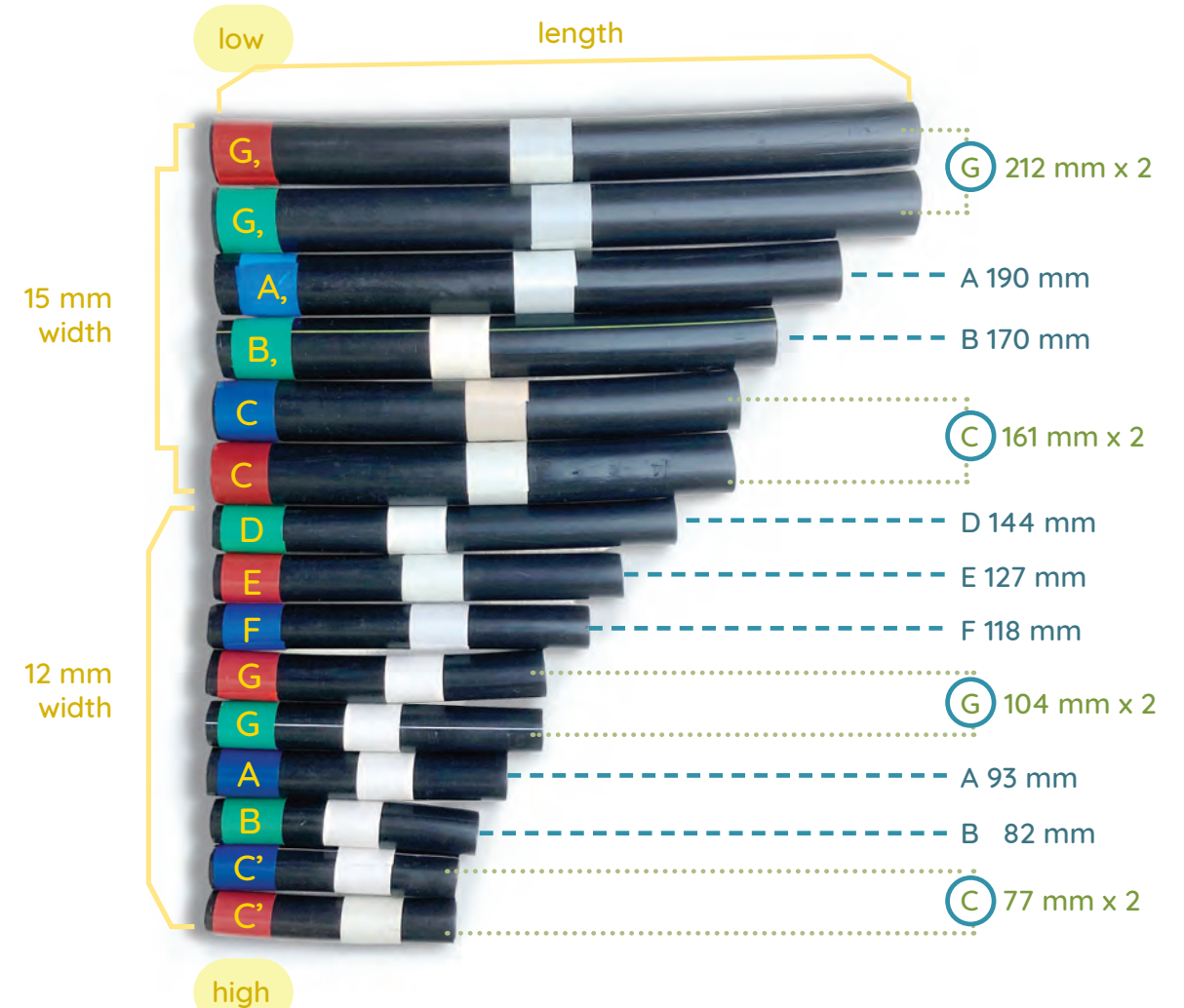
You can use a One Person One Note (OPON) pipe to play the C major scale. You can also use them to play rhythms and melodies. Each person plays the same pipe throughout a class. Wash pipes after use, before using again.

Practise playing

1. To play a pipe, close the hole at the bottom completely with your thumb. Do not push your finger into the pipe as that changes the length inside the pipe and it will be out of tune.
2. Hold the pipe flat against your chin with the open end just below your mouth. Blow across the top as if blowing into a bottle.

If you do not have a piano or other musical instruments in the school use a set of OPON pipes. They are fun, easy and cheap to make.

One Person One Note





Make music

Early humans improvised music with pipes made out of bamboo, dry kelp or sounding stones. You can use the OPON pipes to do the same.



Practise with real songs

Which notes of the C major scale does this song use? You will not need all the OPON pipes for this song. Some of you may need to double up on the same note.

Start on the C note. A conductor blows the C pipe for others to follow and sing or play that note.

Ask yourself:

- Are you playing your note on time?
- Are you moving smoothly from one OPON pipe to the next?
- Do you all sound like one person playing?

Twinkle Twinkle Little Star

Words

Melody: A series of musical notes that make a tune.

Chord: A chord is produced when two or more notes sound at the same time.



Blow chords with the pipes

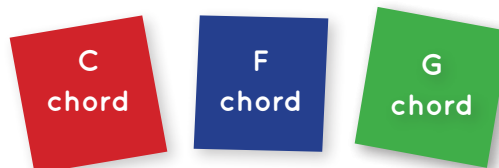
Play the OPON pipes in an ensemble (as a group). The pipes can be used to play chords to accompany songs. This can be done easily by using the colours on the pipes.

Step 1: Stick three sheets of coloured paper (red, green and blue) on the wall or blackboard.

Step 2: Form three groups according to the colours of the pipes: red, green and blue. If you only have one set of OPON pipes, do this activity in groups of 15 learners.

Step 3: When the conductor touches one colour the group with pipes of that colour blows and stops blowing when the conductor stops touching the paper.

Remember to go slowly.



Play a basic marabi rhythm

The song *Mbube* (also known as *The Lion Sleeps Tonight*) is an example of the marabi music style and uses only three chords. Listen to the song and then try to do this activity in class.

Step 1: Start by clapping a walking rhythm and keeping the beat with your feet (right, left, right, left...).

Step 2: Once you are all keeping the beat, sing the colours in time, starting on the right foot beat:

red red / red red / blue blue / blue blue

red red / red red / green green / green green

Step 3: When everyone is comfortable singing the colours in time, play the red, blue and green chords with the OPON pipes following the timeline.

Step 4: Try to play a basic marabi rhythm using the colour chords. Remember to start with a basic 1, 2, 3, 4 count and then stamping your feet (softly!) right foot on 1 and left foot on 3. Keep this going and then blow the colour chords like on the timeline below.

Cords	○	○			○	○			○	○			○	○		
Beat	R		L		R		L		R		L		R		L	
Cords	○	○			○	○			○	○			○	○		
Beat	R		L		R		L		R		L		R		L	:

This sign means repeat from the beginning



Read more about marabi music in Term 3.

Music words

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

Basic music terms

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

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

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

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

Call and response

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

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

Chord: two or more notes sounded together.

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

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

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

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

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

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

Lyrics: the words of a song.

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

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

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

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

Pitch: how low or how high a note is.

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

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

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

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

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

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

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

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

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

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

Tonic sol-fa:

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

do re mi fa so la ti do

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

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

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

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

Types of voices

Soprano

A high female (or boy's) voice

Alto

A low female (or boy's) voice

Tenor

A high (adult) male voice

Bass

A low (adult) male voice



Music time values

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

Footsteps

left, right, left, right

Big drum


left, right, left, right

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

Each note represents a musical sound. The design of a note shows its 'value' or how long it lasts. Each line below lasts exactly the same time (four beats).


1

semibreve (whole note)




2

minims (half notes)




4













crotchets (quarter notes)



8

quavers (eighth notes)



semibreve	 whole note  whole rest			
minim	 half note	 half rest		
crotchet	 quarter note	 quarter rest	 quarter rest	 quarter rest
quaver	 eighth note	 eighth rest	 eighth rest	 eighth rest



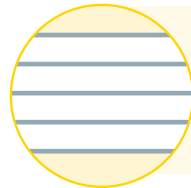
A quaver by itself looks like this. It's a 'bit' of a 'rabbit'.



Two or more quavers within the same beat are linked together!

Music notation

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



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

Time signature
At the beginning of a piece of music there is a sign called a time signature.
The top figure shows how many beats there are in a bar.
The bottom figure shows what kind of note is used to represent the beat. If the bottom figure is 4, the beats will be shown as crotchets; if it is 2, the beats will be minims; if it is 8, they will be quavers.

Diagram illustrating musical notation elements:

- Note in a space**: Points to a note on the second space of the staff.
- Note on a line**: Points to a note on the third line of the staff.
- Rests**: Points to a horizontal line on the staff.
- Accents**: Points to a symbol (>) above a note.
- Bar line**: Points to a vertical line separating measures.
- Clef symbols:**
 - Treble clef**: Points to the C-clef on the first line.
 - Bass clef**: Points to the F-clef on the fourth line.
- Repeat**: Points to a double bar line with dots.

Dynamics

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

f for *forte* (loud) *mf* for *mezzo-forte* (medium loud) *p* for *piano* (soft)

cresc. for crescendo (gradually getting louder)

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

Scales

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

Diagram illustrating the C major scale on a staff:

Notes: C D E F G A B C

Tonic sol-fa: do re mi fa so la ti do

The C scale on your keyboard

Diagram illustrating the C scale on a keyboard:

Notes: C D E F G A B C D E F

Octave



Dramatise an African folktale

Your task in Term 1 is to perform an African folktale or traditional story for the class.

Start by finding a story and begin to explore sound pictures and expressive movement. You can use one of the stories on this page or choose another story.

Read your chosen African story aloud in your group. Think about the following:

- Where does the story take place?
- What time of day or night does the story take place in?
- Does this change?
- Does the story have a beginning, middle and end? What is the mood for each part?
- Is there is a song or music in the story?



Ananse – a wise spider



Ananse stories, of West Africa, are about the spider Ananse who is a trickster and keeper of wisdom. Ananse uses different methods to remind us how to be wise. In one story, he collected all of the wisdom of the world in a calabash to keep it away from humans who could not be trusted with powerful knowledge. But the wisdom kept spilling out of the calabash. He realised that it is impossible for one person to try to know everything. So Ananse distributed the knowledge and wisdom among all people.

The three brothers and the pot of porridge

Three brothers were travelling through the forest. They had travelled on foot all day and night was falling. They needed a place to rest for the night, a place where they would be safe from prowling animals.

The brothers were in luck because as darkness fell, they spotted a little hut in the distance. There they met a kind old woman who invited them in to spend the night. She also offered them some porridge which she was cooking in an iron pot over a fire. The brothers declined the food for they were exhausted. They also did not want to impose on the old woman who was living alone, and had cooked only enough porridge for one person. She gave them some mats and showed them to a room to get a good night's rest. Soon, the hut was dark and everyone was asleep.

Sometime in the night, the youngest brother woke up, very hungry. He went into the kitchen to see if any of the porridge was left and indeed there was just enough porridge in the pot for one person. Surely it would do no harm if he ate a little bit? So he ate a little bit, then a bit more and then even more until it was all gone. Realising his mistake, he decided to cover it up and went out to find some stones to put in the pot, hoping the old woman would not notice.

The three brothers woke up early the next morning to continue their journey. They said goodbye to the old woman and thanked her

for her kindness. Soon after they left, the old woman discovered the stones in her pot and immediately set out after them. Although she was old, she could move as fast or maybe even faster than the young men, and she soon caught up with them.

She accused them of stealing her porridge and filling her pot with stones. The eldest brother spoke for them all, denying it. The old woman was certain that one of them had eaten the porridge, so she challenged them to take a test. She took them to a nearby river which had a log lying across it. Each of them had to cross the river on the log while singing a song in Yoruba which the woman taught to them:

*Ti m ba je koko arugo
If I ate the old woman's cocoyam
Ki okun cbe mi, ki okun la mi
Let the river take me
Ki okun gbe mi si erigidi ofun
Let the river take me away*

The first two brothers walked confidently across the river singing the song. But the youngest brother was scared as he walked and sang. His step faltered several times, and he then fell into the river, never to be seen again!



Create a soundscape

Use any available or found instrument to make sounds to create a sound picture for your drama.



Activity!

Mood sound pictures

Step 1: Choose a journey relevant to your story.

Do the characters travel across the country, the world or the continent? How does the mood change from place to place? How do the characters feel about these places?

Step 2: Half the group improvise soundscapes for the journey, using body percussion, voices, and any instruments you have available. Listen to one another as you create the soundscape and make sure that you are creating the right mood. Let the conductor decide when it is time to move to the second location and the second mood.

Step 3: The other half of the group listen carefully to the soundscape with their eyes closed. When they are ready, they will start to use movement and mime to express the moods they hear. How does the mood change on the journey? What units of action do you want to use for your movements?

Step 4: Swap over and improvise new sound pictures for the journey.

Step 5: Discuss the performance. What did the two groups do differently in terms of music and movement? What movements worked well? Did the music and movement capture the moods of the journey?



Sound pictures

Work in more detail with sound pictures.

Step 1: Improvise and create

In your groups, play with body percussion and voices, to create different moods for the beginning, middle and end of the story.

- **Beginning:** Perhaps the scene is a forest, and you need to include the sound effects of the forest: the calls of birds or water dripping from the leaves.
- **Middle:** What happens next? Has the mood changed? What is the location? What sound effects are now required? Improvise these sounds using body percussion and voices.
- **End:** How is the story resolved? Has the mood changed? What sound effects should be present at this point?

Are there other stages in the story that need a different sound picture? Discuss, then improvise these sound pictures.

Step 2: Add instruments

What instruments can you add to improve what you have already created? For example, if rain is an important part of the story, perhaps you could create a rain stick, using a cardboard roll with rice inside it.

Step 3: Build the sound pictures

Choose a conductor for your sound pictures. Start with the first sound picture and add the relevant instruments. Consider:

- **Stillness** around the sounds (if the sound pictures are too busy, they will lose impact). Close your eyes when listening to the sound pictures, and make sure that you are happy with the impact on the listener.
- **Dynamics:** Which sounds should be louder, softer, slower, faster?
- **Frequency:** Which sounds need to be continuous, repeated occasionally, or heard only once?
- **Tone colour:** What qualities do the different sounds convey? Can voices and body percussion be used with the instruments to create a stronger impact?
- **Pitch:** Is there variety of high and low? Is the pitch appropriate for the mood you hope to create?

Practise each sound picture so that it can be recreated.

Step 4: Read the story and add the sound

What do the sound pictures add to the story? Each performance must contain at least ONE sound picture.





Develop your short drama

In groups, decide what are the key moments or action points in your African folktale or traditional story.



Activity!

Walk with awareness

Explore how different locations may make you move.

Use your imagination and your senses to visualise walking in different locations. One person calls out a location and the rest of the class explores how they would walk through this location.

Examples of locations: Walking in a forest, walking on the beach, walking along a dangerous street.

At points along the journey, freeze, so as to become aware of the shapes your bodies are creating. When frozen, look around at the rest of the class. Are there any similar aspects to the ways you are moving?



Activity!

Read and discuss the plot

Find the scenes

Divide the story up into its logical parts. These parts will each contain an **action point** (something which happens). Each part will be a different scene and may involve different characters.

Tell the story

Think about the different ways of telling stories, and decide on one form that you would like to use for turning your story into a performance.

Dialogue and action

Everyone acts as a character and acts out the story.

Narration and mime

One person tells the story, and the others do the actions, as the characters in the story.

Play with time

Stories do not need to start at the beginning. You can tell the story in a different way by changing the structure. Start with the end, and then have a flashback. Or jump around in time. What would be most interesting?

Play with characters' point of view

Tell the story from one of the character's perspectives. Or highlight different characters' points of views at different times.



The performance

Put together your story.



The characters

Improvise and create the action for each of the scenes you have decided on.

First, act out the story using mime only.

Then decide what dialogue and narration is absolutely necessary.

- Who will play each character? You can play humans, or animals, or even trees, objects or furniture.
- You need musicians to accompany the performance and create sound effects. Decide on a conductor.
- You may need a narrator. What is the role of the narrator?
- What can be told through the body and what do we need to tell with words?

Actors and narrator

- Rehearse your performance for sharing with the whole class.
- Practise your lines, and see if you can make your voice express what your character is feeling at all times.

The space

- Think about how to use the space. Where will you be performing?

Entrances and exits

- Use the classroom door for a surprise arrival of a character.
- Create an entrance using the bodies of the group.
- Have people who are offstage, stand with their backs to the audience and turn when they enter the scene.



Add sound or music

Decide where in the performance you will be using sound pictures and musical accompaniment. Make sure that your conductor knows when to bring you in.

Remember that music can:

- Highlight key moments.
- Emphasise action to create a mood.
- Create an interlude to fill the time during a scene change or other transition.
- Introduce tension into the drama.
- Introduce a character to the stage.

Consider these questions:

- Do you think your story needs singing? Is there a song mentioned in the story, or is there an opportunity for a song (for example, a party scene or a celebration of some kind).
- Do you want to use existing songs, or will you create a new song for your drama?
- Is there a song you know which relates to the story?





Take the stage

Each group performs their story.



Activity!

Rehearse all the elements

Consider how you can include the following elements in your performance.

Character: A specific role, in a story, novel, play or film.

Climax: The highest or most exciting point of the action.

Conflict: The opposition of people or forces giving rise to dramatic action.

Gestures: Movements of the hands, arms and other parts of the body to communicate instead of words.

Dialogue: The words spoken by characters in a play.

Emotion: Feelings.

Freeze: Complete stillness of all parts of the body.

Improvisation: Making a scene up on the spot, without preparation.

In character: Being someone else, all words and actions are believable, as if you are the person that you are portraying.

Mime: Acting out with actions, gestures, body language and facial expression, but no words.

Narration: Descriptive storytelling where one person describes all the characters and actions in a story.

Rehearsal: Practicing an action or sequence many times in order to perfect it and discover new possibilities.

Rhythmic: Using a regular pattern or beat.

Tableau: A silent frozen picture, rather like a photograph.

Tone colour: The unique quality of sound produced by a voice or instrument.

Perspective or point of view: From whose eyes is the story being told.

Soundscape (sound picture): Sounds created with voice, body percussion and/or instruments to create a location or mood.

Interludes: Music used for transitions between scenes, to keep the audience interested.

Perform the stories

It is time to perform your story for the rest of the class or to another group.

Audience behaviours

As you prepare for the performance think about how you should behave as an audience. Draw up a contract, so that you all know what is expected of you as an audience. For example, the list can include **respect**, **support**, **appreciation**, **silence** while watching, and **applause**.

Feedback fun

You have lots of new words to use when talking about storytelling. Make a set of cards with one of the words you have learnt on each card. As you watch the performances, look out for examples of these words. When you notice something that relates to a card, put the card into a new pile.

After you have watched the show, choose three of the concepts that you noticed, and tell the group where you noticed them and what you noticed about them. Remember to show respect and care for your fellow learners as you give them your feedback.

Mime

Narration

Climax

I hope the class is supportive when they give me feedback!



Types of theatre

There are many different types of theatre and drama. Read about some of the drama types and select two to research more.

Different kinds of theatre

Praise poetry

To celebrate or honour a particular person through verse.

Protest theatre

To criticise something and make people want to take action to change something in the world.

Musical theatre

To entertain with a story that uses acting, music, song and dance.

Storytelling

To inspire and educate using a single storyteller.

Children's theatre

To create a performance especially for children.

Choral verse festival

To use voices as a way of creating unity and practising group work.

Educational theatre

To create awareness about a particular theme or issue, like the environment or bullying.

Talent show

To showcase the talents of individuals in a community.

Physical theatre

To express an idea or tell a story using mainly the body.

Satire

To use sharp, cutting humour to reveal something about the world or about particular people.



Children's theatre

The National Children's Theatre and The People's Theatre create plays especially made for children.

Performances for children are often very energetic. The plays can use any number of styles, for example, physical theatre, puppetry, multimedia, music and dance.

The audience is often encouraged to be active, to sing along with the cast, or to answer questions, or otherwise get involved in the play. Many plays for children also have workshops attached to them, so that the children can engage directly with the actors after the play.

Some companies take their shows into schools instead of performing in a theatre. An example of a playwright for children's theatre is **Lereko Mfono**.



Lereko Mfono

Praise poetry

Praise poets are found across Africa. Since ancient times, praise poets have sung the praises of leaders, telling the story of their special qualities, their history and ancestors. Also, in clever, subtle ways, to criticise them when they had not done a good job. These days, it is possible to be a praise poet for commercial reasons, and some believe that they can no longer be critical because they are paid to praise. What do you think?

Praise poets are highly skilled in the craft of words. The audience usually responds aloud.

Bonga Siyoko is an example of a praise poet.



Bonga Siyoko

Physical theatre

In South Africa, because we have so many different languages, physical theatre has developed as a way to communicate across languages. Physical theatre tells the story mostly through visual images and the body. Physical theatre performers include Andrew Buckland and Billy Edward who created *Tswalo*.

Protest theatre

Protest theatre can be used to speak out against injustice. It is used to comment on and to call for action on issues. These plays speak out strongly against what is wrong in society and try to motivate the audience into action. Examples of protest theatre plays are *Woza Albert* and *Marikana, the Musical*.



Workshop theatre

In this type of theatre the actors work together to create the play from improvisation. The play reflects many points of view, and gives all the artists involved in the play a voice. *The Fall*, tells the story about the protests for free higher education from the point of view of students who protested.

Musical theatre

Musical theatre shares stories and experiences using the power of music to reach the audience. It can tell an invented story, (for example, *Annie*) or be based on real events (for example, *Sarafina*).

Most musicals have many actors onstage playing different characters, and they need to be able to act, sing and dance. There is usually a chorus of dancer-singers who play various crowd roles. Musicals can use beautiful, colourful costumes, typical of the period and place in which the story is set. An example of a South African musical is *Tsotsi*.



Activity!

Your research project

Compare two South African performance forms. Explore how they are different and how they are the same.

In your presentation, consider:

- context • purpose • characteristics • story
- performers • style of performance
- costume or dress • song and dance
- audience behaviour.



Talk about it

What does it mean to appreciate a performance?
Here are some questions to help you better understand drama and performances you see, whether live or digitally.

Context

- Where does this type of performance come from? Urban or rural? From a particular culture?
- What is the history of this type of performance?
- Where is it usually performed? What sort of spaces? Theatres? Outdoors? Big halls? What is happening around it?
- Who performs? Who watches? What does it mean for the people who watch it?
- What sort of occasions does it happen at?

Purpose

What was the purpose of the performance?

- Entertainment
- Sacred reasons or ritual
- Cultural identity
- Healing or therapy
- Teaching
- Protesting about something.



Appreciation

Here are some questions to help you appreciate the different characteristics that a performance might have.

- How many performers? Is it a **solo** or **ensemble**? Do they play one role or many?
- Does it rely mostly on words and story, or is there movement, song or dance?
- Does it use a bare stage and few props, or does it use a complex set, lighting, sound, costumes and props?
- Acting style – is it like watching real life or does the acting seem exaggerated in some way?
- What is the energy like? Is it quiet and serious? Or noisy, with lots of audience interaction?
- How is the audience meant to behave during a performance?
- What is the mood of the performance? Is it happy or sad?

Words

Ensemble acting is when there is a group working together onstage.

Solo means there is only one performer.



Write a theatre review

Write a review of a performance that you have seen. A theatre review should describe the performance in some detail.

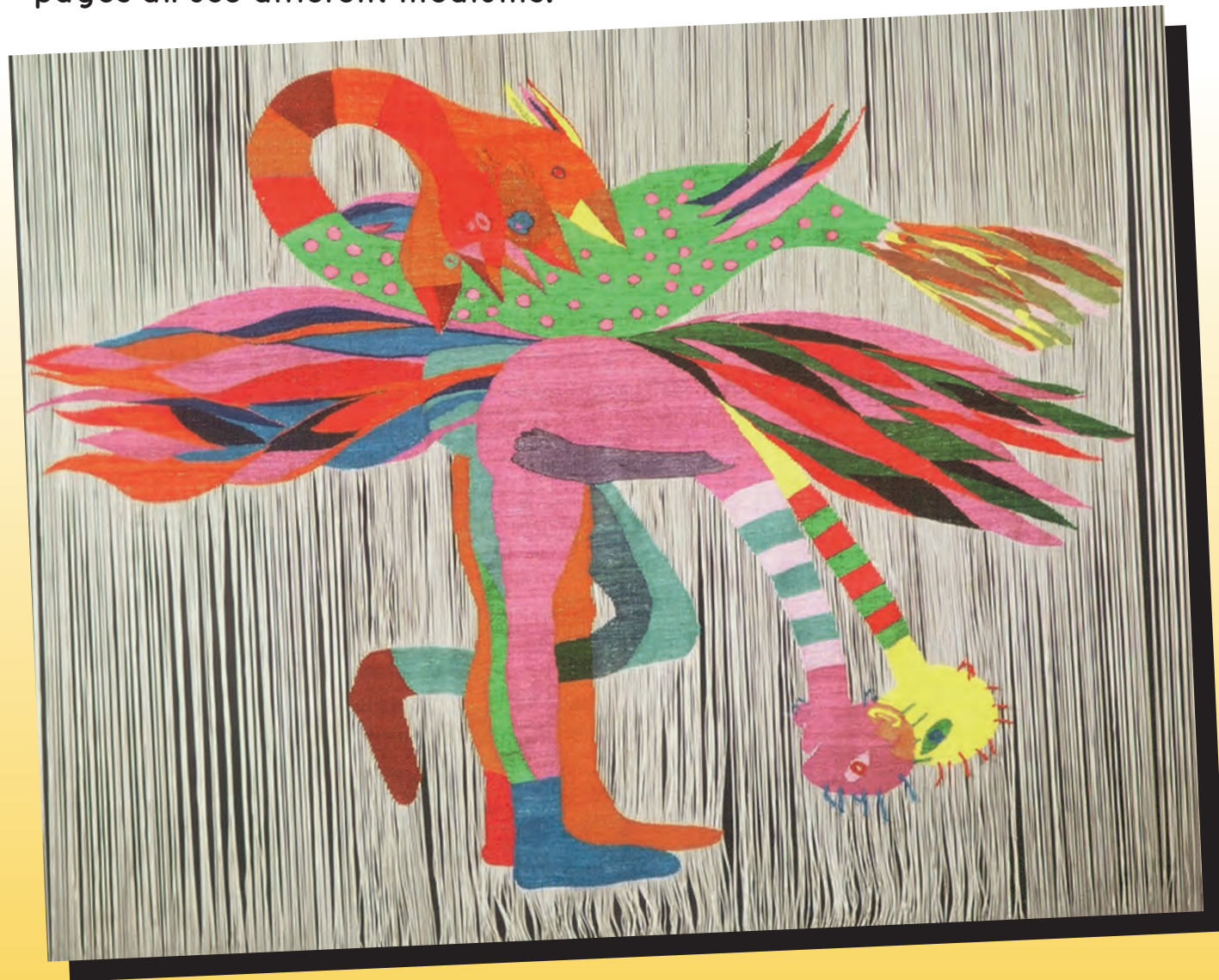
- **Write the introduction.** What is the title of the play? What was the play about, who was in it, who wrote it?
- **Write about how it was performed.** How did the main actors perform their parts? What were the performances like? What did the costumes, props or set look like? What about the songs, music, dance? Were they effective?
- **Specific details.** Was there anything unique and special that you can tell people about the performance?
- **Opinion.** What did you think of it? Do you think people enjoyed it? Did you enjoy it? Would you recommend it for other audiences? Is there a specific age group who might enjoy it?





