

South African National Anthem

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

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

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

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

African Union Anthem

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

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

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

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

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

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

At the Crossroads series of books

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

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

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

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



At the Crossroads

Life Skills Textbook Terms 3 and 4

Grade 4

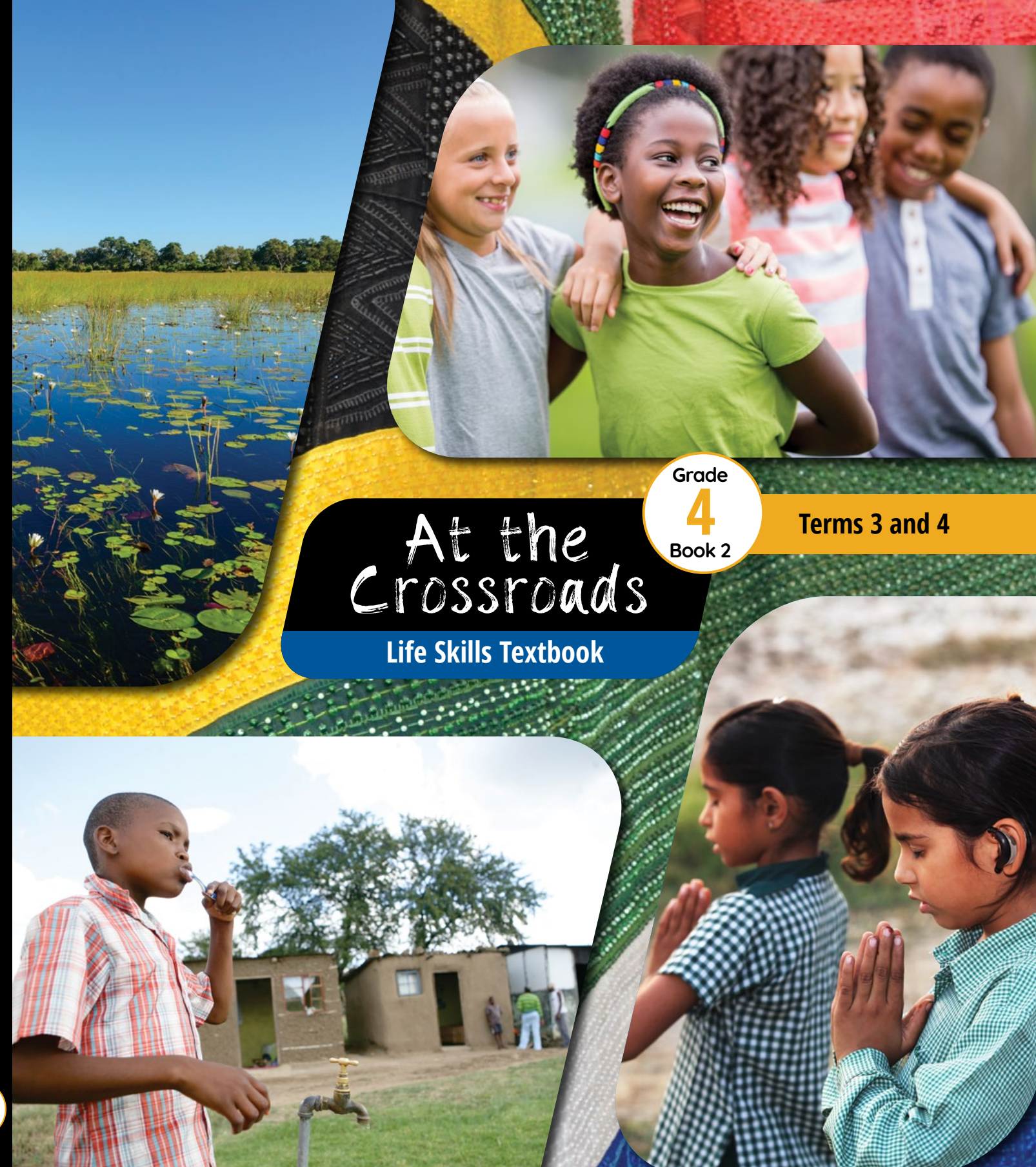
Book 2



Digital



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA





At the Crossroads

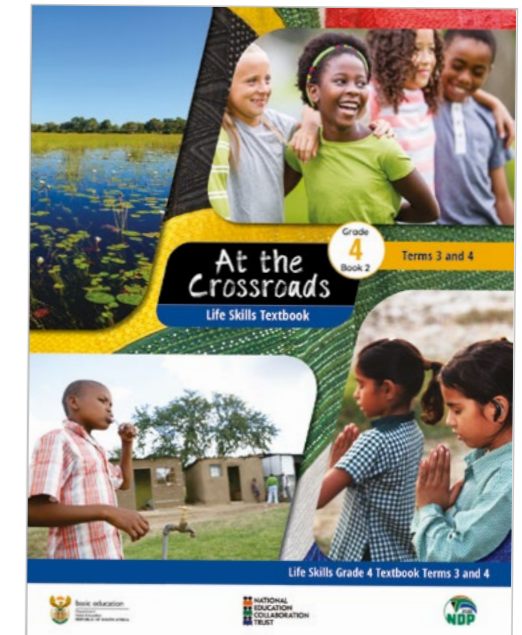
Life Skills Textbook

Grade

4

Book 2

Terms 3 and 4



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

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At the Crossroads Grade 4 Life Skills Textbook 2 Term 3 and 4 ISBN 978-1-4315-4013-6 (Digital)