Humans and animals in art

For thousands of years, people have drawn or painted images of animals and explored the relationships between humans and animals. The artworks on these pages all use different mediums.



Artist: Walter Battiss

Title: Umpundulu Bird

Medium: Tapestry done by Stephens studio

About the artist: Walter Battiss (6 January 1906 – 20 August 1982) was a South African artist. He created an imaginary island called Fook Island where imaginary people, plants and animals live. The island has its own history and money system. It also has a set of postage stamps and its own passport.



The Upundulu Bird

This bird lives on the imaginary Fook Island. Make up a short story about this creature.

Art terms

Check that you understand the meanings of these art terms:



Colour

Primary, secondary, complementary and related colours.



Contrast

Areas of strong light and areas of dark shadow in a picture.



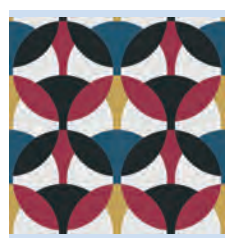
Emphasis or focal point

The part of an image your eye sees first.



Texture

The feeling of a surface, like rough, smooth, soft or spikey.



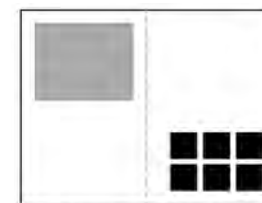
Pattern

A series of repeated shapes.

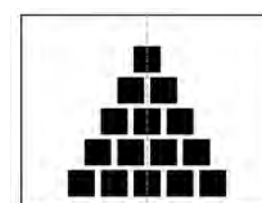
Balance

In visual art, balance means that colours, shapes and textures are evenly distributed throughout the work.

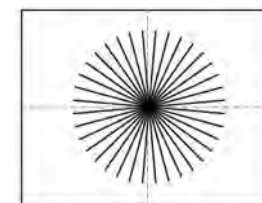
Balance can be asymmetrical, symmetrical, and radial.



Asymmetrical



Symmetrical



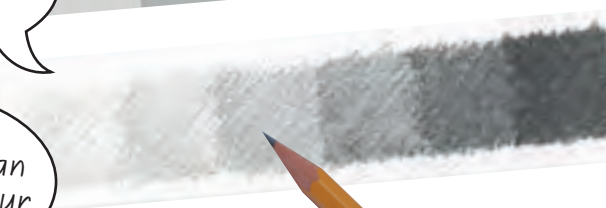
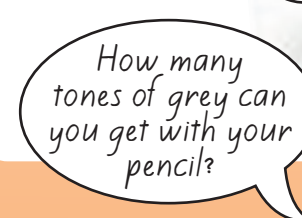
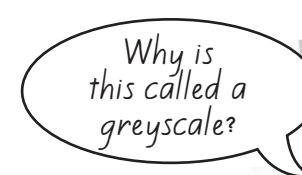
Radial



Activity!

Monochromatic scale

Draw your own monochromatic scale using an HB pencil. To get a darker tone, press harder with your pencil. Press softly to get a lighter tone.



Words

Tapestry: A strong cloth with coloured threads woven into it to create a picture or design, usually hung on a wall.

Monochromatic colour: One colour used in different shades. For example, mixing black and white paint together makes grey. By adding different amounts of black paint to white paint, you can make different shades of grey. You can use any colour to create a monochromatic colour scheme.

Tone: In art, the term 'tone' describes the quality of colour. It has to do with whether a colour is seen as warm or cold, bright or dull, light or dark.



Pictures tell stories



Artist: Guy Tillim
Title: Queens Mercy, South Africa
Year: 1991
Medium: Photograph



Artist: Colbert Mashile
Title: Truth or Dare
Year: 2017
Medium: Indian Ink and Charcoal on Paper

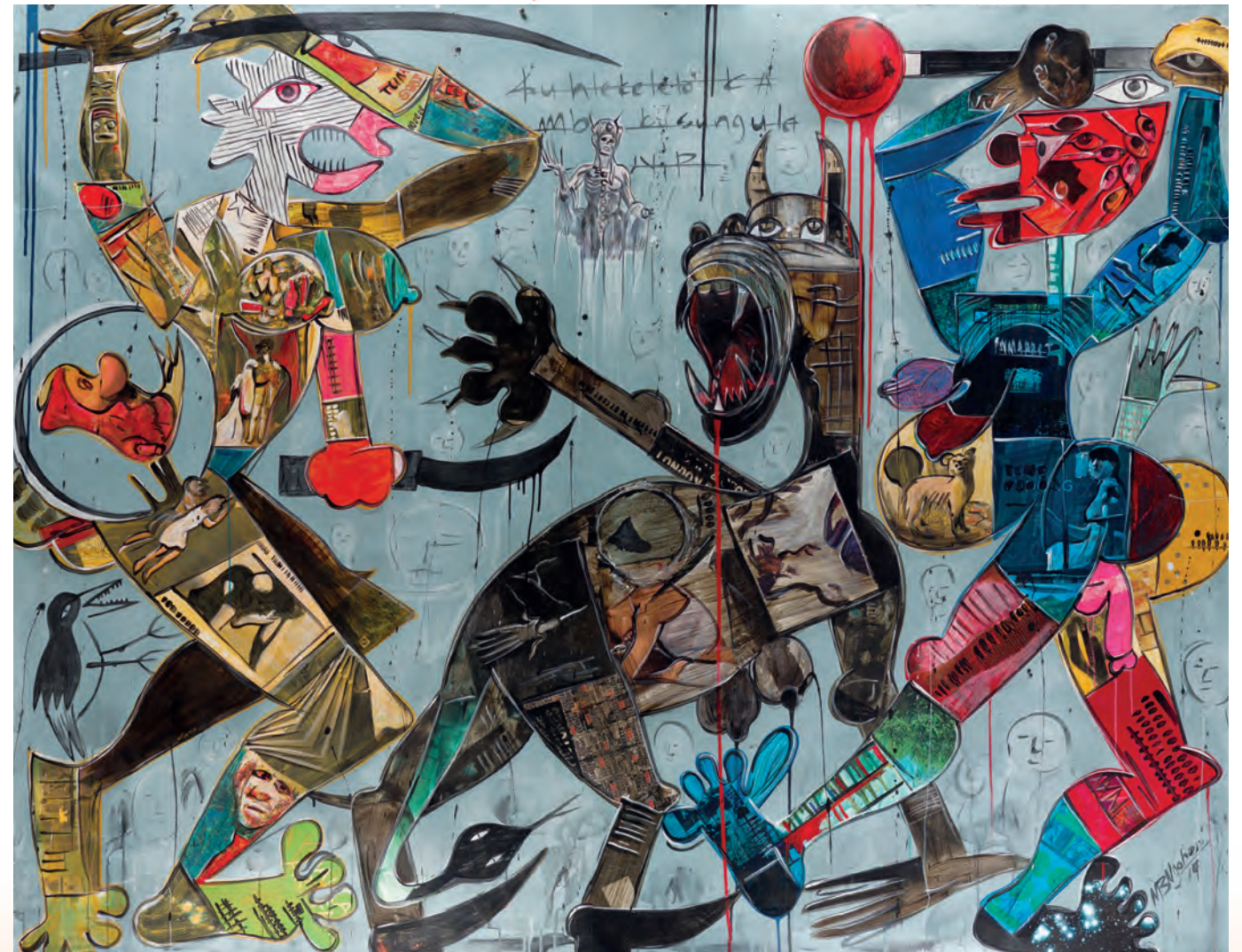


Activity!

What story does the picture tell?

Look at the artworks on this page and the next two pages.

Choose one of the paintings and make up a short story about the painting. Tell this story to your partner.



Artist: Blessing Ngobeni
Title: Nobody's Land is Yours
Year: 2019
Medium: Acrylic on Canvas



Activity!

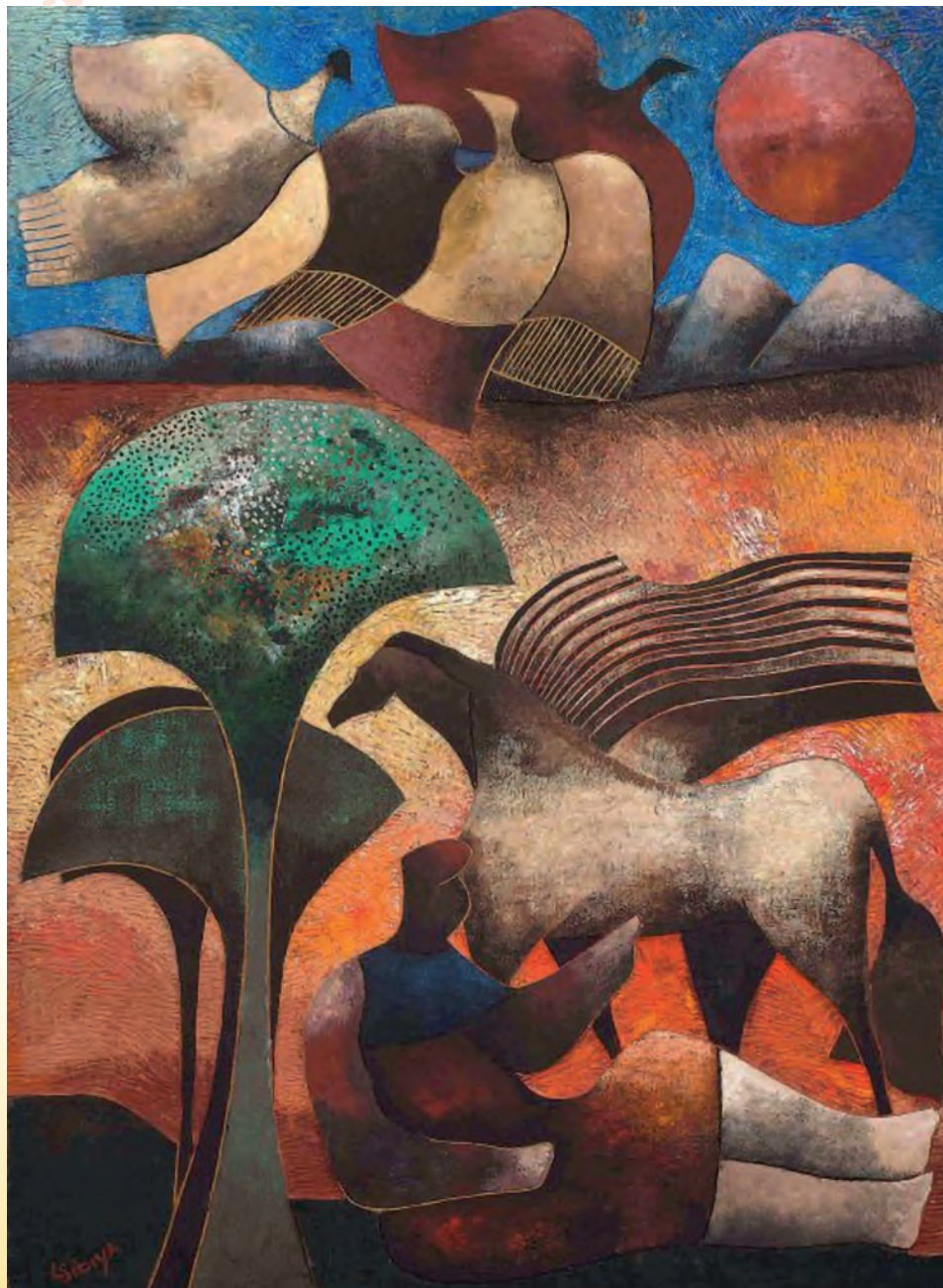
Discuss the artwork

In groups, discuss one of the artworks on pages 86 - 88. Use the points in the textbox to guide your discussion.

How to discuss art like a professional

When you discuss an artwork think about the following:

- What is the **title** of the artwork? Why do you think the artist or photographer chose this title?
- In what **medium** is the artwork? For example, is it a photograph or a painting?
- Find an example of **balance**. Describe it.
- Describe the **use of colour**.
- Is there a **focal point** in the picture? Where is it?
- Is there **texture** in the picture? Where?
- Find an example of the use of **contrast** in the picture.



Artist: Lucky Sibiya
Title: Pegasus
Medium: Oil on Board



Artist: Nard
Title: Lion Queen
Year: 2018
Medium: Spray Paint on Plastered Wall



Artist: Lynette Yiadom-Boakye
Title: In Lieu Of Keen Virtue
Year: 2017
Medium: Oil on linen

About the artist:

Lynette Yiadom-Boakye is a London-based artist born in 1977 to Ghanaian parents. She is known for painting most of her works in one day.



Observe and discuss

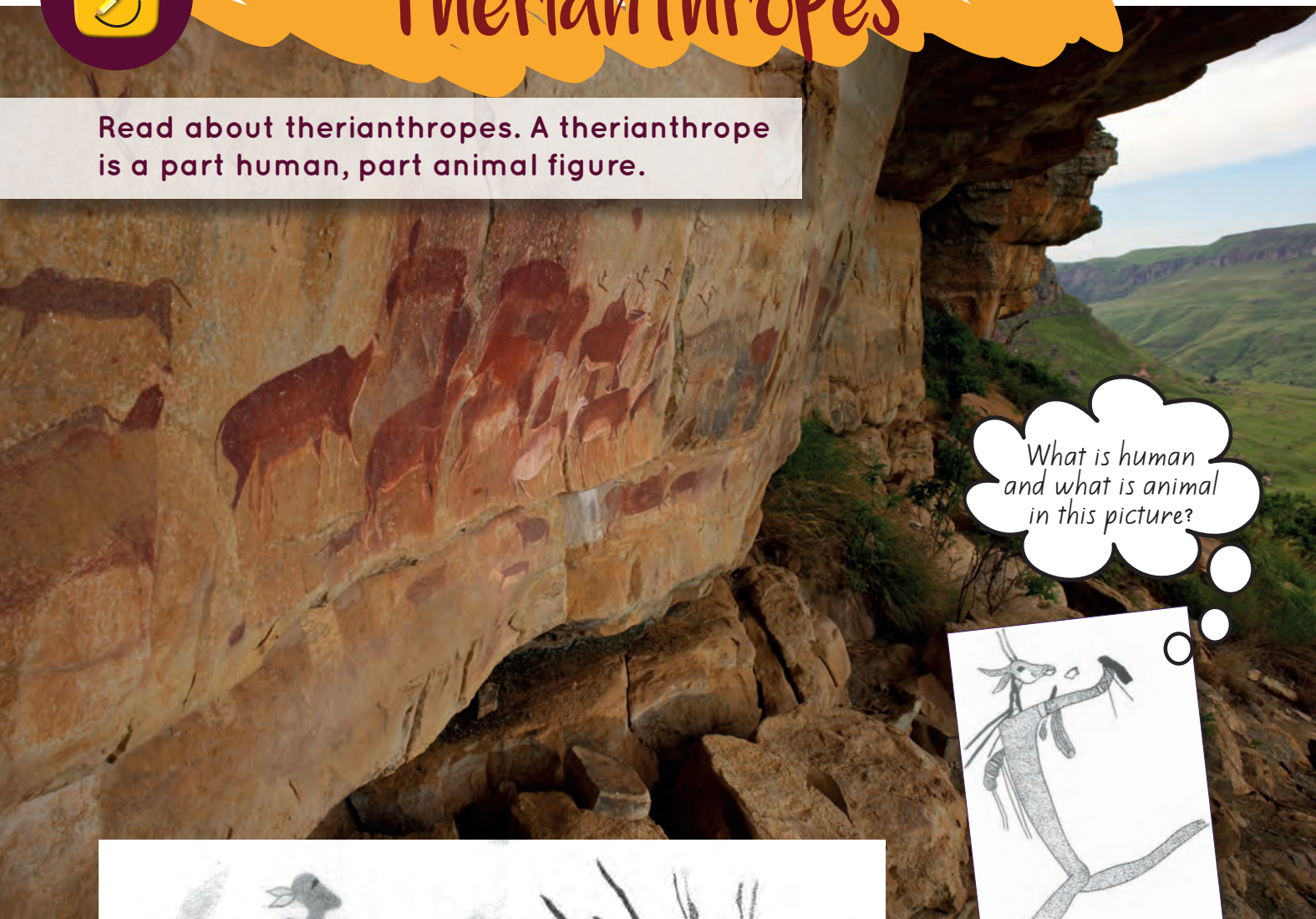
This painting shows a man dressed in an orange jersey while a cat sits on his left shoulder.

1. What is your feeling when you look at this painting?
2. Make up your own title for this painting.
3. What is the relationship between the human and the animal in the painting?
4. What different shapes can you see in this painting?
5. How do you think the painter has made areas of the painting look lighter and darker?



Therianthropes

Read about therianthropes. A therianthrope is a part human, part animal figure.



What is human and what is animal in this picture?



Antelope therianthrope



Bird people

Shamans may have worn bird headdresses to help them go into the spirit realm. In the rock paintings found in the Cape there are several examples of bird creatures. These figures are thought to be swallow or swift bird-like people because of the shape of their wings. Swifts are smaller birds than swallows. For the San people, these birds are associated with water and rain.

- What do birds or feathers mean to you?

Words

Shaman: Someone with a connection to the spirit world. Going into a trance state during a ritual, a shaman would access the power to heal the sick, communicate with spirits, make it rain or escort souls of the dead to the afterlife.



San Bushman rock art painting found at Game Pass Shelter at uKhahlamba-Drakensberg Park.

Symbolism

In the rock painting above, the shaman is holding the tail of a dying eland. We know it is dying because its head is hanging down. The man's hoofed legs are crossed like the eland's to show that they are connected spiritually. He is starting to transform into an eland like the figures around him. The process of dying is the process of entering into the spirit world. From here the shaman will be able to heal, speak to ancestors and call for rain.



Activity!

- Find out more
1. Do some research and find out how the San created their rock art. What materials did they use for their painting?

Ukhahlamba, means "Barrier of Spears" in isiZulu. It is the name given to the mighty Drakensberg mountain range.



Human figures

Body proportions are the relationships between different parts of the body.

Body proportions

- Your foot is the size of your forearm, from elbow to wrist.
- Your height is basically equal to the span of your arms when you stretch them out to the sides. (See Da Vinci's Vitruvian Man).
- Your height is also roughly 10 times the length from your wrist to the tip of your middle finger, and about seven times the length of your foot.

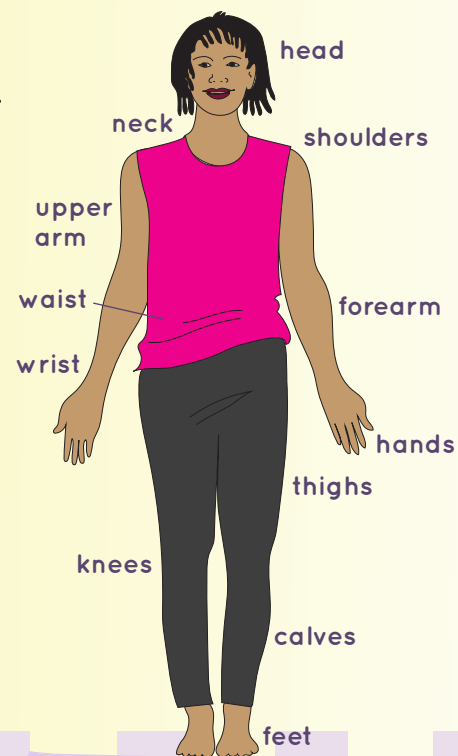
Test your own body proportions by trying these different exercises with a partner.



Your shoulders, knees and thighs are approximately the same size.



Where does your head reach to on your legs?
Are you folded in half?



Where on the thighs do hands reach?



Your forearm and foot are the same size.

The artist, Leonardo da Vinci's famous sketch, the Vitruvian Man.

Da Vinci studied the measurements and proportions of the human body.



Materials needed...

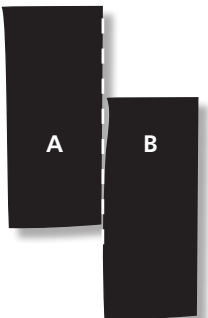
- 2 x A4 white paper or old magazine or newspapers cut to A4
- 1 x A5 black cartridge or sugar paper
- Black ballpoint pen
- Glue stick
- Scissors

Make a robot figure

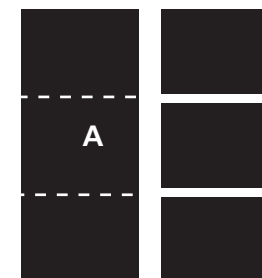
1. Fold the A5 paper in half lengthwise.



2. Tear along the fold to create two long strips (A and B).



3. Fold one strip (A) into three and tear along the fold.

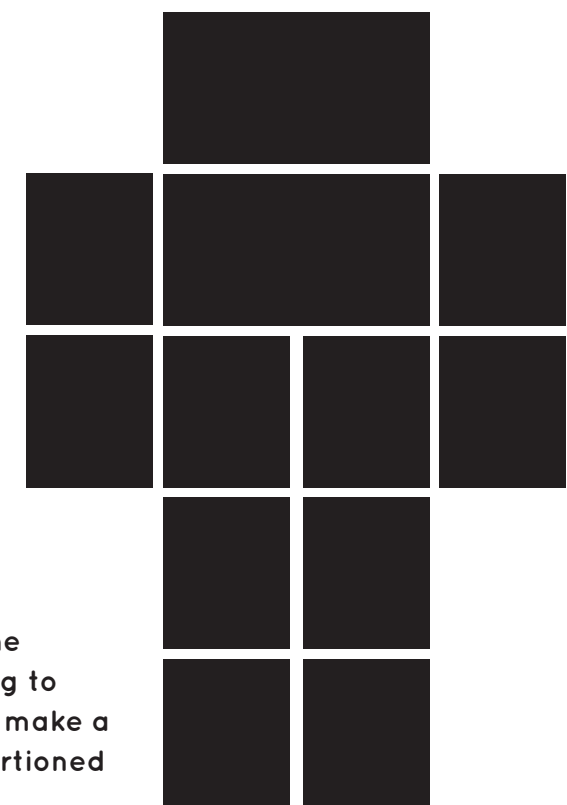
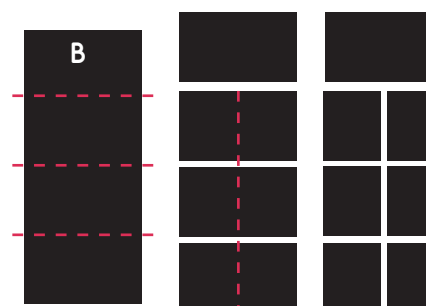


4. Use the three pieces as follows:

- Keep one piece for the torso.
- Tear one piece in half for the thighs.
- Tear one piece in half for the calves.



5. Fold the other strip (B) into four, and tear along each fold.



6. Arrange all the pieces according to this diagram to make a perfectly proportioned human robot.



Figures with animals

Use pieces of paper to create a picture of a figure with an animal.



1. Create a more life-like figure

- Adapt the square and rectangular pieces you cut before to make a more life-like figure. Begin by tearing out the torso. Fold the torso in half and tear to produce a symmetrical shape.
- Tear the body parts, such as legs and arms, in relation to the torso in order to get the correct size.
- Place all the body parts together to make a human or an animal figure.

What is your figure doing?
Hands in the air?
Jumping? Dancing?

Give your figure or creature a name.
Does it have any superpowers?



2. Place the figure on the page

- Draw a 0.5 cm border on the other A4 white page without using a ruler.
- Place your figure onto the page and move it around until you are satisfied.
- Glue the figure down securely in the position you have selected.

Add details

- Draw one of the animals from the next page next to the figure.
- Draw in a background and use paper offcuts to add details into your picture.
- Add ONE colour to your artwork.



3. Draw an animal

- Choose an animal from the next page to draw.
- Start by drawing an outline of the animal. Once you have the outline, start to fill in the details. Use line and pressure to show shadow, form and texture.
- Draw lightly at first and sketch out the whole animal. If you make a mistake, you can make the mistake part of the drawing.
- Place this animal on the page with your figure. You may want to exaggerate the **scale** by making it bigger or smaller than it is in real life.





Choose an animal to draw

Choose one of the animals on this page to draw. You can also choose any other animal to draw. Place your animal drawing in the environment with the figure you created from the previous page.



Clan name: **Batlokwa**
Animal: **Tlokwa (leopard)**



Clan name: **Basia**
Animal: **Katse (Wild Cat)**



Clan name: **Bathlounge**
Animal: **Tlou (elephant)**



Clan name: **BaKwena**
Reptile: **Kwena (crocodile)**



Clan name: **Barokologadi**
Animal: **Noko (porcupine)**



Clan name: **Baphiri**
Animal: **Phiri (hyena)**



Clan name: **Banaeng**
Animal: **Nare (buffalo)**



Clan name: **Baphuthing**
Animal: **Phuti (duiker)**



Clan name: **Bafokeng**
Animal: **Mutla (hare)**



Clan name: **Bataung**
Animal: **Tau (lion)**



Activity!

Clan animals

1. Does your family have a clan animal? Can you see it on this page?
2. What animal would you choose to be your spirit animal? Why?

Words

Clan: A group of people all descended from a common ancestor.

Observation: Looking closely and carefully. It is about getting information using your senses. Always aim to draw what you really see rather than what you think you see.



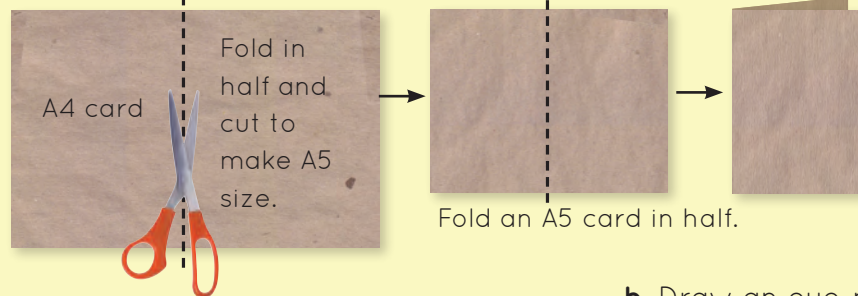
Make a magical bird mask

Materials needed...

- A4 200 grams card (or similar)
- Newspaper or magazines,
- Coloured or white paper
- Kokis, wax crayons or pastels
- Scissors
- Glue
- Masking tape
- Stapler
- String and elastic



1. Make the eye-mask shape



a. Fold an A4 card in half and cut it to make two A5 cards.

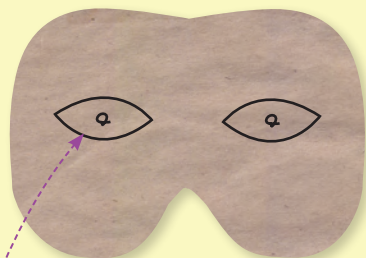
b. Draw an eye-mask like shown in the illustration. At the bottom, curl the line up to fit over the nose. Cut out the mask.

Make sure you are drawing from the folded side.

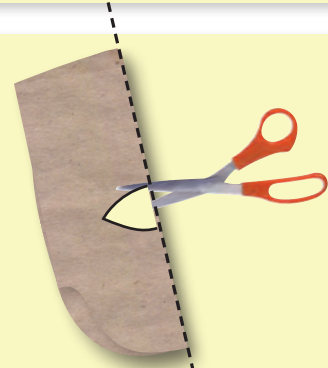
2. Cut out the eyes



a. Open the mask and place it on your face. Feel where your eyes are. Find where the middle of your eyes are and gently mark with a koki or your nail.



b. Use this mark as the centre of the eye. Draw an eye shape around the centre mark.



c. Fold in half lengthways and make a small cut inside each of the eyes.

- Put your scissors through this hole and cut out the eyes.

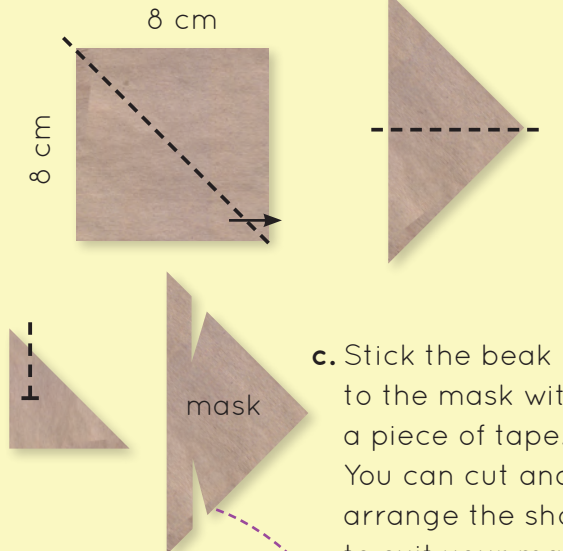
3. Make the mask 3-dimensional

- Make small cuts on the sides of the head from both sides of the forehead down to where your eyebrows would be.
- Place one side over the other and tape down, creating a forehead.



4. Make the beak

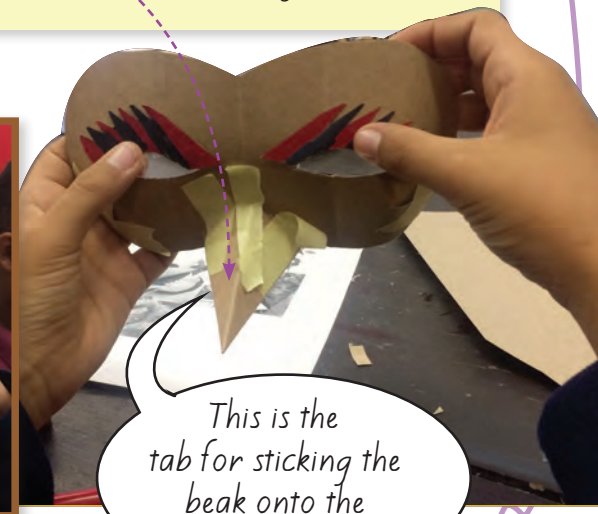
- a. Cut a square piece of card, approximately 8 cm by 8 cm.
- Fold in half diagonally and cut along this fold.
- b. Fold one of the triangle pieces in half.
- At the base or long side of the triangle, fold up by about 1 cm.
 - Unfold and cut about half way along this line on each side.
 - Open up the large triangle and fold the two sides flaps in to create a beak shape.



c. Stick the beak to the mask with a piece of tape. You can cut and arrange the shape to suit your mask.

Top tip

Use a dark piece of paper to outline the eyes and to create the eye shape. The next layer can be a light piece of paper.



This is the tab for sticking the beak onto the mask.



5. Add feathers

Add large feathers around the head. There are several ways to add feathers to your bird.

Cut strips of paper and layer the mask.

Make your own feathers

To make a feather, fold a thin piece of card in half.

Keep it folded and cut lots of small thin cuts from the open side. When you have cut all the way along, open up into a feather shape.

Add colour using koki pens or pastels.

Cover all the masking tape with paper or feathers.



6. Wear the mask

- Attach your mask to a stick made from rolled newspaper. You will hold the mask up by the stick.
- You could also punch a hole on either side of the mask and tie string or elastic through them, so you can tie the mask around the back of your head instead.



Clay animal pots



Make a pinch pot animal

- Roll the clay in a ball. Push your thumb halfway into the clay ball.



- Pinch around the sides, turning the pot as you pinch. Make the sides evenly thin.
- If cracks appear as you work, pinch them together and smooth the clay over.
- Once you are happy with your pot, shape your pot into a square by gently squashing four sides.
- Decide which is the front, back and sides. Make an animal face by adding ears, nose, mouth or a beak. Add a tail on the back. The sides can be formed into wings or legs or you can add feet underneath.
- To attach things to your pot, roughen the surface and apply a bit of slip as the glue.
- Decorate the pot, adding texture by sticking on or by scraping out designs.

Materials needed...

- Airdrying clay
- Clay tools like toothpicks, or thin sticks
- Wet cloth for cleaning
- Small containers for slip

Words

Slip is made by mixing a small amount of clay with water.



Let's stretch!

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

It is important to stretch before and after physical exercise.

Warm up

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

Dynamic stretches:

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

Cool down

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

Static stretches:

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



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

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

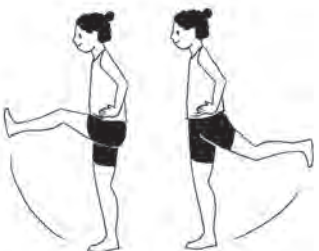
Warm up: dynamic stretches

1. Sideways movements



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

2. Leg swings



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

3. Lunges



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

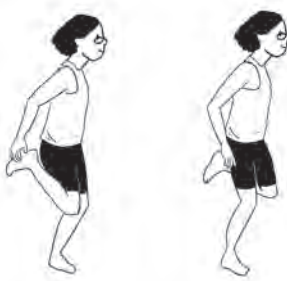
4. Arm circles



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

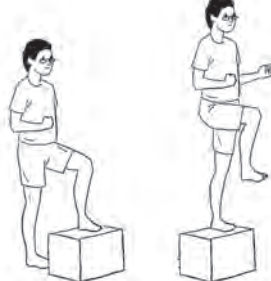
Do torso twists: keep your arms up and turn the top half of your body (from the waist) to one side then to the other side. This will activate (wake up) the abdominal (stomach) muscles and lower back.

5. Butt kicks



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

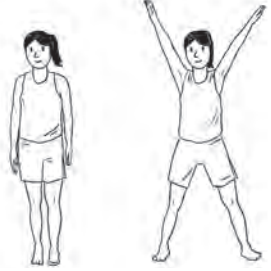
6. Knee raises




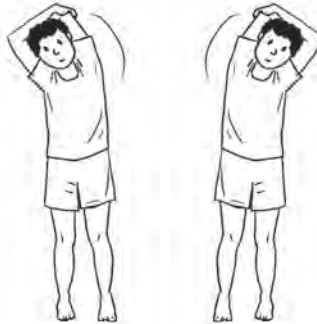




Run on the spot and raise your knees to waist height. If this is easy, try to raise your knees to chest height. You can also step up and down stairs of different heights. (For safety do not use a bench, a chair or a box for this exercise.)






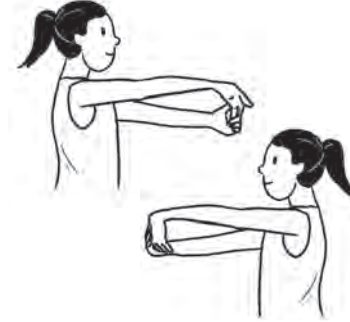
7. Jumping jacks or star jumps

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



Cool down: static stretches

1. Chest stretch	2. Tricep stretch backward	3. Calf stretch
		
Stand up straight, put your hands behind your back and interlink your fingers. Raise your hands as you bend forward from the hips. Hold your hands as high as you can for 30 seconds.	Stand up straight, feet shoulder-width apart, arms down. Lift your left arm and place your hand behind you between your shoulder blades. Use your right hand to gently push your left elbow backward so your left hand moves further down your spine. Hold for 30 seconds then repeat for the other side.	Stand up straight, feet shoulder-width apart, hands on hips. Step forward with one leg, bend your knee. Keep your weight on the front leg and extend your other leg behind you. Keep your back foot flat on the floor. If this is easy for you, move the leg further back. Pull in your stomach muscles. Hold the position for 30 seconds. Repeat with the other leg in front. Use a table, or other support, to help you balance if needed.
4. Hamstring stretch A	5. Hamstring stretch B	6. Quadriceps stretch
		
Hamstrings are muscles at the back of the thigh. Sit on the ground with legs straight in front and hands on the floor behind you. Raise your right leg toward your left arm and hold for 30 seconds. Then raise your left leg to your right arm and hold for 30 seconds.	Stand up straight, feet shoulder-width apart, hands on hips. Step forward with one leg, keep the leg straight, and bend your back leg a little. Bend forward from the hips. Feel the stretch in the back of your leg. Hold for 15 seconds. Repeat with your other leg in front. Place your front foot on a small block if you need more of a stretch.	Quadriceps are muscles at the front of the thigh. Stand up straight, feet together, arms at your side. Bend the left knee, and hold your ankle with your left hand. Gently pull the left foot toward your buttocks. Make sure both thighs are next to one another. Hold for 30 seconds. Repeat for the right leg. Use a table, or other support, to help you balance if needed.
7. Glute stretch	8. Groin stretch	9. Outer thigh stretch

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



Volleyball and netball

A

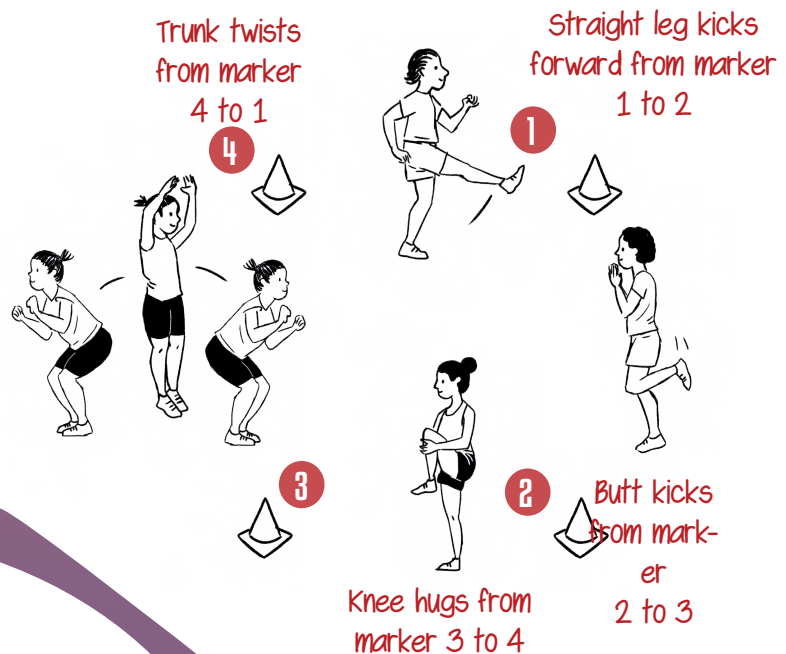
Learn basic skills such as underarm and overarm serving and different ways of passing the ball.

Warm up



Always warm up before a physical activity.

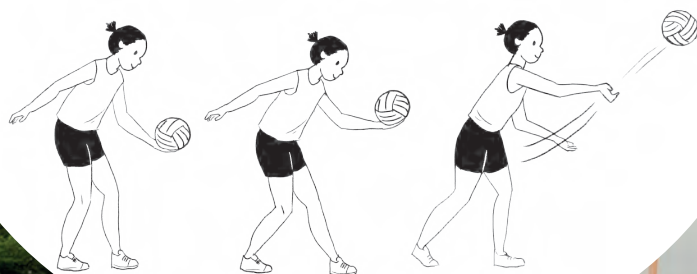
Find a spot to stand and write your name in the air with your foot. Write your surname with your other foot. Then do the following dynamic stretches as you run or jump between the markers:



Underarm serve

Striking hand is in a fist with a straight arm.

Step forward with the left foot and shift your weight from right to left in striking.



Knees are bent forwards

Practise these skills first by yourself without the ball, then with a ball and with a partner.



Overarm serve



Throw ball up with left hand, pull right hand back behind head and strike with heel of hand.

Bend knees when throwing ball up, straighten when striking ball and step forward left.



Overarm bump pass

- Position your knees under the ball.
- Both feet on the ground, weight evenly distributed.
- Hands open in front of your face with palms facing the ball.
- Softly bump the ball upward to your teammate.

Underarm passing (digging)

Keep arms straight together to form a flat platform with the forearms. Facing target direction, pass with shoulders not swinging arms. Bent knees with feet shoulder width apart.



Volleyball and netball B

Practise different ways of catching and passing the ball. Then play a mini-volleyball game.

Partner drills

Pair up with a partner. Do four rounds of volleyball and netball drills.

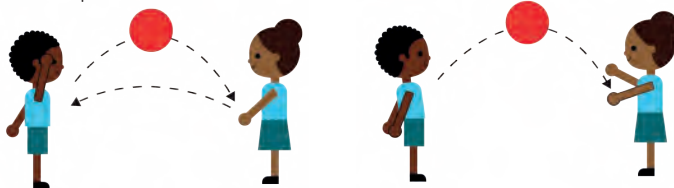
Round 1: Serving and catching

Serve the ball overarm to your partner, who catches the ball (landing with netball feet) and serves it back to you to catch.



Round 3: Serving and digging

Serve overarm to your partner, who must dig the ball to you. Catch the ball and do a netball chest pass back to your partner, who catches the ball using the crocodile technique. Each player takes a turn to catch and pass.



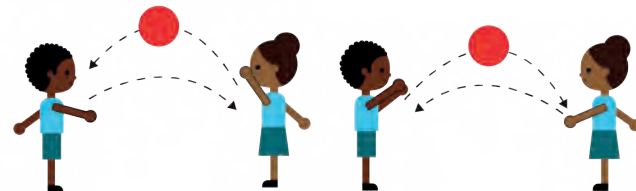
Round 2: Throwing and digging

Throw the ball high overarm to your partner who then digs the ball with the underarm pass. See if you can catch it again. Repeat the sequence with straight netball overarm pass to your partner who crocodile catches. Each player takes a turn to throw and catch.



Round 4: High netball bounce pass

Serve the ball underarm to your partner, who catches and passes overarm back to you. Catch it and do a high netball bounce pass to your partner. Your partner must catch the ball and serve underarm to you so that you can pass the ball.



Crocodile catch: Open your arms, both pointing in front of you, with one above the other as though they were crocodile's jaws. Catch the ball by bringing hands together.

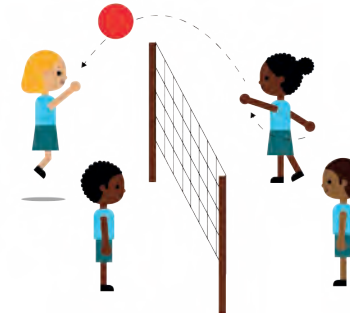
Netball chest pass: Release the ball at chest height with fingers spread around the ball in a W shape. Elbows are tucked in (no chicken wings). Transfer weight forward and push the ball. Extend and follow through with arms, wrists and fingers. The path of the ball should be flat and fast.

Volleyball and netball drills

Do four rounds of these group drills.

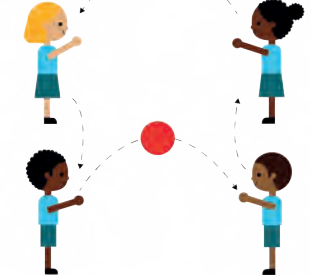
Station 1: Serving and netball catching

Serve the ball underarm over the line or rope. Your classmate must jump and catch the ball landing on two feet and stick. The one who catches the ball serves back. Take turns.



Station 2: Group passing

Stand in square formation with three other learners and pass to each other. How many times can you pass without the ball touching the ground?

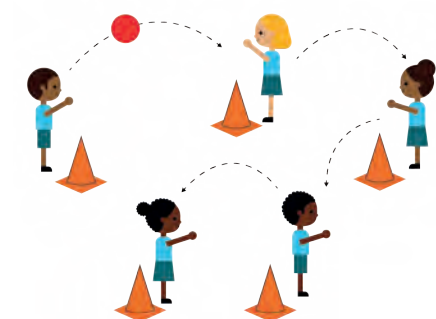
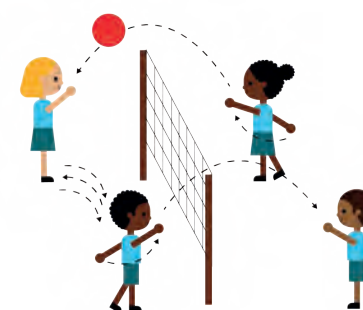


Station 4: Overarm throw, bump pass, catch and pivot

Learner 1 throws overarm to learner 2, who volleyball bump passes to learner 3, who jumps to catch the ball, netball lands and pivots to face learner 4. Learner 4 passes again to learner 5 who overarm throws to learner 1.

Station 3: Serve, jump, catch and chest pass

Serve the ball underarm to your classmates. They jump and catch the netball. The ball is then passed three times back and forth using a netball chest pass. One learner then serves back across the net.



Cool down

10m

To cool down, take a slow walk around the playing area and then do a few static stretches.



Modified soccer

Play a game of kickball or continuous soccer.

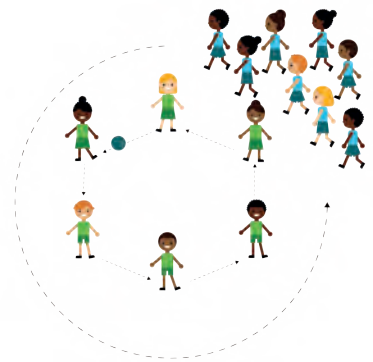
Danish rounders



Warm up with this game.

Divide into two groups. One group stands in a wide circle (2 m from each other). The other team must run around the outside of the circle while the first group kicks the ball to each other.

See which team can pass the ball most times before the running team completes their run!



Kickball

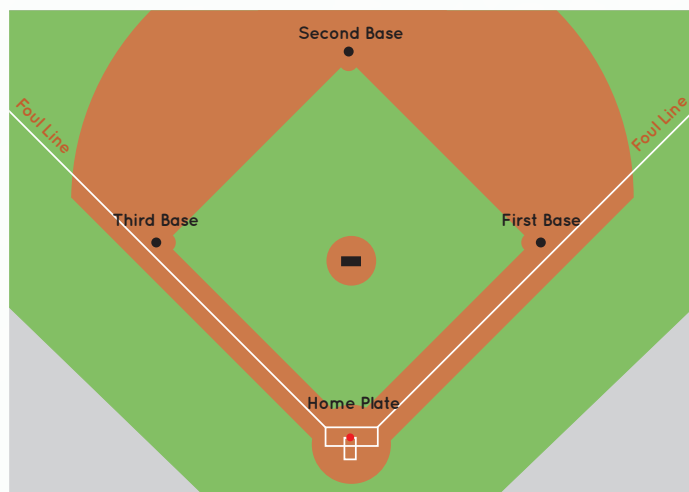
Kickball is a game that combines soccer with baseball. Instead of hitting the ball, the player kicks the ball. All you need is a soccer ball and four bases or markers. The bases are placed in the shape of a diamond: Home plate, first base, second base and third base.

Main rules for Kickball

A player steps up to home plate. A pitcher rolls the ball along the ground. The player kicks the ball as far as possible within the playing area.

A team scores a point or home run when a player runs and touches all four bases after kicking the ball. The player does not have to run to all four bases immediately, they may stop if they are in danger of being out. They run again once the next player kicks the ball. Two players from the kicking team may not be on the same base at the same time. The team with the most runs at the end of a game wins.

A Kickball game lasts six innings. An inning is one of the periods of the game in which each team has a turn to kick. A team continues to kick until they get three out and then the teams swap roles.



Ways to get out

If a player kicks and fails to put the ball into play after three good pitches (three strikes).

If a player kicks the ball in the air and a defensive player catches it (before the ball touches the ground).

If a defensive player tags or throws and hits an offensive player with the ball (below the shoulders) before they get on base.

If a defensive player gets the ball to a base before the offensive player arrives. A runner leaves the base before the ball is kicked.

Continuous soccer

Continuous soccer is played in two teams, kicking and fielding. A player from the kicking team stands in front of the goals facing the bowler and kicks the ball into the field.

The kicker

The kicker then runs to a marker and back to the centre goals. If the ball is not returned to the bowler by fielders, the kicker continues to run between the markers.

One point is earned when arriving back at the goals. Kickers can only run after they kicked the ball.



Fielding and the bowler

The fielding team returns the ball to the bowler as fast as possible. Only the bowler throws the ball at the kicker and does not have to wait for the kicker to return and face up.

Play is continuous. Kickers are caught out or run out. A run out is when the ball goes through the goals while the kicker is still running or miss kicks the ball. A goalkeeper stands behind the goal to return wide or missed deliveries.

Once all kickers have kicked, the two sides swap over. The team with the most points scored declared the winner.

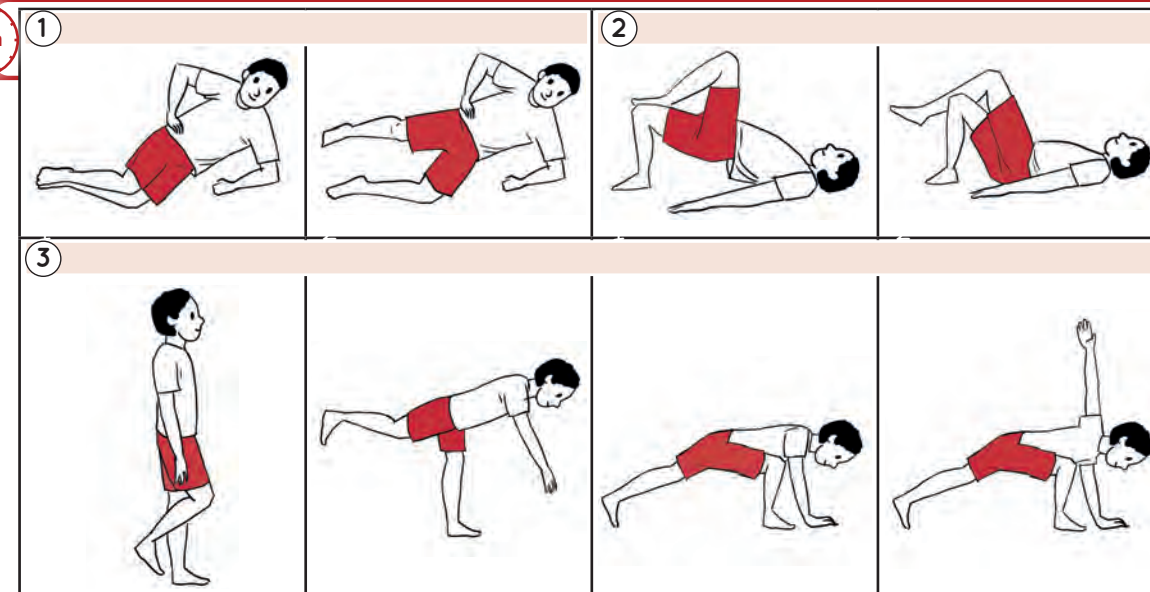
Let's stretch



Time to cool down.

Take a nice slow walk around the playing area and cool down with static stretches for ten minutes.

See if you can do these three stretches.





Modified cricket

Review the basics of cricket and play a modified cricket game.

Warm up

10m

Warm up with dynamic stretches. Remember to make sure that all your muscles are well warmed up before you begin to play.

Play a game of cricket

Everyone should have a chance to bat, bowl and field.
A game has a maximum of six ball overs per team and takes an hour.

Bowling

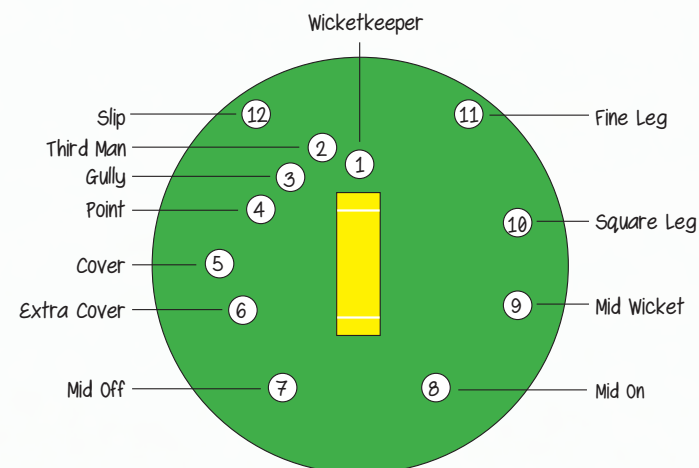
Each member of the fielding team must bowl one over. Bowlers are to have a run up of no more than ten metres. A tennis ball or mini cricket ball must be used. No underarm bowling is allowed.

Fielding

There will be one bowler and one wicketkeeper. For fielding positions, fielders will be spread evenly around the playing area. Players must rotate to every fielding position.

Batting

A batter must face six balls. Each batting pair must stay in for two overs. If batters are bowled, caught or run out they will lose two points, but will continue to bat until they have faced six balls.



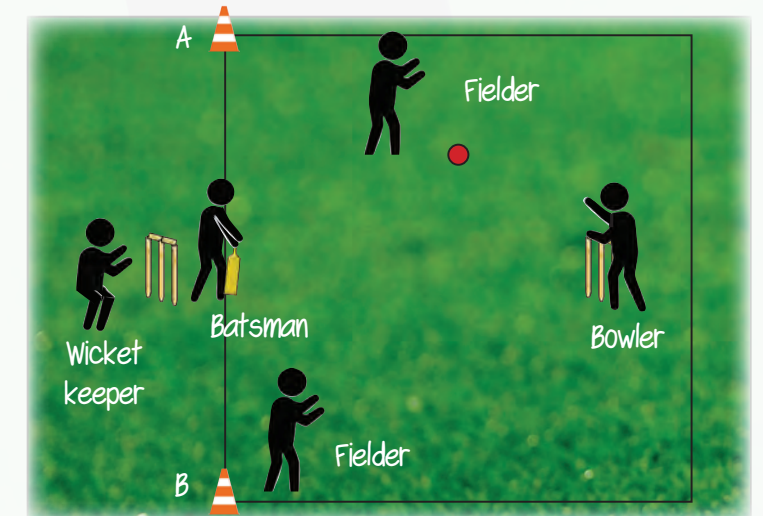
Continuous cricket rules

Continuous cricket is played in two teams, one batting and one fielding. Once all batters have batted, the two sides swap over. The teams may have several batting innings each and the team with most runs scored is declared the winner.

Batting

A player from the batting team faces the bowler and strikes the ball into the playing area. The batter then runs to marker A and back to the stumps to face up. After striking the next ball, the batter runs to marker B and then back to the stumps. If the ball is not returned, the batter can carry on running between the markers. One point is given when arriving at the stumps.

Batters can only run when they hit the ball. There is a wicketkeeper in place to return wide or missed deliveries.



Bowling and fielding

The bowler does not have to wait for the batter to return and face up, play is continuous and any delivery hitting the stumps means you are out. The fielding team must return the struck ball to the bowler as quickly as possible. Batters can be caught out, bowled or run out. A run out occurs when the ball hits the stumps while the batter is still running.

Gillidanda

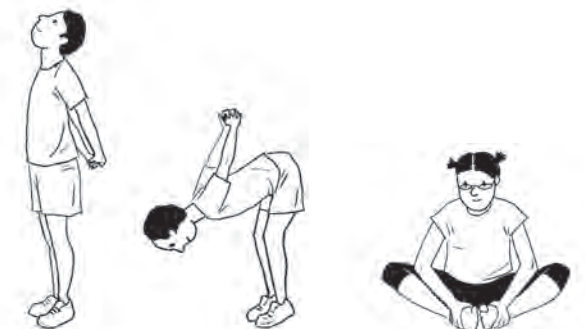
Gillidanda is a game from India and similar to cricket. It is played with two pieces of equipment – a *danda*, being a long wooden stick, and a *gilli*, a small oval-shaped piece of wood.