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

Welcome to Grade 4 Life Skills

Life can be fun and beautiful. Life can feel hard and scary sometimes. Life often brings more questions than answers. In this book, you will find things to help you through life.

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. Your skills will grow as you do the activities in Grade 4. Your first activity of the year is to make a skills bookmark.

In **Creative Arts** you will dance, sing, create music and artworks. You will learn how to be creative. You can use your creative skills all your life, to make friends, solve problems, and experience joy.

The **Physical Education** lessons show you different ways to strengthen your body. You will learn to make physical activity a part of your daily routine, like brushing your teeth and getting enough time to learn play and sleep.

Together we can create a better South Africa for us all. Living a good life includes obeying the law. The Constitution is the highest law in our country. The word ‘preamble’ means introduction. Let’s begin by reading aloud the **Preamble to the Constitution**.

Enjoy your learning journey!

Preamble to the Constitution of the Republic of South Africa

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

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

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

May God protect our people.

Nkosi Sikelel’ iAfrika. Morena boloka setjhaba sa heso.

God seën Suid-Afrika. God bless South Africa.

Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.

How to use this book



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

There are two facing pages (a double-page spread) for each lesson. Most lessons will take about 30 minutes to cover. Each lesson starts with a **title**, find no. **1** below. All lessons include **activities**, look at no. **2** below, that will inspire you to do your own research, stimulate your thinking and present possibilities you may not have considered before. All activities are based around a main **skill**, see no. **3** below. **Reading boxes**, find no. **4** below – provide information. The **footer** at the bottom of the left-hand page, look at no. **5** below, shows the term and the curriculum topic. The footer on the right-hand page shows the lesson number and the topic of the lesson set, see no. **11** below.

The colour and pattern in the quarter circle on the right top corner of the page shows the **curriculum topic** of the lesson, look at no.6 below. Turn back to page vii to find the curriculum topic shown in no. **6. Pictures**, find no. **7** below, help you to understand the ideas in the lesson.

The **journal** icon, see no. **8** below, suggests when to write in your own private journal. You can use your journal to keep notes, or drawings, of your journey through Grade 4. 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.



8. 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.

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

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

1. The title of the lesson.

2. Each activity has a title and numbered instructions to guide you through a learning process. The numbering continues across activities on the double-page spread. Some activities you do by yourself, for others you work in pairs, in groups, or as a class.

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

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

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

Our human rights culture

We are all human beings who share a human rights culture. Our rights are protected in the Bill of Rights in the South African Constitution.

Our words

fair toka
equal lekana
tekatekano

Our human rights day

1. Let's read together the Preamble to the Constitution of South Africa on page v.
2. What did you feel after reading the Preamble?
3. Plan an event to celebrate our freedom to enjoy many different cultures. Think about the clothes you will wear, the food you will prepare, the stories you will tell, the songs you will sing and the languages you will speak.
4. Create a poster about your event. On your poster, include a sentence or a picture to show what the words below mean to you.
5. Listen to your teacher read from the summary of the Bill of Rights, Info Page F. Sections 30 and 31 are about cultural diversity.

Share a cultural gift

6. What do you like most about being part of a human rights culture? Draw a picture of it. You can add words to the picture.

7. Give your picture to a friend or someone in your family.

When we share our cultures we learn and grow. Make up a dance to go with this song.

S Sing, dance and talk about our cultures
H Help each other to learn and grow
A Appreciate difference and resolve conflict
R Respect ourselves and other people
E Enjoy new cultural activities

South Africa belongs to all who live in it, united in our diversity.

From the Preamble to the Constitution of South Africa, 1996

I respect everyone as my equal and choose to see the good in our differences

Uhlakanipile

Safer places to cross a road or railway track

Info Page I

At a robot:

- red means 'stop'
- orange means 'slow down, and stop if it is safe to do so'
- green means 'go'.

Only cross the road when the 'person walking' light is green. Do not cross when it is red.

Some robots make a noise so blind people know when to cross.

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

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

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



A skill is the ability to do something. As you do the activities in this book, you will practise different skills. For example, 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 4 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.