Players stand in a circle. The striker balances the *gilli* on a rock and hits it with the *danda* to flip it into the air and then hit again as far as possible. The player runs and touches a marker outside the circle before it is caught. If a fielder catches the *gilli*, the player is out.

Cool down

10m

Take a slow walk around the playing area and then do a few static stretches.



Manage your time

Growing up means taking charge of your own life and taking responsibility for your actions. The secret to taking charge of your life is learning how to manage your time.

Do you spend your time on the things that matter?

Put the important things first

A teacher walked into the classroom with a jar. As the class watched, he filled it to the top with stones. "Is the jar full?" he asked. "Yes!" said the learners. He then took pebbles and poured them in, shaking the jar a bit. The pebbles filled the gaps between the stones. "Now, is it full?" he asked. "Yes!" said the class. The teacher picked up a handful of sand and poured it into the jar, filling the gaps between the pebbles.

"If the jar represents your life, what is the lesson of this story?"

Nozi put up her hand. "It means that no matter how full your life seems, you can fit in more." The teacher said: "Help me fill the jar starting with the sand, then add the pebbles, and then the stones." Nozi squeezed the pebbles in after the sand, but there was no space for the stones.

"The sand represents the small, less important things in your life," said the teacher. "If you fill your life with the small things, you won't have time for the more important things, the stones."



Give a reason for what you think



Efa lebaka la seo o se naganago

How do you spend your time?

- Look at Nozi's jar of stones, pebbles and sand and discuss the following questions with a partner:
 - What is most important to Nozi?
 - What does she enjoy but does not help her meet her goals?



Stones: These are the things that are most important to you, that give your life meaning, keep you healthy and let you grow as a human being.

Pebbles: These are the things that you enjoy but do not always help you achieve your goals.

Sand: These are the things that are fun but not necessary for your well-being.



A priority is something that needs to be done before doing other things. When you care about one thing over all others, that is your top priority. For example, it could be a priority to study for your exams.

- Read the story carefully. What do you think it means to put the big stones into the jar first? Why is it important to do this before adding the smaller stones?
- Draw your own jar of life. Start with an outline and then fill the jar with words which describe your daily activities. For example:

Reading, school, being with friends, playing sport, listening to music, going shopping, spending time with family, going on social media, playing an instrument, exercising, chores, watching TV, spending time in nature, sleeping, eating.

Decide which are your stones, pebbles and sand.

- Share your drawing with a partner and discuss. Does your jar reflect your priorities? Do you feel you spend most of your time doing other things?

The time wheel

Time management is about making the most of the time you have. It is about taking responsibility for your time and deciding how you spend time on specific activities.



Look back – look forward

Tletla – sebela pele

Kamu's story

Kamu always feels tired. He wakes up at 5am to get ready for school, have breakfast, and catch up with his mom. His mom works late nights as a nurse at the hospital. Then he takes the hour-long journey to school by taxi. When he gets home after school, all he wants to do is listen to music and chat to his friends on social media. Before long, it is dark, he has not eaten, the dishes are not done, and his uniform is lying in a heap on the floor. He has not done any of his homework. By this point, he is too tired to do any of that, so he goes straight to bed.

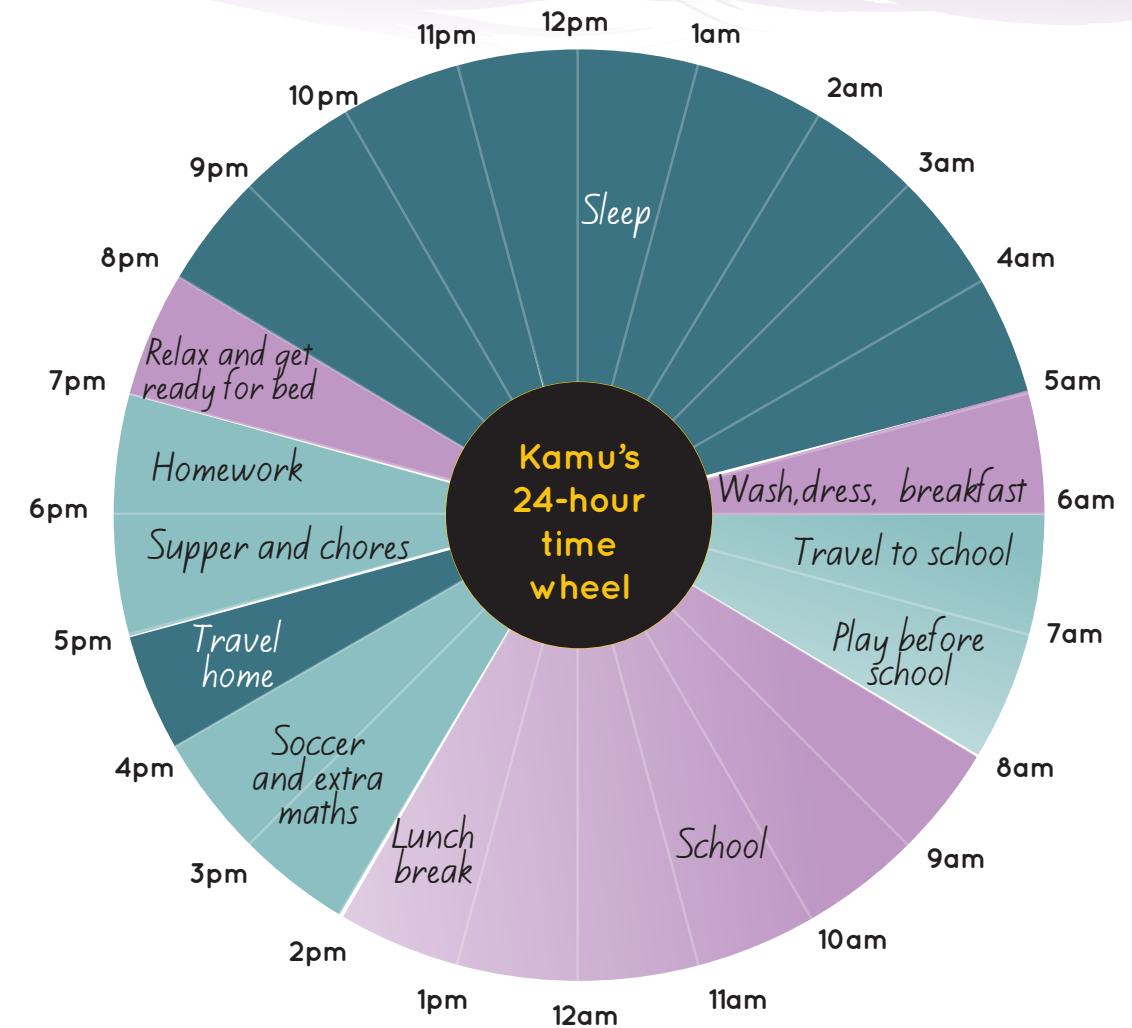
Kamu's time wheel

- Read about how Kamu spends his weekdays. Then answer the following questions:
 - Which activities do you think are really important to Kamu.
 - What is Kamu spending too much time on?
 - Which activities are important to help Kamu relax.
 - Do you think Kamu is getting enough sleep?
 - What advice would you give Kamu to help him find more time to do his homework?
 - What advice would you give Kamu to help him find more time to do his chores?

Kamu decides to draw a time wheel to see how he can manage his time better.

Tasks that you enjoy, give you more energy

Fun tasks can help you to relax between the bigger, more difficult tasks, and give you more energy.



Work it out yourself



Iketsetse yona ka bowena

Your time wheel

- Draw a time wheel like Kamu's and show how much time you spend on these activities on a normal weekday (**not how much time you should, but how much time you do spend**):

- Sleeping
- Getting ready for the day
- Meals
- Washing and grooming
- Travelling
- Time at school
- Chores
- Sport or extramurals
- Exercise
- Homework
- Recreational time
- Reading books
- Time with friends and family
- Screen time
- Other activities
- Getting ready for bed

- Look at your time wheel and decide what are you spending too much time on, and what you are not spending enough time on.

What is important?

Sometimes, you may have to do many different things at once. It can be hard to know what to do first. You can make a mind map to help you plan and stay calm.

A place to start

When you are not sure where to start, ask yourself:

- What do I need to do most?
- What are my priorities?
- What is urgent?
- What is definitely necessary, but not urgent?
- What can wait?

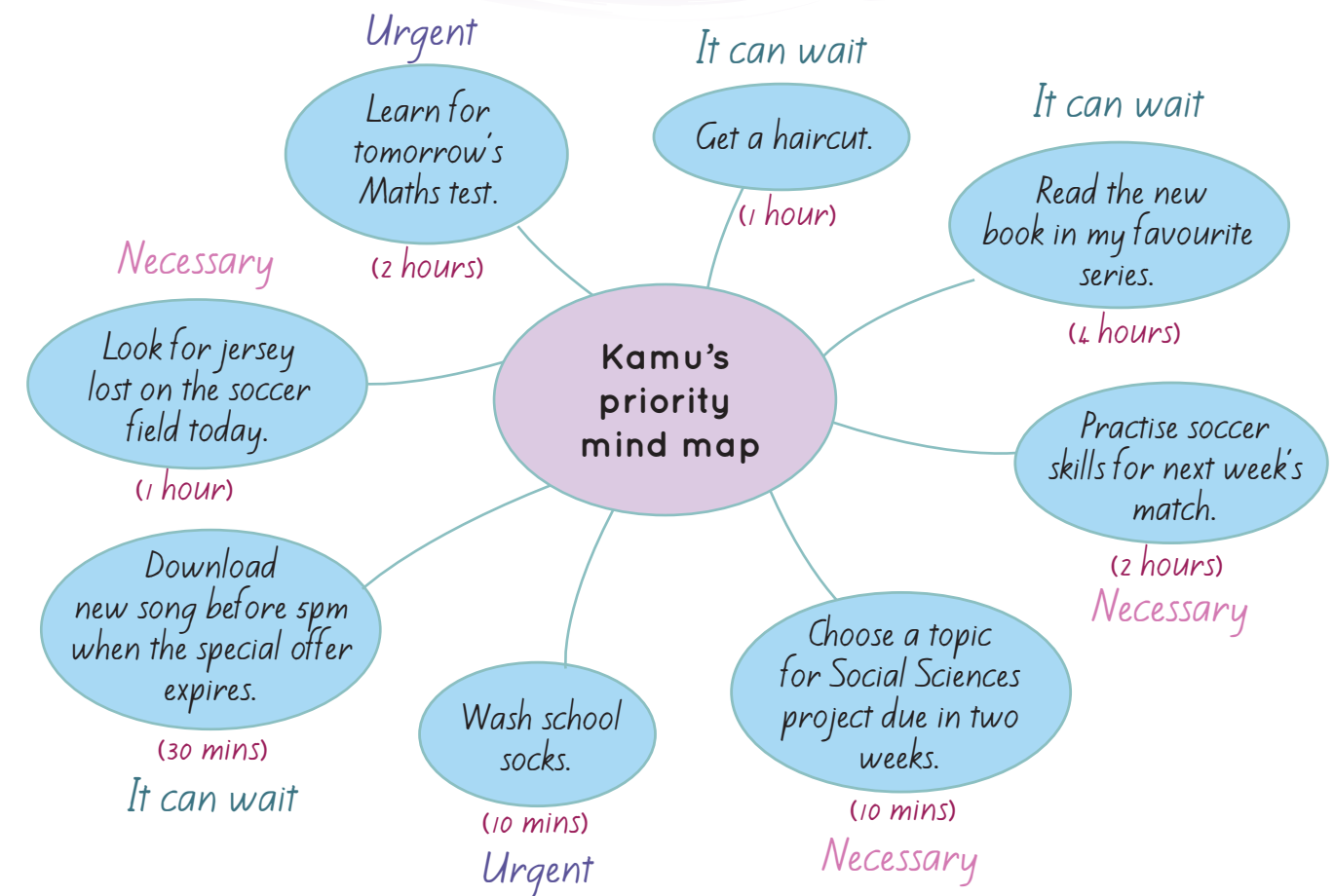
Kamu's to-do list

Kamu has a lot of things he wants to do today. This is his list, but he is not sure what to **prioritise**.

- Learn for tomorrow's Maths test.
- Look for jersey lost on the soccer field today.
- Download new song before 5pm when the special offer expires.
- Wash school socks.
- Choose a topic for Social Sciences project due in two weeks.
- Go to library to research Social Sciences project.
- Practise soccer skills for next week's match.
- Read the new book in favourite series.
- Get a haircut.

To help decide what to prioritise Kamu draws a mind map.

- Kamu labels each bubble in his mind map: *Urgent*, *Necessary* or *It can wait*.
- He writes down how long each task will take.
- Once he has labelled all the bubbles he can see clearly what he should do first. He looks at the urgent items and chooses to do the one that takes the least time first.



Choose what works best for you



Kgetha se o sebeletsang

Make your priority mind map

1. Draw your own mind map, writing down everything you need to do this week.
2. Decide how long each of your tasks or activities will take and which are: *Urgent*, *Necessary* or *It can wait*.
3. Find a partner and share your priority mind map with each other.
 - a. Compare how you labelled your school, home and recreational tasks.
 - b. How did you decide how important each task was?
 - c. Is it possible that some tasks could fit in more than one box?
 - d. Why is it a good idea to do the things that take less time first?

When you **prioritise**, you choose what to do first or commit the most time to.

Whatever the task is, if it takes less than two minutes, do it immediately.

How to tackle difficult tasks

There are always tasks you have to do that you do not enjoy. There are also tasks that seem so big and impossible that you do not know where to start. Both kinds of tasks are possible, if you approach them in the right way.

Ask questions about the things you want to know



Botsa dipotso ka dintho tse o batlang ho ditseba

Make a list

- When you have to tackle difficult tasks, ask yourself the following questions:
1. What tasks do you not enjoy, but have to do? Make a list.
 2. Which ones do you dislike the most? Put these at the top. Which ones do you not mind as much? Put these at the bottom.
 3. Would you rather start with the tasks at the bottom, or the tasks at the top? Explain your answer.

Big tasks

When Kamu's family comes to visit, it is his task to clear the table and wash the dishes. There is sometimes so many dirty dishes that Kamu does not know where to start.

If you ignore the tasks you do not enjoy, and leave them for last, they can seem even more difficult. Try to do the boring or difficult tasks first, so that you have the tasks you enjoy to look forward to.



What's new? Try it



Se seng se setjha? Seleke

A strategy for washing up

To help make a big task feel easier, Kamu can break it into smaller tasks. Here is an example of how it can be done with washing the dishes. Experiment with this yourself.

- Step 1:** Put everything that belongs together into groups. For example, put together all the plates, cutlery, glasses, cups and so on.
- Step 2:** Fill the sink or washing-up bowl with hot, soapy water. Do the dishes in the following order: glasses, cups, plates, then the cutlery. Do serving dishes, pans and pots last.
- Step 3:** Rinse each item in clean water as you go along and put it on a rack to drain.
- Step 4:** Use a clean dishcloth to dry each item and put it away.

How do you deal with big tasks?

4. What big responsibility or chore do you have? Can you break this task up into smaller parts?
5. What tips do you have for managing your time or doing chores?

Top tips

- Here are some more examples of time-saving tips:
- Have a schedule.
 - Turn your phone off when you do not need it for a task.
 - Make small changes.
 - Get enough sleep.
 - Do one thing at a time.

Schedule and plan

You have considered how best to plan your day, you have learned how to prioritise your activities, and you have a better understanding of tackling the more difficult tasks. Use this knowledge to create a weekly activity plan.

Look
back – look
forward



Tletla –
sebela pele

Make your weekly activity plan

2. Copy the weekly plan template into your notebook. Use it to make a plan for yourself for the week.
3. At the end of the week, think about your week and how your weekly plan helped you to manage your time and responsibilities.

Choose
what works
best for you



Kgetha se o
sebeletsang
hantle
haholo

Tips for making your weekly plan

1. Read through the following tips to draw up your weekly plan.
 - a. Make your weekly plan every Sunday, before the week starts.
 - b. Remember to include:
 - School work
 - Chores
 - Hobbies
 - Exercise
 - Rest and relaxation activities
 - Time for family and friends
 - c. Fill your regular activities in first. Then, add the once-off or less common activities.
 - d. Try and give yourself a start and finish time for all activities.
 - e. Use colour coding. For example, use red for physical activities and green for school activities.
 - f. Put your least favourite tasks first where you can.
 - g. Break up the big tasks across the week.
 - h. At the end of every day make notes on what went well in your day and what you might want to change the next day.
 - i. Put your weekly plan where you can look at it regularly.

My Week

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend	
School work						
Play time						
Chores						
TV and screen time						
Sleep						

Find the balance

It is important to have time for your hobbies, and time for the activities that help you to relax.

Choose what works best for you



Kgetha se o sebeletsang hantle haholo

Reward yourself

When you have completed a difficult task, done a boring job, or finished studying for a test, do an activity that you enjoy to reward yourself.

1. Look at the pictures on this page and select one activity that you would choose as a reward, or pick an activity of your own. Explain the reasons for your choice.
2. Go back to your weekly plan and see if you have given enough time for relaxation.



What is bullying?

Bullying is when someone hurts someone else on purpose, to make them feel bad. Words and actions can be harmful.

Types of bullying

Physical: Pushing, poking, pinching, or hurting someone physically.

Verbal: Calling someone names; insulting, teasing, or threatening them; pulling faces or talking about them behind their back; playing humiliating jokes on them; imitating their voice or accent; spreading lies about them.

Non-verbal: Writing hurtful letters, notes or graffiti; hiding, taking or damaging people's things; ignoring them, or not allowing them to be part of an activity.

Sexual: Sending sexual messages to someone; saying sexual things to them; touching them when they do not want you to.

Cyberbullying: Using social media to insult someone, spread rumours about them, or distribute their private pictures and videos.



Observe and describe



Lebelela botse o be o hlaloše

Talk about it

In pairs, answer the questions below.

1. In your own words, describe what bullying is.
2. Discuss the different types of bullying that can happen.
3. What types of bullying have you seen at your school?
4. What can you do to help someone who is being bullied?

Show why it is helpful or harmful



Bontsha go re ke ka baka laeng e thusa goba e senya

In your journal

Write or draw how you feel about bullying.



Teasing or bullying?

Teasing can be fun if it is not done to hurt or upset another person. If a person says or shows that they do not want to be teased, and the teasing continues, they are being bullied. Remember that bullying is never okay.

Are you bullying anyone?

We all sometimes do hurtful things. But, if you do them often, you could be a bully.

5. Ask yourself these questions to find out if you are bullying anyone:

Do I...

- Hurt someone's feelings on purpose?
- Do something to someone when they do not want me to?
- Hit, poke, push or pinch anyone?
- Ignore someone to make them feel unwanted?
- Spread false and terrible stories about anyone?
- Insult or swear at anyone?
- Join in with a group that is teasing someone else?
- Laugh when someone is being made fun of?
- Deliberately embarrass anyone?
- Damage anyone's property?
- Take things from anyone against their will?

6. Think about your answers. Do you bully often, sometimes or never?



Stand in someone else's shoes

Your experience of a situation is not the only experience. Everyone has different experiences.



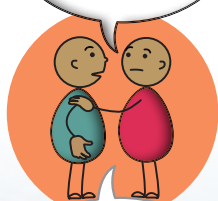
"To stand in someone else's shoes" means to try and understand what another person is thinking, feeling or going through. When you put yourself in another's shoes, you can understand them better.

Afia's story

Afia is from Somalia. Her family had to leave their home because of the civil war there. Her accent is different from the other children in her class. When she says something, some of her classmates mimic her and laugh. Sometimes they say bad things about people who come from Somalia. Afia tries to smile when they tease her, but sometimes she just feels sad and angry.

She still wakes up at night from nightmares about the journey she and her family travelled before finding a safe place to stay.

Try to feel what someone else is feeling



Leka go kwa seo motho yo mongwe a se kwago

Everyone has feelings

Sometimes, your emotions are easy to see, like when you are crying or upset. Other times, your emotions are hidden. For example, smiling while feeling hurt, but underneath the surface, you feel angry and hurt.

1. What feelings do you think Afia shows to others?
2. What feelings could she be hiding?
3. Are there feelings that you often hide?
4. What are other words or phrases that describe 'standing in another person's shoes'?

Invisible feelings are like the part of the boat you cannot see underwater.

Give a reason for what you think



Efa lebaka la seo o se naganago

Why do people bully?

People bully to feel they have power and control. There are many reasons why they might want this feeling of power and control.

5. Read the stories below. Do you think Ella, Jan, and Andile, bully people? Explain the reasons for your answer.

People might bully because...

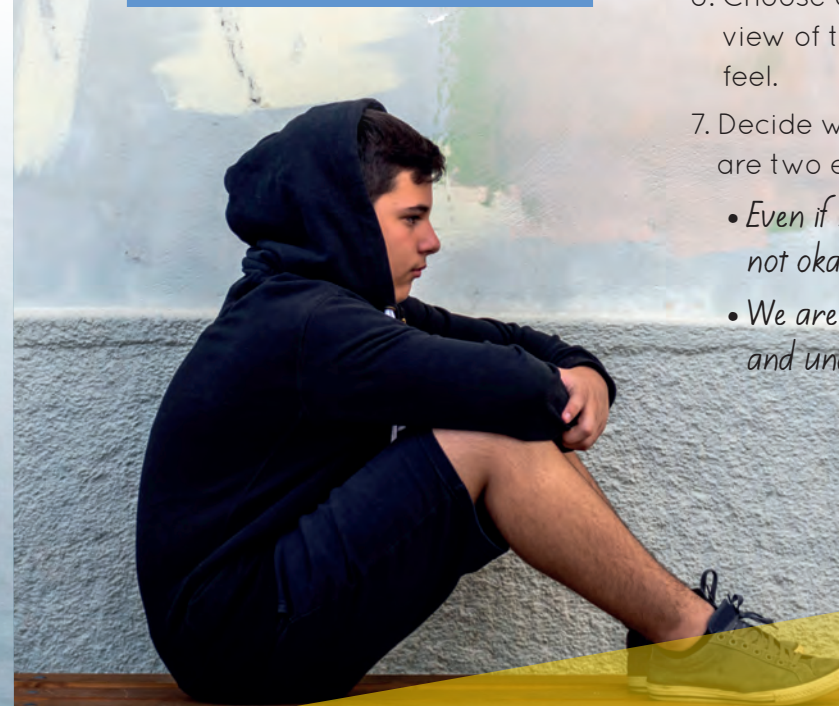
- They have been bullied themselves.
- They have experienced stress or trauma at home.
- They feel they have no control over their life.
- They need to feel powerful and want others to fear them.
- They want to fit in with a specific group.
- They need to be the centre of attention and make others laugh.
- They feel bad about themselves.

Ella: There is a new girl in my class. My friends tease her because she wears glasses and has a funny style. They like the way she reacts - it makes them laugh. I want to laugh with them, so sometimes I tease her too.

Jan: People always pick on me and tease me at school. I know that I look different, but I can't help it. When I go home, I create fake internet accounts and make fun of people online. There is this one girl who posts a lot of selfies, and I edit them to make her look stupid.

Andile: Since my parents got divorced I get angry easily. I feel I have no control over my life. I don't know why, but when I see this one kid in my class, he always gets on my nerves. Sometimes, I hurt him. It helps me feel better.

6. Choose one story and describe the different points of view of the different characters and what they might feel.
7. Decide what you would say to Ella, Jan, and Andile. Here are two examples:
 - *Even if someone did something to make you feel bad, it is not okay to make others feel bad.*
 - *We are all different. We should all be treated with respect and understanding.*



Stand up to bullies

You may feel powerless if you are being bullied, but there are things you can do to take your power back, and feel in control again.

Tony makes a change

Whenever the bullies take Tony's packed lunch, or laugh at him, or trip him in the corridors, he always goes to sit on the same bench. It helps him calm down.

One day, whilst sitting on the bench, Tony decides that he is tired of being bullied and feeling scared all the time. He is going to stand up for himself from now on.

The next day, rather than walking with his shoulders slumping and his gaze to the ground, Tony stands tall and walks to school with self-assurance. When a bully steals his lunch, he knows it would be the last time – he had put a whole chilli on his sandwich that day. When another bully trips him in the corridor, he stands up straight, looks the bully in the eye, and tells him confidently that he prefers to be treated with respect. Tony knows that if the tripping continues he will tell his teacher and his parents.

The bullies are so shocked by Tony's change in behaviour, and so threatened by his new confidence, that they never bully him again.

To be assertive means to stand up for yourself. When you are assertive you tell people your thoughts or how you feel. You do not do this in a way that hurts the other person.



It is NOT your fault if someone bullies you.

Where to find help

- **You do not have to handle it alone.** Tell a teacher, a parent or another adult you trust. They need to help make it stop.
- **If you are hurt at school tell a teacher.** Let them write it down in the records.
- **Be careful** who you give your cell phone number to. If you receive threatening calls or emails, tell someone. It is against the law to send offensive or threatening phone messages.
- **Find out what your school's policy** is about cyberbullying. Know what your options are.
- **Talk to your school counselor** about ways to stay safe at school, travelling to and from school safely, and who you can talk to whenever you feel afraid or threatened.
- **Find safe spaces** where you know you can relax and be calm.
- **In the moment** when someone bullies, you can:
 - Ignore them and walk away. They want you to react, so doing nothing may discourage them.
 - Fighting with the bully can often make the situation more dangerous, so do not use violence or threats of any kind.
 - Show that you are not scared. Try taking a deep breath, and then in a strong voice and confident body language, tell the bully they should not treat you this way.
- **Stick together with your friends.** People often bully those who stand or walk alone. Plan how you will support each other.

Be kind to yourself



Ipontshe botho

Stand up tall

You can be assertive by showing with your body language, and with your words, that you are not afraid (even if you are).

1. What do you think helped Tony take back his power?
2. In pairs, take turns showing with your body language that you are scared, sad or worried. Then show with your body language that you are confident and strong.
3. Discuss how you can make your school a bully-free zone.



Break your habit of bullying

Bullying others might make you feel powerful in the moment, but that feeling will not last. Treating others badly will make you feel even worse about yourself.

Give a reason for what you think



Efa lebaka la seo o se naganago

Changing bad habits



Hi. My name is Amos. I used to bully Benny in my class. My friends thought it was funny to tease him about his very red hair, so I just joined in. It felt good at first to be in on the joke, but I started to feel uncomfortable. I could see Benny was in pain. He had not done anything to anyone. What if they started teasing me about my big teeth? I decided to stop. When I stopped, some of my close friends stopped too. The others saw we were no longer interested and eventually stopped bullying Benny. I apologised to him, and while talking to him I discovered he was really smart and funny. I hope that someday we can become friends.

1. Read the story about Amos and Benny. Look at the box of suggestions to help people stop bullying. Which suggestions did Amos follow?
2. What other suggestions can you add?

Suggestions to help you stop bullying

- Think about how this habit will affect who you become as an adult. Who do you want to be?
- Think about how your bullying affects others.
- Admit that you were being a bully and apologise.
- Do not hang out with other people who bully.
- Speak to an adult who cares about you, about your bullying habit.
- Talk about your feelings rather than act them out.
- When frustrated or angry, go for a run or a walk.
- Get help managing your feelings in ways that do not hurt other people.

Show why it is helpful or harmful



Bontšha gore ke ka lebaka la eng e thuša goba e gobatšha

Apologising



Getting out of the habit of bullying shows others a better side of you and helps you earn respect and make real friends. Apologising is an important step to stop the habit of bullying.

3. Read Afia's story in Lesson 6.2. again. Imagine you took part in the bullying. Write a letter of apology to her. Complete the sentences to the right to help you.

How to apologise, when just saying 'I'm sorry' is not enough:

Step 1: Admit what you did. Say what it was. Explain why you did it.

Step 2: Describe how you think you made the person feel.

Step 3: Say sorry. Ask what you can do to make it right. Say what you will do next time.

Step 4. Accept the other person's reaction, even if they do not forgive you. Allow them time to think about your apology.

Dear Afia,
I am sorry that I...
Instead of...
I should have...
I thought I was being...
I made you feel...
Next time I will...
I am so sorry...
What can I do? ...

Be kind

Everyone can do something to make their school a safer space. Learners, teachers and even families, have the power to work together to create bully-free zones.



What can you do?

1. Read the following situations. Choose one.
2. How would you respond in the situation?
Can you think of different ways to help in this situation? Explain your reasons.

How would you respond in these situations?

Situation 1

You are walking home and see someone from your class pushing a younger child to the floor. They empty the child's bag over her head. Other learners walk ahead as if nothing has happened.



Situation 2

You are sitting in the classroom and your teacher is not there yet. One of the girls laughs at a new guy who is quietly reading a book. Her friends join in, mocking how he looks and telling him he has no friends.

Situation 3

Someone got hold of a private picture of a girl in your class. People are sharing it on social media as a meme with embarrassing captions. One of your friends sends you the picture.

Situation 4

One of the boys in your group has recently had a fight with another group member. He encourages everyone to ignore him, and says horrible things about him behind his back. He also started a social media group and did not invite him.



What have you learned about bullying?

3. Read the pledge below. What would you add to this list of rights?
4. In a group, discuss what you have learnt about bullying. Complete the following sentences and present them to the rest of the class:
 - a. Bullying is harmful because ...
 - b. People might bully because ...
 - c. People who are bullied can ...
 - d. If you see bullying happen, you can ...
 - e. We can stop bullying at our school by ...

Every learner has the right to:

- Learn, work, and play without fear of being hurt.
- Feel a sense of belonging, acceptance and friendship.
- Be treated with respect and dignity.
- Ask for bullying to stop and get help if it does not stop.



Onaletšana

The circle of life

The circle symbolises both new beginnings and a state of completion. It represents the idea that life is never ending and everything is connected.

Culture and tradition

We sometimes have traditions in our cultures that we go through at different ages. Read more about rites of passage in the next lesson.

Tradition means a way of thinking or doing something that has been used by the people in a particular group, family, society, etc., for a long time.

Make
something to
show what you
think it is like



Yenta into
kute ukhombise
kutsi ucabanga
kutsi injani

The circle of life

The circle of life can mean nature's way of taking and giving back life to earth. It can represent the infinite nature of energy so that if something dies, it gives new life to another.

1. Look at the images on the opposite page. What are some of the important stages in a person's life?
2. Draw your own circle of life. Where do you see yourself at different stages in your life? Include something that could be important at each stage. Do you have a special picture or symbol to put at the centre of your circle?

Old age



Birth



Early childhood



Pre-school



Adolescence



Young adult



Middle age



Rites of passage

A cultural rite of passage is a special ceremony for when a person moves from one stage of life to another. It celebrates the opportunities that come with a change of roles and responsibilities.

'Passage' is an old word for a "route" from one place to another.

Look back – look forward



Buka emuva – buka phambili

Ceremonies and rites

1. What rites or ceremonies do you know of that mark the different stages of life? Think about:
 - Birth and childhood
 - Coming of age and young adulthood
 - Adulthood (the working world, marriage, having children)
 - Old age and death.
2. How do you feel about participating in some of the rites or ceremonies in your culture?



What other words sound like **rite** but have a different meaning?

A **right** is something that tells people what they are allowed or what they are owed. For example, people have the right to vote.

Right is also the opposite of wrong, and the opposite of left.

Homonyms are words that sound alike but have different meanings. Rite and right also sound like the word used to describe the action, to **write** (by hand).

Being born

The birth of a child is an important rite of passage, not only for a family, but for society as well.

In **Hinduism**, a child is welcomed into the world, by putting some honey in the child's mouth and whispering the name of God in the child's ear.

A **Native American** belief is that when a baby is born, it belongs to two worlds: the spirit world and the physical one. The baby's first laugh is seen as a sign of its desire to leave the spirit world and join an earthly family and community. When parents hear this sign of joy, they know that their baby is present and healthy.

Symbols in a ceremony

An important part of a cultural ceremony, or rite, is the use of symbols. Each object used in a ceremony, and each action that takes place in a ritual, is a symbol representing the belief of a specific culture.

A symbol uses one thing to represent something else on the basis of some characteristic that they share. For example, the diversity of colours in the rainbow is used to represent the diversity of people in South Africa.

3. Read the box on the left and identify and explain some of the symbols in Hindu and Native American births.

Birth ceremonies

4. Choose a birth ceremony that interests you. Describe what you like about it. Find out more about it.
5. Did you have a ceremony when you were born? How was it similar or different to the ceremonies you read about?
6. Do some research and write down three symbolic things you would do to welcome a newborn baby to the world.



Naming rites

Naming is an important rite of passage for any child. Being named means you are your own person. You are able to walk your own path in life.

There are symbols in our names. Sometimes, your name can tell you something about your ancestors and what qualities they wanted you to have.



The meaning of your name

"My name Mulalo means peace. They told me that I brought peace to my mother's heart after my grandfather passed away."

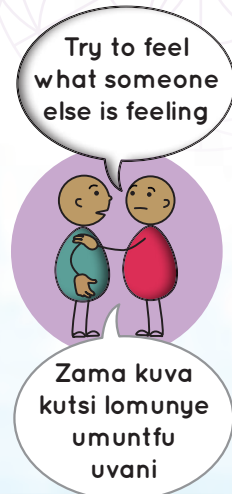
"My name is Mandla. It means strength. This is a powerful name. I sometimes wonder if it really suits me."

"My name is Tina. I don't know what my name means. I think I was named after my grandmother or the singer Tina Turner."

1. Do you feel your name is a good fit for you?
2. Explain why your name is important to you. How would you feel if you had a different name? What would you have chosen if you could have?



The Constitution of South Africa says that every child has the right to a name from birth. When a baby's birth is registered, their parents or guardians receive a birth certificate with their name on it. Do you know where your birth certificate is?



Respecting a name

When Xiaou Wu introduced herself to the class in her new school, many of the learners complained that her name was too difficult to pronounce. They suggested she use an English name instead.

A few of the Chinese learners thought this was a bad idea. Xiaou did not know what to do. Eventually, she reintroduced herself as Charlotte.

When she got home from school, she was too ashamed to tell her grandmother that she had chosen an English name.

The next day, Jasmine told Xiaou that she would like to call her by her real name. She asked Xiaou to teach her how to pronounce it correctly, and never called her Charlotte again.

3. Why do you think Xiaou chose to use a name that was easier to pronounce?
4. Have you ever changed something that was important to you just to fit in with another culture? How did you feel when you did this?
5. How do you think Xiaou felt when Jasmine asked for a lesson in pronouncing her name?

In praise of a name

Nelson Mandela was known by many different names.

- **Nelson** is the name given to him by his school teacher, Miss Mdingane. During colonial times, children were often given English or 'Christian' names.
- **Rolihlahla** is his birth name given to him by his father. It means 'pulling a branch from a tree' in isiXhosa, which also means troublemaker.
- **Madiba** is Mandela's clan name. Madiba was the name of a Thembu chief who ruled in the Eastern Cape in the 18th century.
- **Dalibhunga** was the name Mandela was given after his initiation at the age of 16. It means 'creator of the meeting' or 'organiser of the dialogue'.

Coming of age ceremonies

The transition from childhood to adulthood, or 'coming of age', is a significant stepping stone in everyone's life. In many cultures, this stage is celebrated with a coming of age ceremony at 13, 16, 18 or 21 years old.

Observe
and
describe



Bukisisa
bese
uyachaza

What does coming of age mean to you? ★ ★

Coming of age means preparing to take on the responsibilities of an adult. It also means preparing to enjoy the adventures of adult life. In some coming of age ceremonies, you are taught valuable insights about being an adult, a productive member of the community, a parent, and a citizen.

1. What coming of age ceremonies do you know of?
2. Read the two stories on the opposite page.
 - a. What lessons did Lukhanyo and Melody learn in their coming of age ceremonies?
 - b. What made Lukhanyo's rite of passage special for him?
 - c. What made Melody's rite of passage special for her?
 - d. What things do the two ceremonies have in common?

Many cultures see the age of 21 as officially entering adulthood. To celebrate this age, some people have big parties with all of their family and friends.

Celebrating growing up ★ ★ ★ ★

Lukhanyo
(Xhosa initiation ceremony)

"Yes, I was circumcised as part of becoming a man. This is an important Xhosa custom. But that is just part of it. I was grateful that I went to a very professional initiation school where we talked a lot about what it means to be a man and play your part in the community. I could feel myself changing. We also threw away our old clothes, showing that we had left our old lives behind. When my family and community welcomed me back home as a man, wow! I have never felt so proud."



Melody
(First Moon party)

"I knew that on my 18th birthday I would celebrate being able to vote and drive a car, but I told my mother that I needed something more to help me move away from my childhood. We agreed that when I started menstruating we would have a First Moon Party. My mother hadn't celebrated menstruation like that before because her parents were too embarrassed. It was wonderful. Everyone shared stories about growing up. I felt prepared for something new and satisfied that my mom saw me as my own person."



Love and marriage ceremonies

When you embrace life as an adult, you may choose to find a partner you want to spend the rest of your life with. You may decide to get married and start a family. Whatever choices you make, there will be lots to celebrate.

- **Same-sex marriage:** This is a marriage between men and men, or women and women.
- **Traditional/customary marriage:** This is a marriage that follows the traditions or customs of people getting married within indigenous African customary law.
- **Choosing to have a commitment ceremony or nothing at all:** Some people choose not to marry but still show their love and commitment to each other by living together, having children, or sharing what they own.
- **Polygamous or polyandrous marriage:** Polygamy is when a man is married to more than one woman at the same time. Polyandry is when a woman marries more than one man.



The South African Constitution allows marriage between anyone, regardless of their gender or sexual orientation. It also says that all people belonging to a cultural group have the right to enjoy and take part in cultural activities of their choice.

Give a reason for what you think



Niketa
sizatfu saloku
lokucabangako

Wedding customs and traditions ★★

1. Describe a wedding ceremony you have seen or attended.
2. What other traditions do you know that are related to engagements and marriage ceremonies?
3. Do you think marriage is necessary for happiness? Why or why not?



In Muslim culture, the tolbe or tulba is a pre-wedding ceremony where the groom formally asks the bride's parents for her hand in marriage.



A time to live and a time to die

Death is a natural part of the circle of life, and there are various customs and practices to honour this rite of passage. While it can be a sad time for families and communities, it can also be an opportunity to celebrate a person's life.

Observe
and
describe



Bukisisa
bese
uyachaza

Funeral traditions

1. Read about some of the burial customs found in the world.
2. In your culture, how do you say goodbye to a person who has died?

Burial customs from across the world

In African traditions and rituals death is seen as a very important stage of life. There is the belief that when people pass on, they become ancestors and from the spirit world protect and guide the living.

When someone has died, the home is usually prepared to receive people who come to pay their respects to the dead. Sometimes all pictures in the house are turned around and all mirrors and televisions covered.

Funerals in Islam follow specific rites, such as burial of the body as soon as possible. There is usually a simple ritual involving bathing, covering the body, and prayers. In Islam, bodies are not cremated and are instead buried without coffins. The deceased person is placed directly in the earth, with the grave positioned so that the body, when turned on its right side, faces Makkah.

Jewish funerals consist of a burial that takes place shortly after death. The body is not displayed before the burial. Cremation is forbidden. Burial is considered to allow the body to decompose naturally, so embalming is forbidden.

According to **Hindu funeral customs**, the body remains at the home until it is cremated, which is usually within 24 hours after death. The ashes are scattered at a sacred body of water or at some other place of importance to the deceased.

Sky burial is when a human corpse is placed on a mountaintop or somewhere else to decompose while exposed to the elements or eaten by scavenging animals, like vultures. It is practiced in places in Tibet and India.

A fantasy coffin made by specialised carpenters in Ghana. Coffins are made in the shape of the thing that best symbolises the deceased person's life.



Observe
and
describe



Bukisisa
bese
uyachaza

Understanding death and loss

Many cultures believe that life continues in the spiritual world after death. They see death as a person's deeper connection with all creation.

3. In groups discuss what it means to lose something or someone. How do you think people feel when they experience loss? Write down the different feelings. Choose one feeling to share with the class and explain why you think this feeling is common when someone experiences a loss.
4. Draw a picture of a happy memory of someone or something you have lost. This could be a pet, a grandparent, or any other loss.

Remember, it is okay to feel sad, angry, or confused when you have experienced a loss. It is normal to go through these emotions. Everyone deals with loss differently. Sharing feelings is an important part of coping. When you feel upset, write down your thoughts or speak to someone you trust who can support you.



High five

What is dignity?

The South African Constitution says that everyone has dignity, and that this dignity should be respected and protected.

Observe and describe



Languta naku hlamusela

You have value

1. What does the word 'dignity' mean to you?
2. How do we treat others with dignity? Add your own example to the following list:
 - including everyone in activities
 - using kind words
 - standing up for someone being bullied
 - ...

The word **dignity** comes from a Latin word, meaning 'worth'. All lives, human or animal, have worth. Dignity means treating everyone as valuable and worthy of respect, regardless of their background, circumstances, or abilities.

Show why it is helpful or harmful



Kombisa hikokwalaho ka yini swi pfunaka kumbe swi vavisaka

The worth of a human life

3. Read the poem "You are priceless" out loud as a rap or perform the poem as a group for the rest of the class.
4. In small groups, role-play a situation where respect for dignity is shown or a situation where someone's dignity is not respected. The rest of the class must guess if the situation acted out shows respect for dignity or not.

Examples of situations:

- A learner is being teased because of their clothing.
- Two people are sharing their lunch.

You are priceless

*You can buy food, and pay the price,
Clothes too, and the latest device.
But your courage and kindness,
They don't have a cost.
You can't pay for the twinkle in her eyes,
Or, his wise words that last.
That is your worth from birth,
Your brightness, your value on earth.
You're priceless.*

Religion and dignity

Religions or belief systems all say something about human dignity. Every life deserves care and respect.

Find out more
(ask someone
- look it up)



Lavisisa /
Kumisisa
swin'wana (vutisa
wun'wana -
tilanguteli hi
wexe)

Religious texts

1. Match the following texts with the religion associated with it:

Islam

"What is hateful to you, do
not do to your fellow."
(Torah)

Christianity

"Love your
neighbour as yourself." (Bible)

Buddhism

"He who is deprived of
kindness is deprived of
goodness." (Quran)

Judaism

"One who, while herself
seeking happiness, oppresses with violence
other beings who also desire happiness, will not
attain happiness hereafter." (Dhammapada)

2. How are the religious quotes the same?
3. What other quotes or texts do you know that talk about kindness and dignity?



Make
something to
show what you
think it is like



Endla xo
karhi ku
kombisa leswi
u ehleketaka
leswo i xa
njhani

What does dignity mean to you?

4. Read these two statements and then write a short story that talks to Ubuntu or the golden rule of all religions. In your story give a definition of dignity, the way you see it.

African traditions teach us about Ubuntu.
Ubuntu says 'I am, because we are'. It recognises that we
are all connected as people, and when you recognise the
dignity of all living things, your own dignity will grow.

The golden rule of all religions is that we must not do to
others what we would not like to be done to us. If you
want others to respect and protect your life and dignity,
you must respect and protect their life and dignity too.



Your values matter

Feeling seen and heard is important because it shows that we matter. When others ask about what we care about, it helps us feel valued. This can help us feel more confident and motivated.

Try to feel what someone else is feeling



Ringeta ku twa hi ndlela leyi munhu wun'wana a ti twaka hi yona

I see you

1. Sitting in a circle, take turns sharing one thing you value or care about (for example, family, friendship, learning, hobbies, etc.).
 - When it is your turn to speak, others will listen.
 - Listen to what others say, and when they have finished talking, say to them "I see you" or "I hear you".
2. How does it feel to share something important and know that your classmates are listening?

What's new? Try it



I yini lexintshwa? Xi ringeti

What do you value?

3. Explain to a partner what you think the following quote means:

Dignity is like air

"Dignity is like air. When you breathe easily, you don't think about it. But, when you don't have enough of it, all you can think about is air, air, more air!"

- Aigul Aubanova, Dignity: What's That, Sam? (2012)

4. Imagine you encounter a homeless person on the street and they are begging for money. You do not have any money to give.
 - a. How do you respond? Give a reason for your answer.
 - b. How could you make the homeless person feel seen?
5. Role-play one of the following situations:
 - a. A homeless person talks with a kind person.
 - b. Someone working in a shop tells a friend about their day, including how they are treated by different customers and how they treat the customers.

When you treat someone with dignity and respect, you:

- acknowledge them (for example, look at them or greet them)
- include them in conversation
- listen to them
- consider their needs and values
- value what is unique about them
- allow them to make their own choices
- ask questions and do not make assumptions
- defend their rights.

In your journal

Write about what you value and care about.

The right to dignity

While the South African Constitution supports the right to dignity and respect, not all people are always treated fairly or with respect. Read about the Three Doctors' Pact and how this helped in the fight for freedom for all in the country.

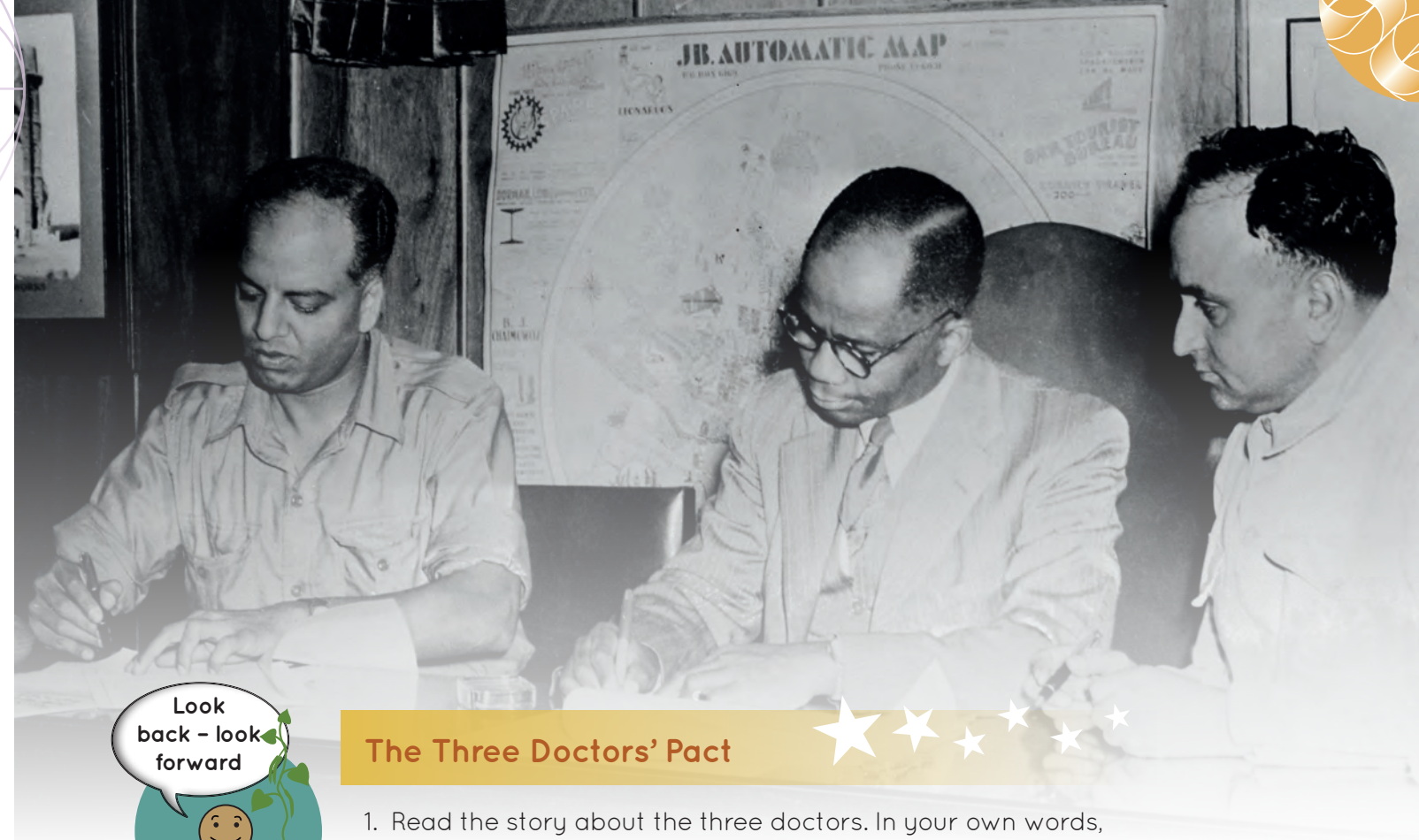


When your rights are protected, your dignity is also protected.

You should have:

- the right to life and dignity
- access to shelter
- access to education
- access to healthcare
- adequate food, clean water, and a healthy environment
- protection from abuse.

For a summary of all the rights included in the Bill of Rights, read Info Page D.



Look back – look forward



Languta endzhaku – languta emahlweni

The Three Doctors' Pact

1. Read the story about the three doctors. In your own words, explain what is a pact.
2. Which right do you believe is the most important, and why? Provide a reason to support your answer.
3. Is there a right in the Constitution that you think people are not getting enough protection for? Explain your answer.

Even before apartheid, there were many laws that placed restrictions on Black, Coloured, Chinese and Indian people, denying them their dignity. There were restrictions of where they could live, how they could move, the quality of their education, and what businesses they could start.

Dr Monty Naicker, Dr Yusuf Dadoo and Dr A.B. Xuma, three medical doctors, who were important political leaders, fought against these laws. In 1947, they signed what is known as the Three Doctors' Pact, declaring that all South Africans, regardless of their race, should have access to basic human rights. This declaration called for all people to come together to fight for the right to vote, workers' rights, land rights, quality education, and the removal of laws that discriminated against anyone based on their race.

The Three Doctors' Pact influenced the Freedom Charter, which is the basis of South Africa's Constitution. The Freedom Charter called for a country with equal rights for all, regardless of race. It called for free education and freedom of speech and movement.



Fantasies

A summary of the South African Bill of Rights

Equality: Everyone is equal before the law and may not be unfairly discriminated against.

Human dignity: Everyone has inherent human dignity which must be respected.

Life: Everyone has the right to life.

Freedom and security of the person: You have a right not to be physically detained without trial or abused in any way.

Slavery, servitude and forced labour: You may not be subjected to slavery or forced labour.

Privacy: Your right to privacy includes your body, home and possessions.

Freedom of religion, belief and opinion: You have the right to think, believe and worship.

Freedom of expression: You have the right to say, read and study whatever you choose but hate speech is not allowed.

Assembly, demonstration, picket and petition: You have the right to peacefully assemble, demonstrate and protest.

Freedom of association: You have the right to associate with anyone.

Political rights: You may form a political party, run for public office and vote for any party in free and fair elections.

Citizenship: No citizen may be deprived of citizenship.

Freedom of movement and residence: You have the right to enter and leave the Republic at will.

Freedom of trade, occupation and profession: You have the right to choose any legal trade or occupation freely.

Labour relations: Every worker and employer has the right to organise and negotiate to further their aims.

Environment: You have the right to live in a protected, healthy environment.

Property: No one may be deprived of property, except in terms of law of general application.

Housing: You have the right to have access to adequate housing.

Health care, food, water and social security: You have the right to have access to health care, adequate food and water and social security.

Children: Every child has the right to a name, nationality and protection from abuse and exploitation.

Education: You have the right to receive basic education in the official language of your choice where that education is reasonably practicable.

Language and culture: You have the right to use the language of your choice and practice your own culture.

Cultural, religious and linguistic communities: You have the right to form, join and maintain cultural, linguistic and religious groupings of your choice.

Access to information: You may access any information held by the state for the protection of your rights.

Just administrative action: You have the right to administrative action that is lawful, reasonable and procedurally fair.

Access to courts: You have the right to resolve your legal disputes in a court or another impartial tribunal.

Arrested, detained and accused persons: When arrested for allegedly committing an offence, you have the right to remain silent, to be brought before a court within 48 hours and the right to legal representation.

Limitation of rights: Everyone's rights may be limited. The limitation should apply to everyone to the extent that it is reasonable and justifiable in an open and democratic society based on human dignity, equality and freedom.

Responsibilities: All citizens are equally subject to the duties and responsibilities of citizenship.

What are Children's Rights?

Children's rights are those rights found in Section 28 in the Bill of Rights in the Constitution of South Africa. These rights aim to protect ALL children from harm, abuse, neglect and exploitation.

All Children have the right to:



A name and nationality from birth



Love, affection and security from their family or parents, or from others if they are removed from the family environment



Have enough food to eat and a place to live



Be looked after when they get sick



Education and to be protected from neglect and abuse

Not have to work before a certain age and to be protected from discrimination

Be protected from arrest and detention, except as a last resort. In this case this detention should be for the shortest time possible, children must be kept separately from detained adults; and must get legal representation at the state's expense. Children must not be used as soldiers in wars, they must be protected from armed conflict.



Warm up your body



Align your spine

To have a healthy, happy spine, you need to keep it flexible.

Try out these movements in a sequence. Do the sequence four times, from slow to fast.

Sequence 1: Each movement takes eight counts into the shape and eight counts out of the shape.

Sequence 2: Four counts in, four counts out.

Sequence 3: Two counts in, two counts out.

Sequence 4: One count in, one count out.



Forward bend



Side bend right



Side bend left



Arch



Twist



Ripple side to side



Knees over toes

To make your legs strong, practise bending and stretching your ankles and the knees.

Can your feet make these different positions?



Together



First position



Second positions



Parallel

Sequence 1

On a beat of four crotchets, move through each position.

- Together
- First position
- Parallel
- Second position

Notice where you have to shift on your heels and where you shift on your toes. To get back to position one, zigzag both feet until they are together again.

Sequence 2

Add a bend of the knees.

- Together, bend knees, stretch knees.
- First position, bend, stretch.
- Parallel, bend, stretch.
- Second position, bend, stretch.

Sequence 3

Add a rise of the heels.

- Together, bend knees, stretch knees, rise heels, lower heels.
- First position, bend, stretch, rise, lower.
- Parallel, bend, stretch, rise, lower.
- Second position, bend, stretch, rise, lower.

Arm swings

Swing your arms with a small knee bounce in all four feet positions.



Create your own sequence

- Choose four movements that gently warm up your body and make you feel great.
- Put them into a sequence.
- Do the sequence four times.



.....
In dance, stretch knees means
to straighten your knees
.....



Dance and play



Activity!

The moves

Try these dance moves first by yourself then with others. When you feel confident you know the moves, start the game.



Go

Lunge forward as if you are taking the first step of a race.



Duck

Lunge sideways as if you are trying to avoid a swinging branch.



Reverse

Lunge backward as if you are starting to race backwards.



Dodge

Jump to the side as if you are jumping out of the way of a speeding bicycle.



Oopsies

Jump onto one foot and balance as if you are jumping off a hot tar road onto a tiny piece of cool grass.



Ballerina!

Jump a full revolution in the air. Jump as high as you can!

Vusimuzi Malindi, 2020



Activity!

Play the game

In a large group (up to 20), make a circle.

One person is ON. This person stands in the middle and tells the group when to start.

The group does the chorus. The person who is ON shouts someone else's name in the gap in the chant, like this:

– One, two, three, four, what does 'Mpho' have in store?

After "store", Mpho has to shout out four dance moves, for example: "Reverse, Oopsies, Ballerina, Go"

Everyone has to do the sequence straight away with no hesitation and in the right order.

The players who get it wrong are OUT.

Mpho is then the next person who is ON.



Vusimuzi Malindi, 2020



If you use a wheelchair, lean in the direction of the lunges. Can you spin your chair around? What else can you do?
Remember, you can adapt any movement to suit your body.



Travelling games



Activity!

Tangle and untangle

In groups of about 10, stand in a tight circle. Reach into the circle and find someone's hand to hold – a different person for each hand. Do not hold hands with the person standing next to you.

Without letting go, carefully untangle yourselves by stepping over and ducking under your classmates' arms until you are back in a circle.

Do this game in silence.



Vusimuzi Malindi, 2020



Activity!

Friends and enemies

Travel around the space.

Secretly choose one person who is your **'enemy'** for this game. Do not let anyone know who you have chosen.

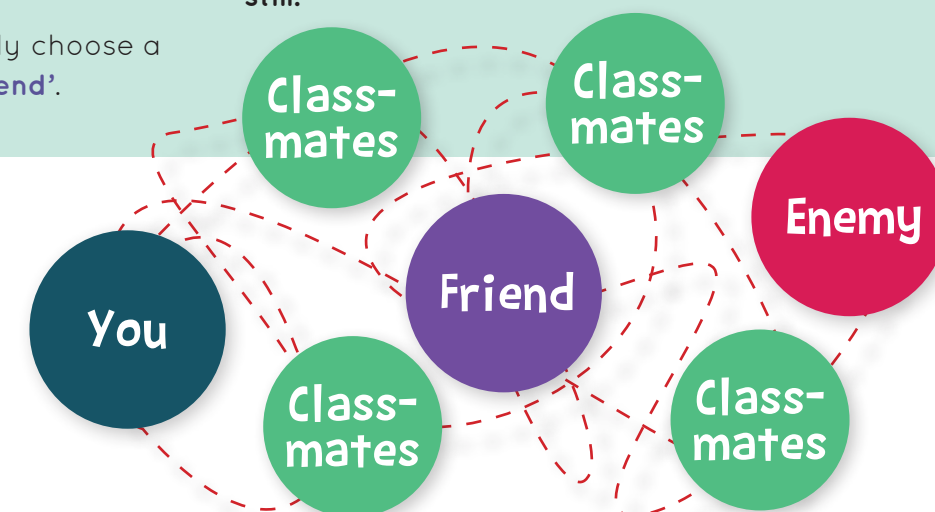
As you travel around the room, try to stay as far away as possible from your **'enemy'**. But don't let them know.

Now, keep travelling, and secretly choose a different person who is your **'friend'**.

Do not let anyone know who you have chosen.

As you travel around the room, try to keep your **'friend'** between you and your **'enemy'**. But don't let them know.

You have to keep moving; you cannot stay still.



Activity!

Seeing you

- Travel around the room, changing direction often and curving your pathways past each other.
- One person calls out different body parts. Let that body part lead you. For example, "nose" means you travel with your nose leading the way
- Try 10 different body parts. Some may make you travel backwards or sideways.
- Now, travel around the space.
- When you make eye contact with a classmate, both of you freeze for five seconds. Then carry on travelling as if nothing has happened.
- Try to find 10 different eye contact freezes with 10 different people.





Find your voice



Activity!

Get rid of tension

Stand up tall and feel comfortable. Let your lungs expand as much as possible.

1. Think of a beautiful and peaceful place, and let your breathing slow down.
2. Breathe in slowly through the nose and out through the mouth.
3. Place a hand on your tummy. Feel how your tummy moves forwards with the breath. Keep your neck and shoulders relaxed. Keep thinking of your special place.



Activity!

Prepare for making sound

1. Facing front, drop your head to the left shoulder and then to the right. Drop your head forward, and then back. Find the position where your head is free on top of the neck, which is long and not tense in any way. The chin should be in line with the floor.
2. Squeeze your face up tightly. Then stretch it out as widely as you can.
3. Make the biggest smile that you can. Make the biggest frown!
4. Imagine that there is an insect flying around your face, and you cannot use your hands to get rid of it. Move muscles in your face to flick it away.
5. Snake your spine in different directions.
6. With your hips, make circles as though you are keeping up a hula hoop. Do this in both directions.
7. Circle your feet, one at a time. Change direction. Shake water off a foot. Swing your foot from the knee socket gently while keeping your balance.
8. Shake everything out. Shake out the sound as well (a gentle “huh” sound).



Activity!

Make relaxed sounds

Yawning

Take a big yawn. Can you feel your jaw dropping down and the inside of your mouth stretching up? Stretch with your whole body while you yawn like you are waking up in the morning. Make a sound with your yawn. What sound comes out naturally? (The sound will be a higher-pitched **Ah**-like sound.)

Now lean forward and yawn forwards, stretching your mouth forward towards the opposite wall.

What sound comes out naturally? (The sound will be a lower-pitched **OO**-like sound.) Do another “**Ah**” yawn and another “**OO**” yawn.

Sighing

We sigh for all sorts of reasons.

- We are very relaxed. Sigh with enjoyment. Breathe in and sigh... (**sigh**)
- We are very late for something important. We are going to get into big trouble and we are very tense. We get there and we find that the time has changed. We are not late after all. Sigh with relief... (**sigh**)
- We are sad because our best friend cannot come to visit us this afternoon. We were really looking forward to that. Sigh with sadness... (**sigh**)
- And we’ve just eaten the best, most delicious meal. Sigh with pleasure...! (**sigh**)



Activity!

Fill your lungs

Your lungs expand downwards, upwards, to the front, to the back and sideways. We can take most air into our backs as this is where our lungs can expand the most.

Step 1: Sit like a frog and breathe in and out. Can you feel your back expanding at all? Notice the breath entering and leaving, expanding the back each time.

Step 2: Stand, cross your arms across your chest and put your hands on your shoulders. Breathe in and out. Do you feel your back expanding?

Step 3: Keeping this position, drop slightly forward and breathe in and out (like a runner after a race). Can you feel your back expanding?





Activity!

Feel the hum

Hum on a comfortable note on **MMMM**, then a **NNNN**, then an **NG**. Feel how all of these sounds vibrate in your nose and across your cheeks. Feel the sensations on the lips (**MMM**), on the gum ridge and tongue tip (**NNN**) and on the soft palate (**NG**) as well as in the nose and cheekbones.

Hum softly, just loud enough to feel the vibrations:

MMMM, NNNN, VVVV, ZZZZ.

What is resonance?

While you were humming, did you feel vibrations in your head and body? This is resonance. Your body vibrates along with the sound you make with your vocal folds, and this amplifies the sound. Tension can prevent resonance from happening, so relaxation is very important.

Different parts of your body resonate sounds differently. Lower sounds resonate in the chest. Higher sounds resonate in the skull. Nasal sounds resonate in your nose bones.

Words

Resonance: The amplification of sounds using the surfaces and spaces within the body.

Articulate: Articulation is about saying sounds clearly and crisply.

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

Your body is like a guitar. Can you make your whole body resonate?



Activity!

Tongue twisters

You can improve your **articulation** by practising tongue twisters.

Do you know any rhymes, tongue twisters or proverbs that are challenging for the lips, tongue and jaw?

- Try saying the tongue twisters on this page. How many times you can say each one before you make a mistake?
- Do you know any other tongue twisters? Share with your classmates.



Activity!

Sing a song

Choose a South African song that everybody in the group knows, or sing *Thula Baba Thula Sana*.

Choose a conductor to tell you when to:

- Begin the song, sing loudly or softly and finish the song.
- Sing the song in unison a few times first.
- Sing the song in canon, two-part harmony, and call and response.

Sannie sê sy sal sewe sakke sout sleep,
sewe sakke sout is swaar sowaar

cricket critic

Black Bug's Blood

Red lorry, Yellow Lorry

Iqaqa liziqikaqika kuqaaqaa
laqawuka uqoqoqo

Amaxoxo ayaxokozela exoxa
ngoxamu exhibeni



Four dance



Drum to the beat

In this class activity, choose someone to play the drum. Start with a regular beat and then change to a faster beat and then a slower beat.

Walk to the beat of the drum. Make your own path through the room, changing direction often. Sometimes walk heavily, sometimes lightly.

Remember to always warm up your body before dancing!



Vusimuzi Malindi, 2020

Words

Tempo is how fast or slow the beat is.

Locomotor means a movement that moves across space.

Non-locomotor movements mean doing something on the spot.



Rotate to the beat

The drummer plays only crotchets now.

Everyone else circles each of these body parts, using four crotchets to complete the circle before moving to the next body part.

To the right: Right foot, left foot, knees, hips, chest.

Repeat: Circling the other way.

To the right: Wrists and head.

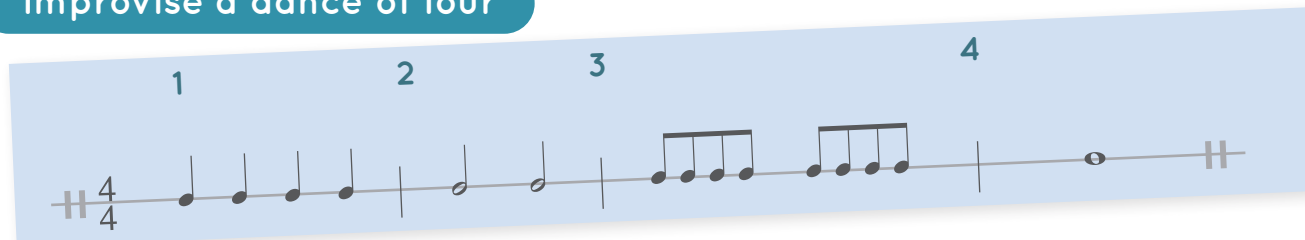
Now improvise: Choose a new body part after every four beats.



Vusimuzi Malindi, 2020



Improvise a dance of four



As a class or in groups, create a movement sequence of four bars of four beats.

Bar 1 is **body percussion**. Choose a different body percussion movement for each beat. For example, clap hands, tap thighs, click fingers, tap chest.

Bar 2 is any **big, smooth movement repeated**. Make it really smooth and long. For example, two deep lunges.

Bar 3 is a **travelling movement**. Make it really jerky and bouncy. For example, jiggling every body part as you travel in a circle.

Bar 4 is a **still shape** of your choice and a freeze for three beats. For example, a greeting posture.

Practise so that you know all of the movements and can do them easily.



Choreographic devices



Try these moves

In groups of four, try out each of these choreographic devices:

Unison: Do the dance at the same time, facing the same direction.

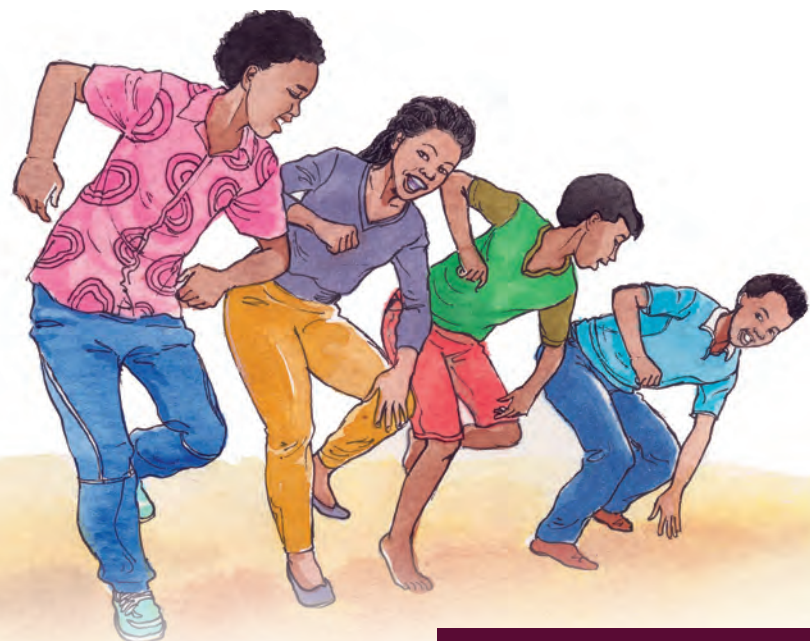
Different levels: Do the dance at the same time, facing the same direction, but change your level with every movement, and try to have all three levels (high, medium, low) in your group all the time.

Canon: Do the dance, facing the same direction, but two of you start first, and the other two start two bars later.

Call and echo: Do the dance in pairs, facing the same direction, but in the following way:

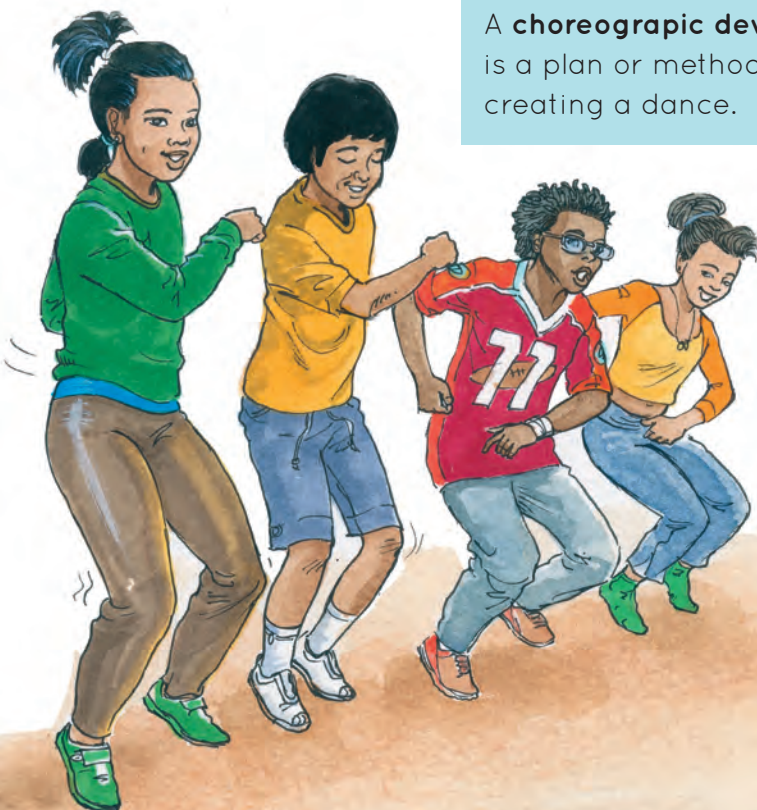
1. A and B do bars 1 and 2, while C and D freeze.
2. A and B freeze while C and D do bars 1 and 2.
3. A and B do bars 3 and 4 while C and D freeze.
4. A and B freeze while C and D do bars 3 and 4.

Meeting and parting: Do the dance at the same time, but face each other and travel towards and away from each other during the dance.



Words

A **choreographic device** is a plan or method of creating a dance.



Vusimuzi Malindi, 2020



Make it yours

In your groups, choose two choreographic devices. Do your dance four times: for the first two times do one choreographic device; then do the other choreographic device.

- Find a clear beginning and a clear ending.
- Give your dance a title of your choice.



Share

Watch other groups' dances and show them your dance. Can you see which devices they have used? Tell them something that you liked about their dance.

Cool down

Find a partner and rest against each other's backs. Breathe at the same time as each other. Let yourself cooldown.



Vusimuzi Malindi, 2020



Flash Mob

A flash mob is a dance or a chorus performance that happens in public.

The audience or public does not know that the performance is going to happen. It is a secret until it starts, and takes everyone (except the performers) by surprise!



Improvise movement sequences

Class shapes

Make these shapes as a group: Clump, square, circle, triangle, a line from tallest to shortest and pretend it is a family picture.

- Travel through the space. One person calls out one of the shapes.
- As a class, make the shape and freeze using everyone to make one image.
- Do this exercise until you have done each shape at least once.

Different places

- One person calls out an environment. Straight away think of a character who could be in that place. For example, **PARK!** a parent pushing a pram, a sunbather reading a book.
- Immediately become the character. Interact with other characters.
- Improvise for 1 minute, then stop.
- Try three different environments.

Make a scene

- Choose an environment and decide on characters.
- Discuss what sort of behaviour is considered normal in your chosen environment? For example, in a library, supermarket, in a park, or break time at school. Practise presenting your environment in a believable way.

Disrupt the scene

- Discuss what is disrupting behaviour for your environment: What would stand out?
- Half the group will choose one type of disrupting behaviour.
- Practise your scene again. Choose a cue for when half of the group will stop doing the normal behaviour and change to the different behaviour.
- Perform your scene for the class.

Make a flash mob

- Decide on a flash mob that you are going to do for your school. Choose something that will make people smile, laugh, or get inspired.
- Decide where you will do it.
- Work out how you can blend into that environment so that no one suspects a performance is about to happen.
- Decide on the different behaviour: Are you going to sing a song, do a dance, freeze, create a scene, or any other different activity?
- Decide on a cue that will tell all the secret performers it is time to perform.
- Practise your performance.
- Choose a time when no one at school will expect a performance. Then, share and shine!





Music forms

Music is usually divided into different sections. The way these sections are organised gives the song its structure or 'form'.



Activity!

Here are two simple songs you may know. Sing them and listen for the change between one part and another.

The change can be in the melody, or in the mood, the style or in the rhythm (or all of these together). Sing along with the songs.



Binary form (AB)

Binary form in music has two contrasting sections: **A B**

Row Row Row Your Boat

Part A

Row, row, row your boat
Gently down the stream

Part B

Merrily, merrily, merrily, merrily
Life is but a dream

Ternary form (ABA)

Ternary form in music has two contrasting sections with section A repeated: **A B A**

Twinkle Twinkle Little Star

Part A

Twinkle, twinkle little star
How I wonder what you are

Part B

Up above the world so high
Like a diamond in the sky

Part A

Twinkle, twinkle, little star
How I wonder what you are

Most songs have a verse and chorus structure which is a binary repeating form.

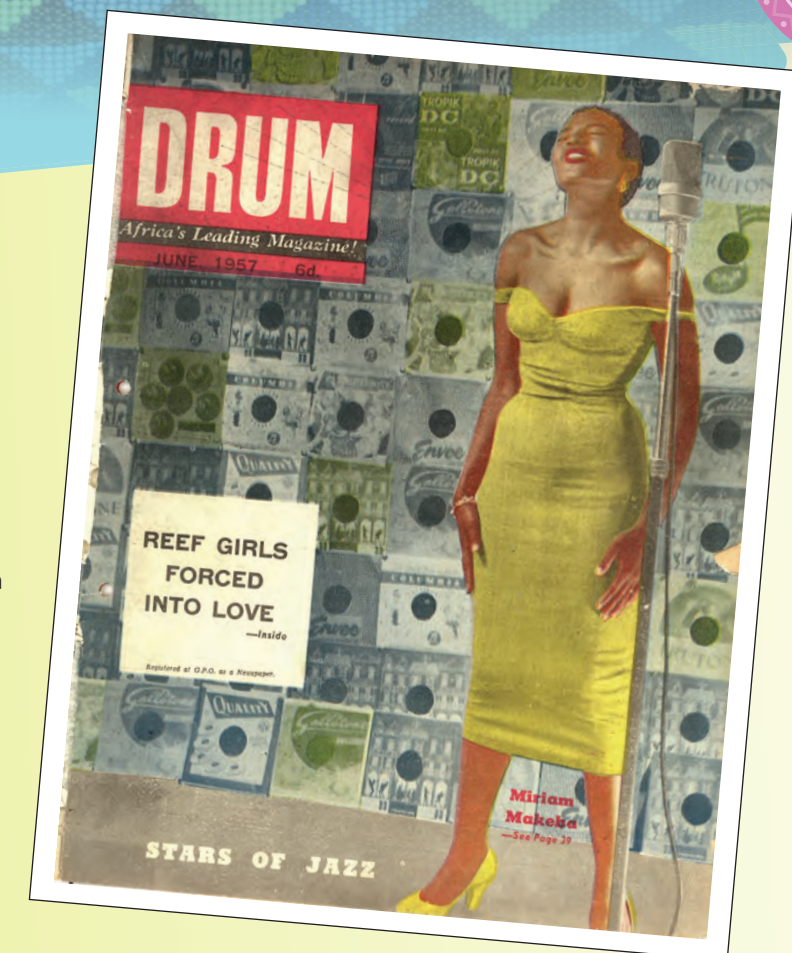
If you were to sing one verse and then a chorus and then another verse and then stop, you would be creating a ternary form.

Qongqothwane/The Click Song

A common binary form is when songs are structured as verse-chorus-verse-chorus. *The Click Song* was made famous by Miriam Makeba. Listen to the song. Notice that the structure of the song is **ABABAB** with verse and chorus alternating.

What a wonderful world

Listen to "What a wonderful world", a song by Louis Armstrong. Three of the verses in the song are the same (**A**) and one is different (**B**). Can you hear the change? The structure or form of the song is **AABA**. Remember to move in one way for the A sections and in a contrasting way for the B.



I see trees of green, red roses too.
I see them bloom for me and you
And I think to myself
what a wonderful world.

I see skies of blue and clouds of white
The bright blessed day, the dark
sacred night.
And I think to myself
what a wonderful world

The colors of the rainbow so pretty
in the sky. Are also on the faces of
people going by
I see friends shaking hands saying
how do you do
They're really saying I love you
I hear babies crying, I watch them
grow. They'll learn much more
than I'll ever know

And I think to myself
what a wonderful world.
Yes I think to myself
what a wonderful world.



With a conductor leading, the whole class reads the notation written up below, and claps each **timeline** in turn. Volunteers come forward and use the instruments to perform. Each one plays and repeats one line only. Eventually all instruments play together.



















Instrument	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Shaker	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Bell			○			○					○				○	○
Grater					○	—	—	—	—	—				○	—	—
Small drum			○				○	○	○				○			
Spanner				○		○		○					○		○	○
Big drum	○										○	○		○		○











Review the drum strokes you have learnt in Term 1.

A volunteer conducts the class following the notation below:

Hands	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	L
Strokes																	
Beat	R		L		R		L		R		L		R		L		

See below a very well-known drum rhythm pattern:

Hands	R	L	R	L	R	L	R	L
Colours								
Beat	R	L	R	L	R	L	R	L



Yellow square = **High tone** on the lower rim



Let's drum

In groups, explore drumming for dancing.

A rule for percussion ensembles is that you do not repeat a part or rhythm pattern that has already been played by another instrument. You must rather play a pattern that is different and that interlocks with the other parts.

Drum ensembles usually include two or three drums of different sizes with different pitches. A bass drum (called **Dun Dun** in Nigeria) will provide the low pitches along with a double bell (**Agogo**) fixed to the top providing a timeline rhythm pattern.



Activity! Make your own beat

Write your own individual rhythm pattern on a timeline drawn in your workbook. Your rhythm pattern can use any sequence of the four strokes you have learnt (**green/red/blue/yellow**). Share your pattern with a classmate.

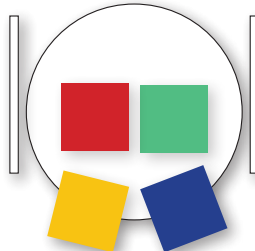


Dancers in Africa are excellent percussionists. Their drum is the earth and their movements create percussion by wearing ankle, belt or wrist rattles.



Percussion ensemble

Use this drum pattern as a starting point for your composition. Fill in the other percussion instruments on timelines, like the ones below. Remember that the parts need to be different from each other and fit into each other's spaces as much as possible. Each part must leave spaces for the others. Perform your composition for the class.



Hands	L		R	L	R	L		R	L	R	R	
Drum 1	○		○	○	○		○	○	○	○	(○)	:
Foot beat	R		L	R	L	R		L	R	L		
Drum 2												:
Foot beat	R		L	R	L	R		L	R	L		
Dun Dun												:
Foot beat	R		L	R	L	R		L	R	L		
Shaker												:
Foot beat	R		L	R	L	R		L	R	L		
Scraper												:
Foot beat	R		L	R	L	R		L	R	L		
Shaker												:
Foot beat	R		L	R	L	R		L	R	L		
Agogo bell												:
Foot beat	R		L	R	L	R		L	R	L		



Activity! Rhythm composition

Each group creates, writes and plays their own percussion compositions. The ensemble can include:

- Drum 1
- Drum 2
- Dun Dun bass drum plus bell

- Agogo bells improvised with two pipes
- Shaker
- Scraper

You can also use a flute, a recorder, trumpet or even a kazoo, as a soloist.



Cultural dances

In groups, research cultural dances and select one to present to the class.



Activity!

Traditional dances

What are the traditional dances of your culture?

- Does everyone dance or just certain people?
- When does the dance happen?
- What types of movements are in the dance?

Look at the pictures on these pages. Which traditional dance are you familiar with?



These guys know the moves! Dancing in the Emaswati culture brings everyone together in one big family.



Activity!

A cultural dance

In groups, choose a cultural dance. Watch a recorded or live performance of this dance. Observe and discuss the steps and styles of the dance. Rehearse the dance and then present it to the class.

Use the next few pages for inspiration.

My ancestors are from Scotland, and I speak English at home. A traditional dance in my culture is the first dance at a wedding. The bride and groom dance together and all the guests watch. It's usually very romantic.





The Tshikona dance

Tshikona is also known as the Venda national dance. The Vhavenda have a rich spiritual life and their art, music, dances, clothing and jewellery designs are very important for their cultural identity.



Learn about the dance

As you watch an example of the Tshikona dance, ask yourself these questions:

- Do you see examples of the different formations (the cluster, the long lines leading into a circle, the cluster again and the soloists)?
- Can you see the different parts of the dance? For example, the unison dancers, the leader and the soloists?

The Tshikundwi kha Sialala group from Tshakuma performs the Tshikona dance. They also play other Limpopo pipe traditions like the Dinaka pipe ensemble played by the Pedi and even play the OPON pipes featured in this book. Find an example of the Tshikona dance to watch online.



... is an experience of peace, joy, and beauty for the Venda people.

... is performed at important events such as diplomatic meetings, high-ranking weddings and funerals. It is also performed in competition with other groups.

The Tshikona dance

... has complicated footwork, transfers of weight, changes of direction, leaning positions of the upper body and some use of levels. The dancers' hands are busy holding the pipe.

... is traditionally performed by a group of men – as many as possible – with women playing the drums. In the last 20 years, there have been women groups too.

... has group formations from a tight group, into a circle, with dancers travelling the circumference of the circle in a long line, snaking their way back into a tight group.

... has group unison choreography called “Mona” and solo choreography called “Gaya”. The Mona dancers play a pipe and dance at the same time. Gaya dancers perform impressive dances with high jumps and flips. The leader leads the dancers with lots of energy.





Pantsula and gumboot

Reflect on where different dances come from and the kind of music that is played. Pantsula and the gumboot are South African dances.

Pantsula dance

What is Pantsula? Pantsula is a highly energetic dance form from the black townships of South Africa. It started in the 1950s and 1960s as a response to the oppressive actions of the apartheid government, such as the forced removals from Sophiatown.

Technique: Pantsula is a quick stepping, low to the ground form of dance. It uses complex rhythms. It is part of urban street culture and has developed from other forms, like marabi, mganguanga,

and hip hop. It is performed by groups of dancers who practise together for many hours. Originally all pantsula dancers were male, but now both men and women can participate.

Music: Pantsula dancers mostly use kwaito, a multilingual South African music with a blend of seSotho, Setswana, isiZulu, English and Afrikaans. Read more about kwaito in Term 3.



Activity!

- What types of steps are used in the dance?
- How would you describe these moves in words?



Gumboot dance

The gumboot dance (or Isicathulo) is a South African dance performed by dancers wearing gumboots. Sometimes the boots have bells that ring as the dancers stamp on the ground. The dance was started by mine workers as a way to communicate. They would

make complex rhythms and beats slapping their boots and stomping their feet. The gumboot dancers would sing or shout out while dancing, usually in their home languages, so that mine owners could not understand what they were saying.



Activity!

- Could the miners all speak the same language in the mines?
- Try and copy the movements of the gumboot dance.





Dance around the world



Activity!

Modern dance styles

Modern dance is a style of dance that is free form and uses elements like contact-release, floor work, fall and recovery, and improvisation.

Contemporary dance is a collaborative style that includes modern, jazz, ballet, and hip hop elements. A key part of the training is the 'release' technique, where the muscles relax and give into gravity. It seems easy and fluid.

African contemporary dance is a "fusion" or combination of Western and African dance styles. Dancers are not restricted to certain movements, unless the choreographer wants a particular style or set of moves.

Social dance is a category of dances that have a social function and context. They are intended for participation rather than performance and can be led and followed easily. Examples of social dance include ballroom dancing, circle dances or line dances.



Activity!

Dance style characteristics

When you look at a particular dance style consider the following movements:

- Flexed feet and arms
- Upper body leaning towards the ground
- Knee bends, body bends, side bends
- Curling and uncurling of the spine
- Improvisation
- Fast and slow movements
- High energy movements such as jumps and leaps.



Jodi Bieber, Ennerdale Academy of Dance, 1997



Present a dance

Watch a video or live performance of a cultural dance.

Do further research in groups and prepare a short presentation on your chosen dance.



Activity!

Prepare your presentation

Consider the following questions:

- What is the history of the style of dance?
- What is the purpose of the dance form?
- Who can participate in the dance (age, gender, etc.)?
- What do the dancers wear?
- What music do they dance to?
- What are some of the characteristics of the dance?

Prepare a presentation of your research. Use videos and photos to make it interesting and beautiful. Share your presentation with your classmates.

What types of steps are used in the dance? Describe at least six different movements of the dance.



Activity!

Perform the dance

1. Select and practise

Get together in a group and come up with steps that you have learnt from your research and in the previous lessons.

2. Practise sequences

Put your steps together and arrange them in a sequence which you can remember easily and repeat. Allow your steps to flow simply from one to another. Practise the sequences.

3. Practise to music

Find music that you can use for your sequence and practise with it. You can use music from an online source or a CD, or you could have the group sing the song, or have someone in the group play percussion. Make sure everyone is comfortable and confident to present.

4. Present your dance

Present your dance to the group. Discuss all the different dances. Think of the dance presented and discuss what type of dance you think it is. Share your ideas with the class.





The circle

The circle is one of the three basic, universal geometric shapes, along with the square and triangle. Because a circle has no beginning or end, it is a symbol of infinity or completeness.



Activity!

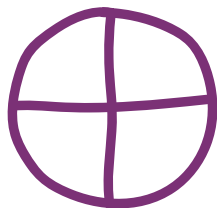
Draw a circle in the air with your arms, going round and round as if there is no beginning or ending.

Some universal symbols, based on the circle



The wheel of fortune

The wheel symbolises the passing of time and the ups and downs of the journey of life.



The cross

The cross is a balance of opposites (vertical crossing horizontal) and the symbolic number four.

The four directions

North, south, east and west.

The four elements

Earth, fire, water and air.



The spiral

A symbol of birth, growth and the ongoing journey of life. We see spirals in nature, like a shell.



Do you recognise these circle symbols?



Yin and Yang

The Chinese symbol of the balance of opposites. Yin (sun, male), Yang (moon, female).



Peace symbol for the Campaign for Nuclear Disarmament (CND) designed in 1958.



Male symbol from the sign for the planet Mars.



Female symbol from the sign for the planet Venus.

These circle symbols are specific to particular cultures.

Nguni symbols from Xhosa, Zulu, Ndebele, Swati people, Southern Africa



Sunlight



Sunrise (birth)



Sunset (old age)



Home

Chokwe symbols from Angola and Democratic Republic of Congo, Central Africa



The universe



Beautiful like a bright star



The sun



Palace

Aboriginal symbols from Australia



Campsite or meeting place



Rainbow or cloud



Star or sun



Rivers connecting water holes

Adinkra symbols from Ghana and Ivory Coast, West Africa



Greatness, leadership



Living together harmony, unity



The presence of god



Eagle talons mean loyalty, devotion

Native American symbols from North America



Sun (happiness)



Ages of life: infant, youth, middle and old age



Plentiful crops



Rain clouds, good prospects

Use these symbols for ideas and inspiration for your 2D and 3D artworks.



Radiating designs

Radiate means to spread as if from a central point. Words linked to radiance include, glowing, sunny, brilliant, dazzling or shining.



Activity!

Stand balanced, with your legs and arms spread wide. Feel what it is like to be spread open like a radiant star. Move your arms as if you are the shining sun.



The ancient Egyptian symbol is from the sun god, Ra or Re.



The child of the heavens star symbol is from the Ashante people of west Africa and describes a person who is very talented.



The star symbol is from the Babylonian-Assyrian goddess, Ishtar. She was a goddess of fertility as well as of war and protection.

Radiating designs

Common universal symbols of radiating designs are the sun and stars. They are often associated with divine beings, or gods and goddesses.

What radiating designs do you see in the world around you?



Symmetry

Symmetry in bodies

Notice that most radiating designs are **symmetrical**. What is on one side is repeated on the other. This is called symmetrical balance.

Our bodies are symmetrical, but we can move them in an asymmetrical way.



Sculptures by the Limpopo artist Phillip Rikhotso (1945-2017).

A design can still be balanced even if it is asymmetrical.

1. Which one of the three is symmetrically balanced?
2. Stand like these sculptures and carefully lean over or bend till you feel you are going to fall over. Then find your balance again. These sculptures are balanced, even if they are **asymmetrical**.

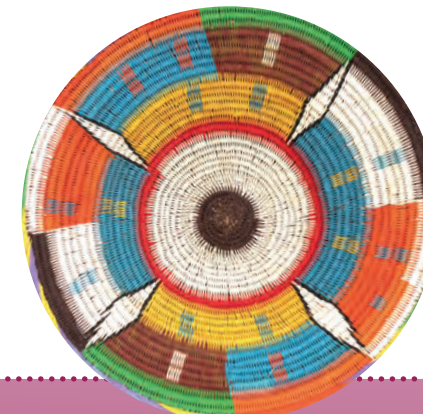
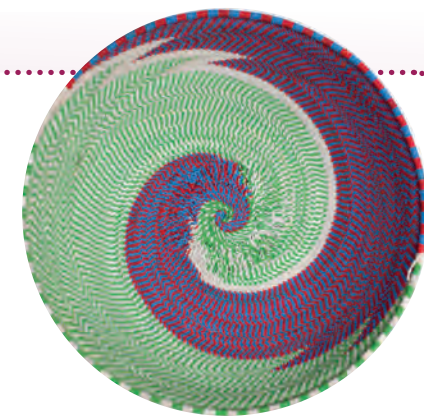


Activity!

Symmetry in baskets

Observe and discuss

1. Which wire basket design is symmetrical and which is asymmetrical? Do any of the baskets have a radiating design? Which one?
2. Compare the colours, shapes and patterns in each basket.
3. Which basket do you like best? Give a reason for your choice.



Words

Words

Symmetry: What is on one side is repeated on the other side.

Radiate: Moving outward from a central point or inward to the centre.



A mandala

A mandala is an artwork based on the shape of a circle. Mandala means circle in the Sanskrit language. The design of a mandala is usually radiating inwards or outwards. A mandala is always symmetrical and based on a repetition of shapes and colours.



The mandala originated in India and Tibet. In Hindu and Buddhist symbolism the mandala represents the universe.

Mandalas are calming

They can also be used to:

- Improve focus
- Reduce stress and anxiety
- Promote mindfulness
- Encourage creativity.



Materials needed...

Stones, sticks, shells, leaves, flowers, bark, feathers... anything you find outside that you can use.

Create a nature mandala

- Go outside and collect some rocks, sticks, shells, leaves, flowers or petals.
- Start making your mandala from the center and gradually work outwards. You can make it on a table or the ground and take a picture of it with your phone, or you can stick the pieces of nature you find onto a large piece of paper.
- It is up to you how many different materials you use in your mandala.

You can do this exercise at home, at the school, or in a park. This kind of art is called **land art**.



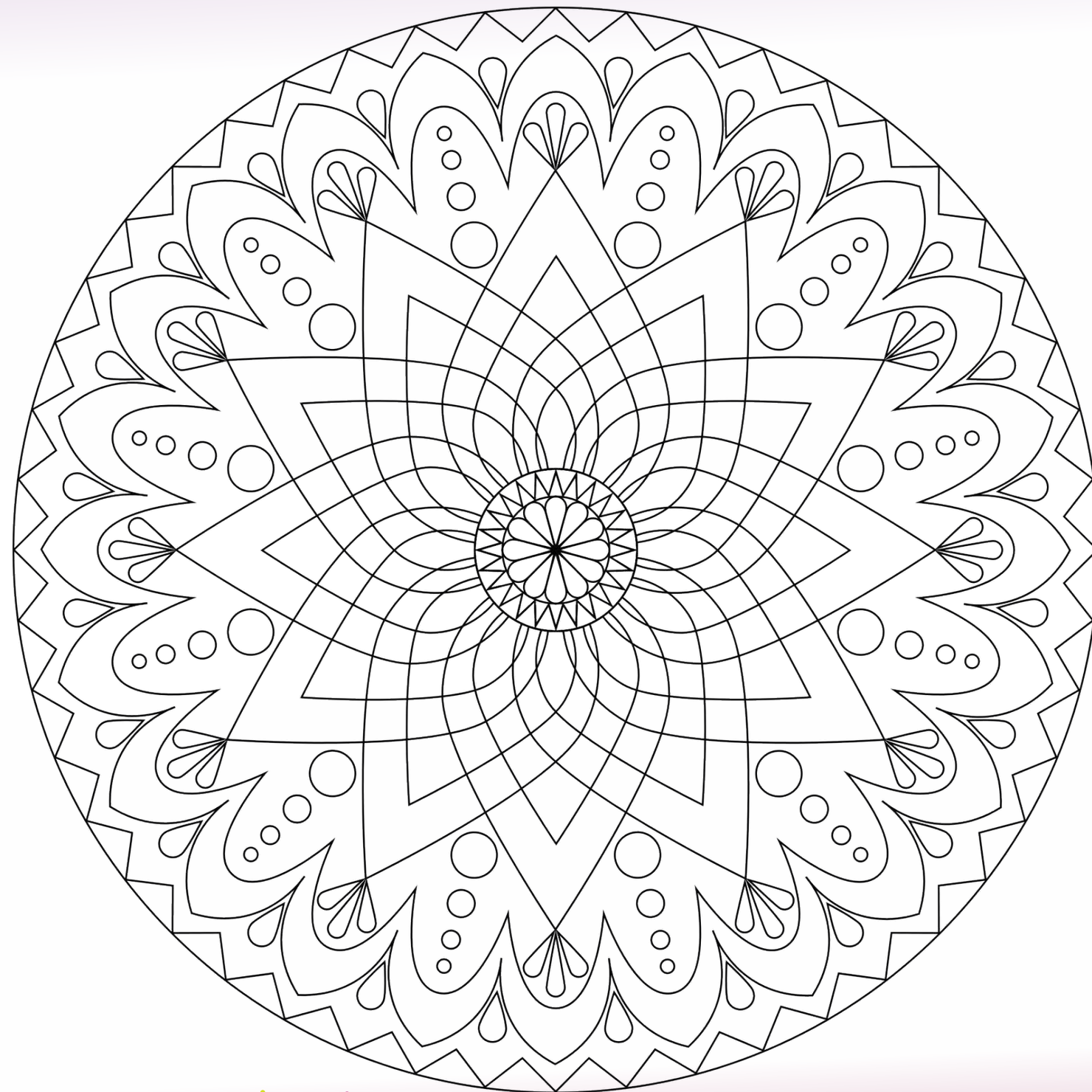


Mandala for meditation



Spend five minutes studying and looking at this mandala. Focus for a while on the centre of the mandala. Now look away and see how many of the symbols and parts of the mandala you can recall. Repeat this process a few times.

Colour in or draw a mandala



Activity!

Colouring in a mandala can be very calming and act as meditation. Draw your own mandala. Start in the middle and use your own shapes and patterns.



Make a mandala with a theme

Use one or more of the elements (water, fire, earth or air) and a quality you want to explore to create a mandala.



Link elements and qualities together as a word theme for your own mandala.

Elements



Water

Rain, mist, snow, ice, cloud, sea, river, flood



Fire

Burn, warm, melt, love, hot, smoke, blaze, sizzle



Earth

Plant, soil, grow, root, tree, leaf, flower, seed



Air

Sky, blue, wind, sun, moon, stars, fly, light

Qualities



- Choose an element and a word describing a quality. You can choose any word in any language you want.
- Follow the steps on the next few pages.

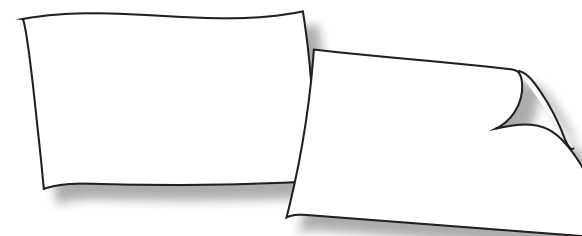


Materials needed...

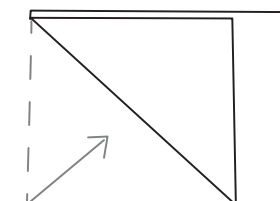
A4 paper, sharp pencil and ruler. Share erasers, sharpeners and scissors.



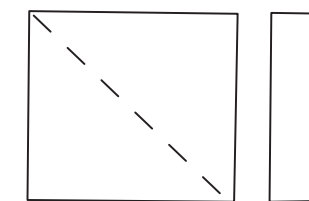
1. Make a square from a rectangle



Place your A4 paper landscape.

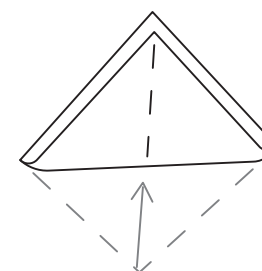


Fold the short side onto the long side. Press the fold firmly.

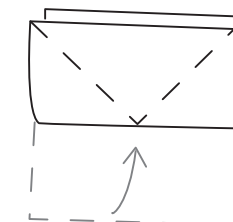


Cut the end piece off. Use this piece later for rough work.

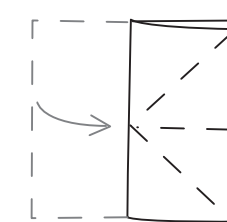
2. Fold the radiating lines



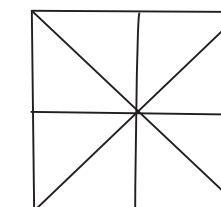
Place paper in a diamond shape. Fold the opposite way.



Open back to a square and fold the square in half.



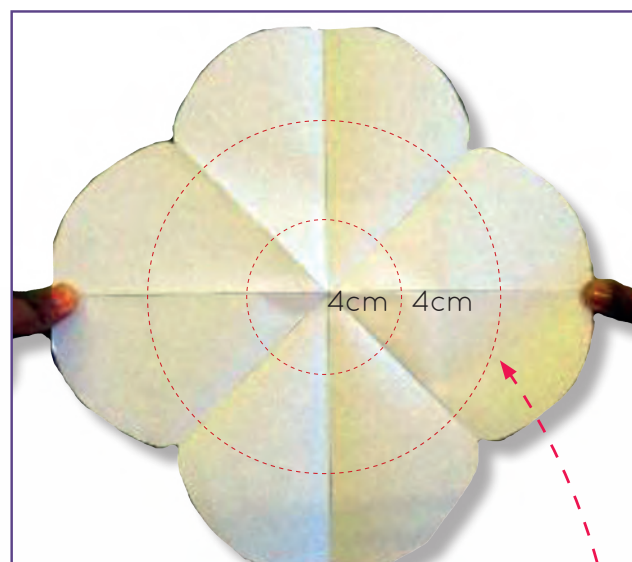
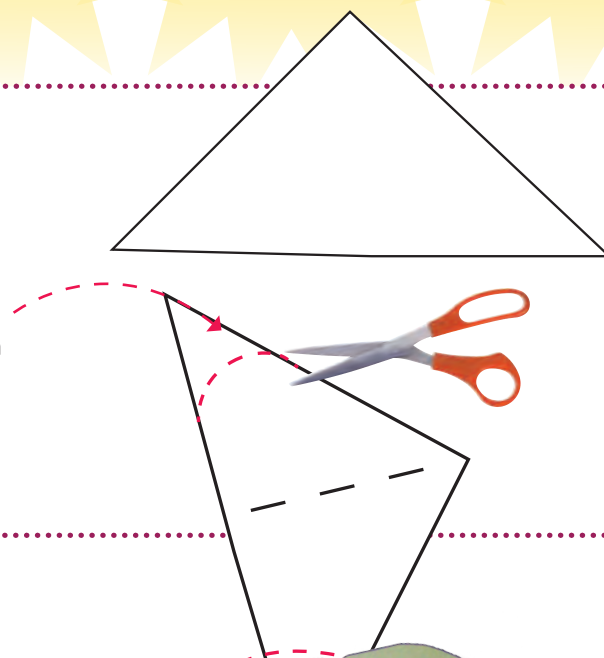
Open back to a square and fold the square in half the other way.



Draw all the radiating lines with ruler and pencil.

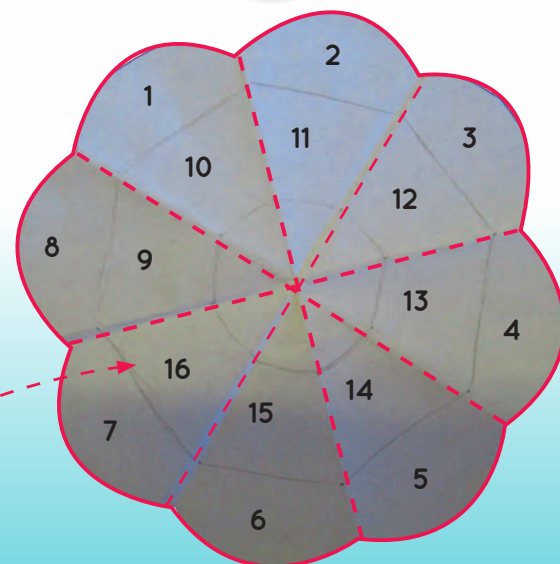
3. Make the square into a circle

- Fold the square back into a triangle.
- Place the long end to your left. Make sure the folded centre is at the bottom.
- Draw a half circle across the top as you see in the diagram.
- Cut along the line you have drawn on the top and open out.



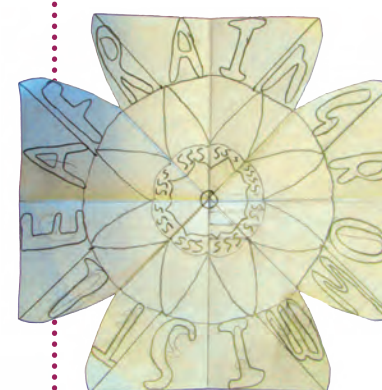
4. Measure two more circles within your circle

- Measure 4 cm on each line radiating from the middle of your circle. Join the dots free hand.
- Measure with your eye, and draw a vertical line free hand, halving each wedge on the outer circle.
- This will make 16 shapes.

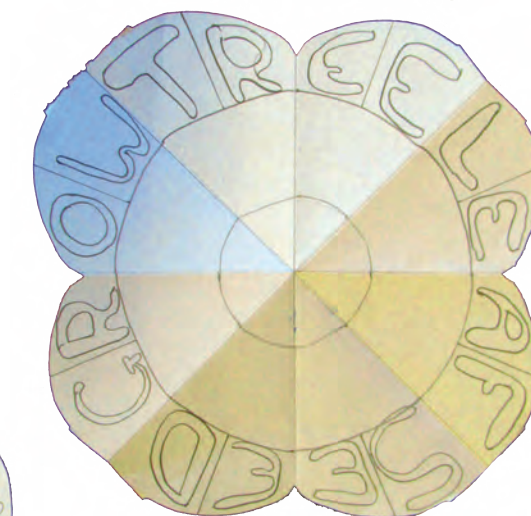


5. Write words as shapes

- You have 16 spaces for your letters.
- Use CAPITAL LETTERS and make sure each letter takes up the whole space on the outside circle of your mandala.
- Make your letters into big, bold, fat shapes, like graffiti.
- Some spaces will be smaller than others – let this become part of your unique design.
- You could place symbols between words if the letters are less than 16.



SHAPES

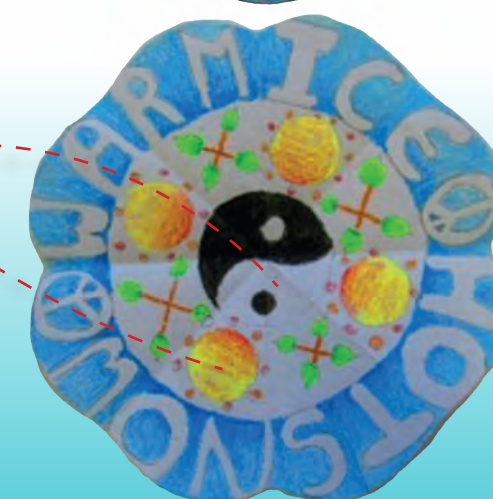


6. Draw the central design

- You can create your own symbol based on a round shape to fill the circle in the middle, or you can choose one from page 188-189.
- Draw your symbol, filling the whole space in the centre.

7. Draw symbols for the middle circle

- Remember, a mandala is symmetrical, so what you do on one side you must repeat on the other.
- Use the whole space between each wedge to draw your symbols.



Finish off with colour

8. Choose colours

Just like shapes, colour can also have symbolic meaning. Choose your colours, according to what you want to represent.

What colours would be most suitable to represent:

blood, passion, peace,
infinity, joy, imagination,
growth, wisdom, power,
formality, innocence,
spirituality?



9. Colour the negative spaces

Materials needed...

Pencil crayons and/or wax crayons.

- Choose the colour that best matches the theme of your mandala.
- Begin by colouring the **negative spaces** (the background) behind your letters and designs.
- Blend your colours to get more colours. Mix dark blue and light blue together; or mix reds, oranges and yellows together. Add blue and red together to get purple.
- Colour some spaces darker and others lighter.



10. Finish off

- You may choose to colour all the letters and shapes, or leave some parts white.
- You may want to outline areas in black for emphasis.

Checklist:

- ☐ Are the designs complete?
- ☐ Is each mandala made up of three circles?
- ☐ Are the mandalas symmetrical? Point out the symmetry.

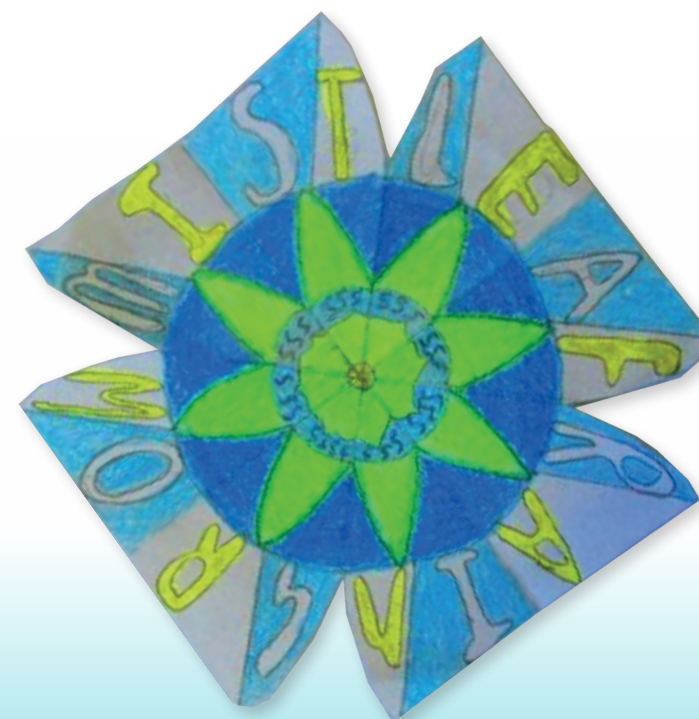


Create a class exhibition of your mandalas

Tell your classmates about your mandala. Use these questions to help you:

- What part of creating your mandala did you enjoy the most?
- What did you find difficult?
- If you could start over, what would you do differently?
- Explain your overall theme or idea and show how the words, shapes and colours fit into your theme.

The mandalas on these pages were created by learners from Laerskool Jan van Riebeeck.





Make a mandala on a stick

The 3D mandala you create is all about you: your best colours, your own symbols, patterns and designs.

Materials needed...

Paper plate and wax crayons, a stick or sharp pencil.



Activity!

1. Choose your colours

Colour in the concentric circles on the white waxy side of your paper plate using your favourite colours.

You could use:

- four different colours, one for each circle
- only warm colours or only cold colours
- **complementary** colours
- tones of one colour (monochrome)
- colours that make your heart sing.



Top tip

Press hard with the wax crayon so that the colours are rich and bright and no white of the plate is showing.



Most paper plates are designed like a mandala, with three concentric circles and a textured outer circle.



2. Choose and engrave your central symbol

Design your own symbols and patterns or use one of the circle symbols from the beginning of Term 2.

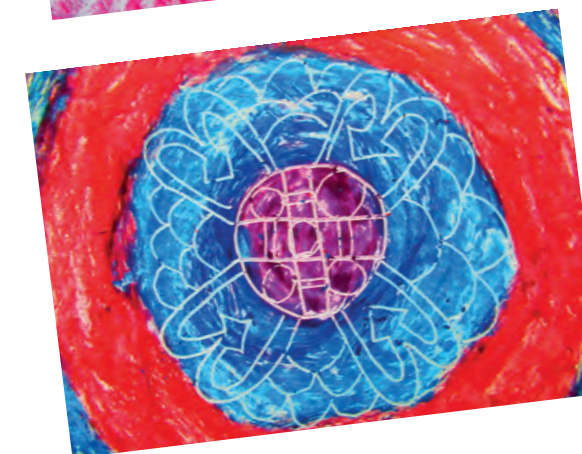
- Engrave (scratch) your main circle symbol into the middle of your paper plate.
- Use a thin stick, toothpick or sharp pencil as your engraving tool.
- If you make a mistake, just colour in with the wax crayon again.

3. Symbols and patterns for the second circle

- Remember symmetrical balance: what you do on one side gets repeated on the other side.
- Engrave symbols and patterns in the second circle, drawing with line.
- Take up the whole space with nice big shapes.

4. Contrast tone in the positive and negative spaces

Scratch away the wax crayon to get a contrast of dark and light, in either the **positive** or **negative** spaces between your designs.



Top tip

Use the back of your stick to scratch away the colour to get solid areas of white.

Words

Complementary colors are any two colors which are directly opposite each other on the colour wheel, such as red and green and red-purple and yellow-green.



5. Roll two strong sticks

Materials needed...

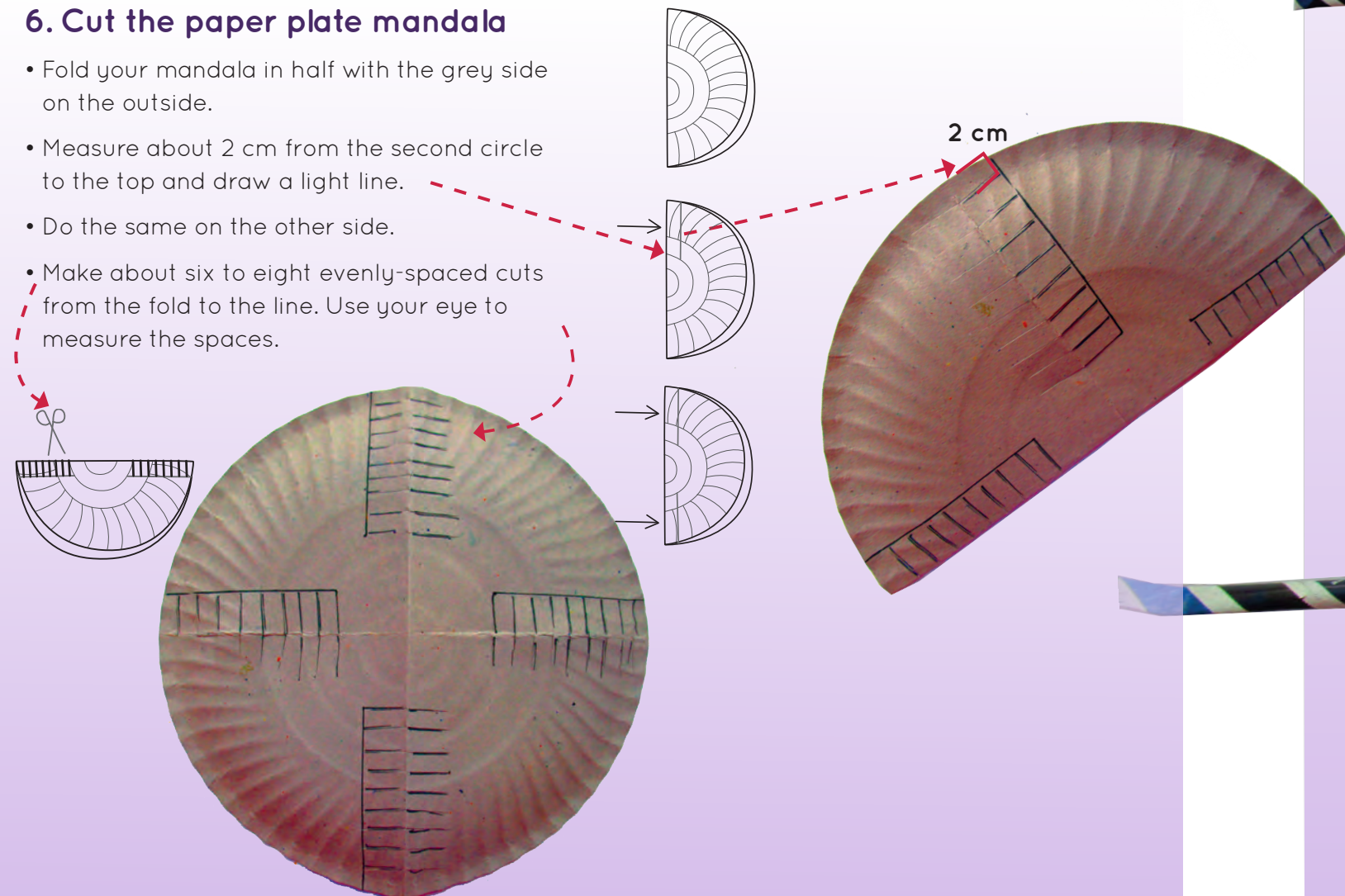
Three sheets of advertisement paper or newspaper and tape

- To roll a strong stick, use two sheets of paper, one on top of the other. This one will become the strong vertical stick with which to hold your mandala.
- Roll one thin, strong stick using one sheet of paper. This will become the horizontal cross-bar of your mandala.



6. Cut the paper plate mandala

- Fold your mandala in half with the grey side on the outside.
- Measure about 2 cm from the second circle to the top and draw a light line.
- Do the same on the other side.
- Make about six to eight evenly-spaced cuts from the fold to the line. Use your eye to measure the spaces.



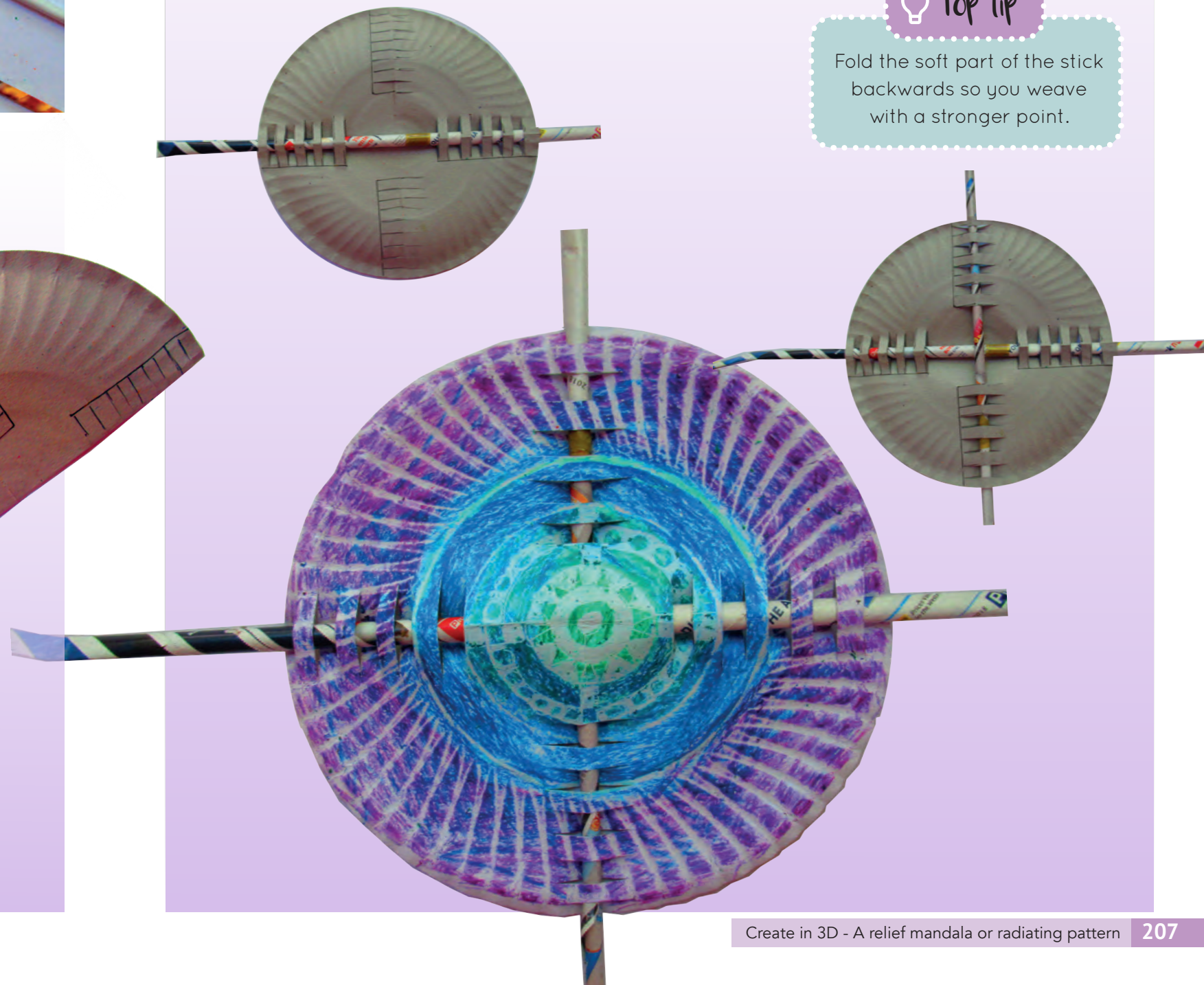
7. Weave the sticks through the paper plate mandala

- Working on the back (the grey side) of the paper plate, carefully weave the strongest stick through the cuts, in-out, in-out.
- Make sure the stick crosses behind the centre of your mandala on the back of the plate.
- Repeat the weaving with the smaller stick in the opposite direction.



Top tip

Fold the soft part of the stick backwards so you weave with a stronger point.



8. Finish your design

Materials needed...

Half a paper plate, scissors, wax crayons, advertisement paper or newspaper

- Use half the paper plate and papers in any creative way you choose.
- Avoid using glue or tape. Instead, try to make all your joins by neatly weaving the shapes onto your sticks.

Some ideas

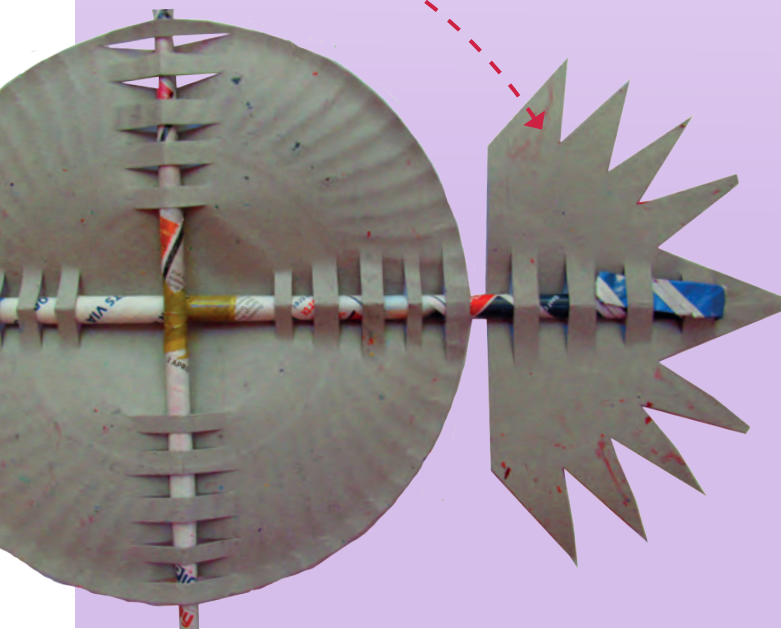
- Cut the half plate into triangle shapes of different sizes to weave through the vertical and/or horizontal sticks.
- Colour and engrave the smaller shapes.
- Make tassels by cutting into the sticks on the soft edges and unravel them.
- Curl the paper strips with scissors. You can also shred paper and tape it onto the side sticks.
- Cut into the edges of the paper plate to make a pattern.

Use your mandala stick in a dance or drama

Try your own designs by cutting zig zags and weaving paper in your own way. Look at these examples from other students for inspiration.

Top tip

Fold the soft parts of the stick around the paper to make the stick stronger or it may bend under the weight of the paper tassel.





Circuit training



Do these exercises to build flexibility and strength.

Warm up



Warm up with stretches from your neck to your calves. Then play a quick game of Grab the cone!

Grab the cone!

Put a cone or other marker between two classmates. Someone shouts out commands like "Touch your head, grab your toes, hug your knees..." and then CONE! The first to grab the cone is the winner!



Speed and agility

Station 1: Slalom running

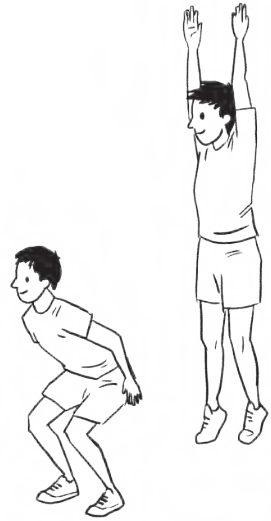
Set up markers, poles or objects a metre apart from one another. Run at speed through the objects without touching them.



Endurance and core strength

Station 2: Squat jumps

Squat down with both hands and feet touching the ground. Once you are ready, jump up into the air as high as you can while tightening your core. Remember that your hands have to go up too and you then land in the position in which you started.



Station 3: Russian kicks

Start off with both your hands and feet on the ground. Kick with your right leg as high as you can. The left leg stays on the ground. Alternate legs continuously.



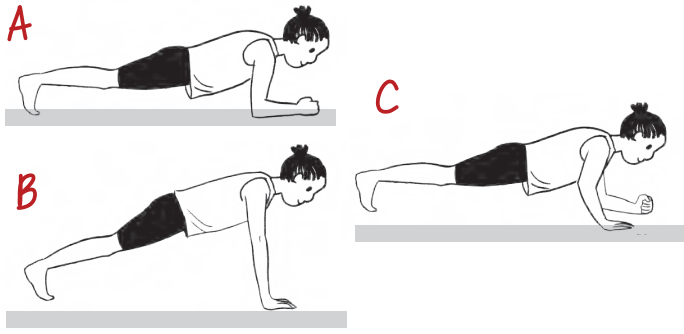
Station 4: Side walking plank

Set up as if you are going to do a push-up. Arms apart and legs together. Now move sideways, using your hands and feet. When your right hand crosses over your left hand, your feet have to open/apart. When your left hand goes back to the push-up, your feet need to close together. See how far you can move in 30 seconds!



Station 5: Forearm plank shift

Start off in plank position (A). Use your right arm and then your left hand to push off the ground (B). Get into a push-up position (C). You then go back down to plank position the same way you came up. So left forearm down and then right forearm down.



Power and muscular strength

Station 6: Arm wrestling

Pair up with a partner of similar strength. Sit or stand in a position so that your back is not bent or arched. Face one another. Lock one hand with your partner's. Your opposite hand should be rested flat on the surface where the wrestling will take place. Try to get your partner's hand on the floor without lifting your elbow. Switch arms every 30 seconds.

Use your dominant arm.
Lock hands.
Keep your arm bent.
Keep your elbow on the floor.



Flexibility

Station 7: Aeroplane stretch

Lie on the floor facing down, and your arms and legs stretched out straight. Then lift your arms and legs off the ground. Your entire body contracts and then relaxes.

Arms and legs must be straight, no bending.
Chest lifts off the floor.
Tight tummy.



Station 8: Downward dog

Place your hands and feet on the ground. Lift your buttocks in the air and position your head between the upper arms aligned with your spine. Look through your legs. Move your torso towards your feet. Feel the stretch.

Hold for 30 seconds.





Circuit training

B

Do these exercises to build your strength and speed.

Speed and sprints

Set up four stations for the physical fitness circuit. Divide into groups of six to eight learners.

Station 1: Skip for agility

Partner up with a classmate and count how many times you can skip in four minutes.



Station 3: One-minute exercises

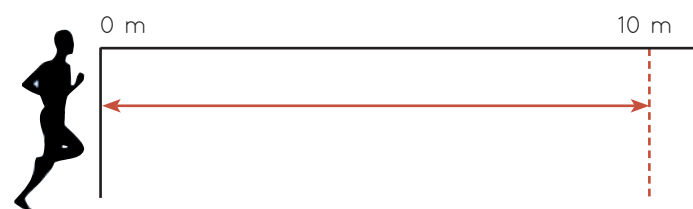
Do each of these exercises for a minute each: Run on the spot, squats, push-ups and star jumps.



Squat

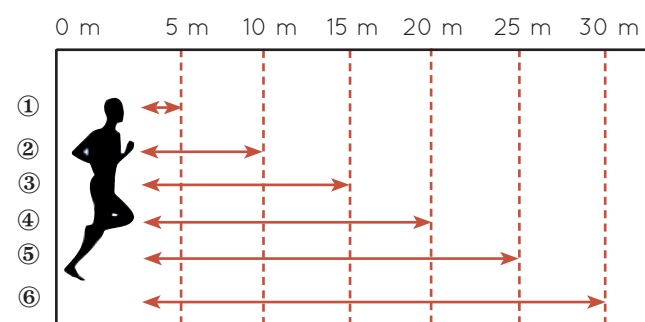
Station 2: Speed sprints

Place two markers 10 m apart and sprint as fast as you can to the second marker. Walk back to the start when you get the 10 m mark. Try do as many sprints as you can in four minutes.



Station 4: Endurance short stop start sprints

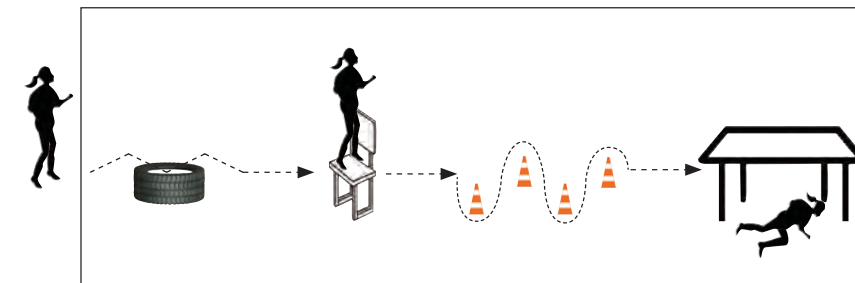
Short stop start sprints is a good way to build endurance. Start at 0 m and sprint to the 5 m mark, run back to 0 m, then sprint to 10 m and run back to 0 m, and so on up to the 30 m marker. Take a ten second break between completed runs.



Obstacle course

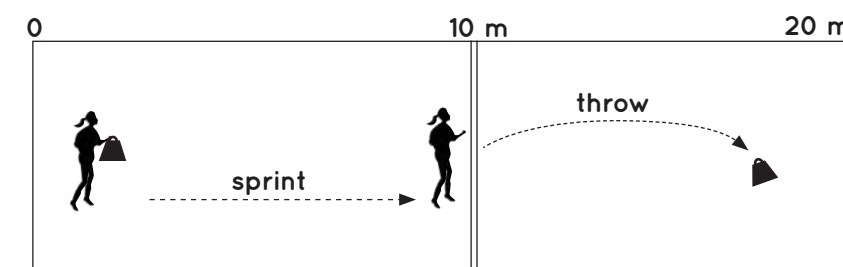
Station 1: Endurance and flexibility

Use tyres, chairs, markers and desks as obstacles in a 20 m space for this walking test. Walk over the tyre, stand on the chair, walk zig zag around the markers, crouch walk under the desk. Do this at a fast walking pace. Repeat five times in four minutes.



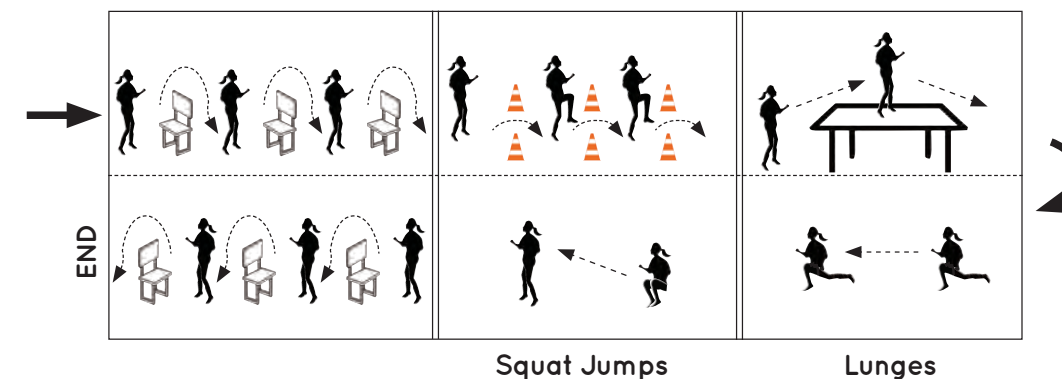
Station 2: Power and speed

Use an object or weight that you can throw and carry at the same time. Sprint the first 10 m of the 20 m running space carrying the object. At the 10 m mark, throw the object as far as you can. Repeat this five times.



Station 3: Agility and power

Create an obstacle course of 20 m with three jumping stations. Use markers, chairs, boxes or other hurdles for this. Do squat jumps and lunges between markers.



Station 4: Flexibility and endurance

Try this sequence:

1. Do five sit-ups;
 2. Skip eight times;
 3. Do six leg raises;
 4. Skip six times;
 5. Do eight aeroplane stretches;
 6. Skip five times;
 7. Do ten static squats.
- Always mix exercises up.



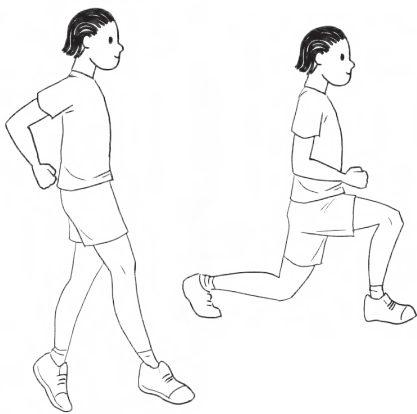
Physical fitness in pairs

Work with a partner and try these wrestling moves.

Warm up

10m

Try these dynamic stretches with a partner to warm up different muscle groups.



Do each of these activities for 30 seconds: Get up on your toes and rock onto your heels. Then hop, jog on the spot, swing your arms up and down, jump and twist your body and do scissor jumps.

Wrestling

The seven activities of this fitness programme are based on different wrestling moves.

1. Chicken fighting

Both of you stand on one leg with your hands behind your backs. Try to knock your partner over. If your other foot touches the ground you lose a point. The winner is the one who knocks their partner to the ground.

Do not use excessive force.



2. Prone support wrestling

One of you will be on the floor on your hands and knees. The other wrestler stands and tries to get the one on the floor off balance and to the floor. Only push and pull each other's hands. **Do not put your hands near an opponent's face and eyes.**



3. Tug-of-war hopping

You have to stay on one leg and try to push or pull your partner over to your side of the line without using excessive force. Start again once you have hit the floor or you've been pulled over the line.



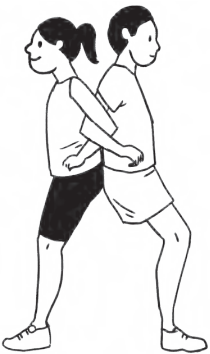
5. Back-to-back pushing

Sit back to back on the floor. Try to push your partner away from your space and into theirs. The wrestler that moves their partner the furthest is the winner.



7. Back-to-back elbow wrestling

Stand back to back and lock your arms together. Try and push your partner back into their space.



4. Turn the turtle

One wrestler is on the mat in turtle position, on hands and knees sitting heavy. The other tries to flip the turtle onto its back. Swap once you have flipped your partner or tried to for ten seconds. **Punching, kicking, and hitting are not allowed.**



6. Duck fight

Both get into duck position, squatting on your haunches and grabbing your ankles with both hands. Now try move your partner over the line without using your hands. **No standing straight!**



Cool down

10m

After exercising, your body needs to cool down. Choose static stretches to do with your partner for ten minutes.



Physical fitness in groups

Use teamwork and
communication skills for
these group activities.

Human twister

In groups of ten stand in a circle facing inward. Everyone reaches with their right arm towards the center and grabs someone else's hand. Make sure no one grabs the hand of the person right next to them. Next, have everyone reach their left arm in and grab someone else's hand.

Now the fun begins! Try to untangle yourselves without letting go of each other's hands. Work together as a group to untangle.



Group fitness activities

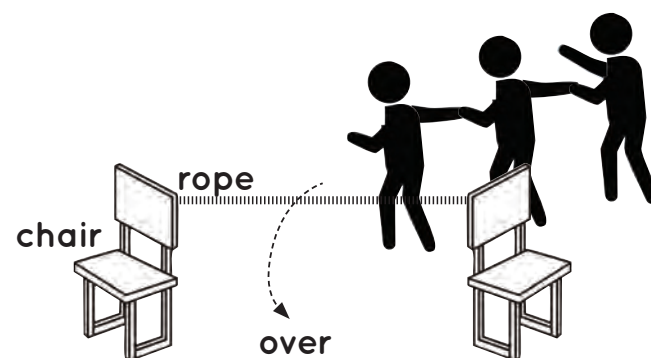
Split into groups of eight or more to do the following activities:

1. Hop the fence

Set up two chairs opposite one another. Tie a piece of rope between the chairs at waist height to make it more difficult.

Your goal is to get your team from one side of the chair to the other. Everyone must get over the rope while holding hands and no one can touch the rope.

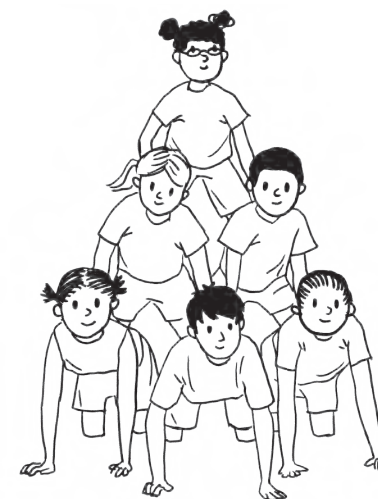
Hop the chair variation: Everyone moves under the rope but only using their legs or holding onto each other's shirts.



2. Human shapes

Create different shapes with your team against another team to win points. You can have different categories like letters of the alphabet or real life shapes, such as a car or fish.

Making the shapes accurately will earn you more points. Making shapes while standing earns you double points. After each round, the winning team directs the losing team to do ten push-ups or ten jumping jacks.



3. Lava flow

All the teams start at one end of the classroom or outdoor area. Each team uses blocks, boxes or foam tiles to build a crossing over the lava. They will have one less piece of equipment than they have team members. The team must work together to make their way across and cannot touch the ground with any body part. The first team to make it to the other side of the play area wins.

If any team member touches the lava, they must run and touch all four walls, or the entire team will have to restart.



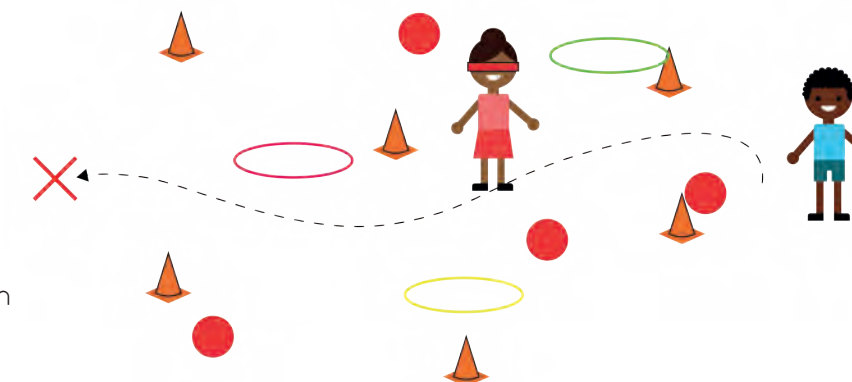
4. Minifields

Set up at least four minifields playing surfaces. Place mines of large paper cups, empty plastic bottles, cones or soft foam balls or other soft items all over the space.

Once the mines are set up the teams divide into pairs. One player is blindfolded and will not be allowed to talk. The other player is not allowed to touch their partner or enter the minifield. They need to guide their partner with instructions through the minifield. The team that gets the most players through the fastest wins.

Here are some variations to try:

- Walk like a duck.
- Do crab walks.
- Wheelbarrow walks with the person holding the legs blindfolded.
- Piggyback walk with the person carrying blindfolded.

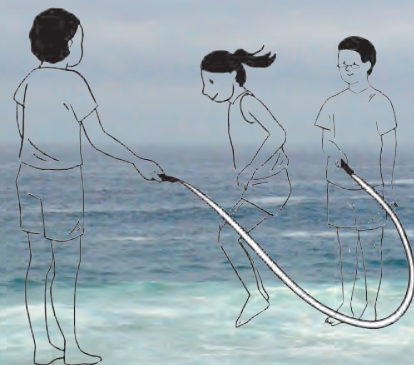


It's a wrap

- 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 1 and 2 – the good times and the challenges.



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