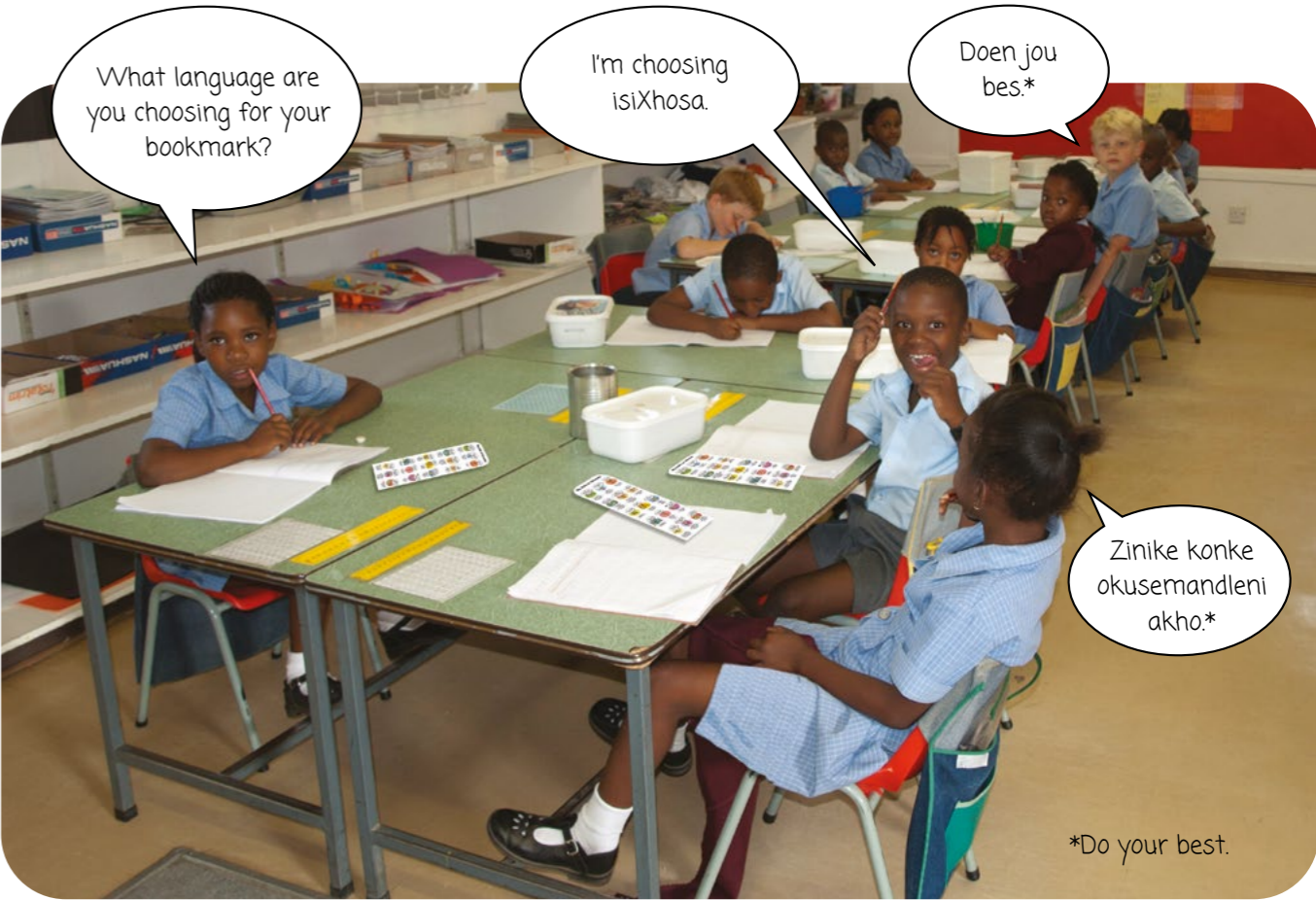
c. Use some glue to stick your photocopy onto the cardboard. Make sure the glue covers the whole photocopy page. Press the paper firmly onto the cardboard.



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.



*Do your best.

My different cultures

Culture is about belonging to a group that shares similar values, beliefs, ideas and ways of doing things. Each of us belongs to many cultures. Let's read about the cultures Dintle belongs to.



Sports culture

I play in our netball team.

In our class we communicate with respect.

Dintle



I speak Sepedi at home. We speak English in our classroom.



School culture

I play the meropa, a traditional drum, with my Koko.



Language culture



Music culture

Our words

culture
setšo

Observe and describe



Lebelela botse o be o hlaloše

Ask questions about the things you want to know



Botšiša dipotšišo ka dilo tšeo o nyakang go di tseba

Dintle's cultures

1. Which cultural groups does Dintle belong to?
2. Who do you think Dintle shares each cultural group with? For example, friends, family or classmates.
3. What other cultures do you think Dintle may belong to?

Sharing cultures

4. Draw a picture to show the cultural groups you belong to. To help you, think about what you enjoy doing with your family and friends. Perhaps you use plants as part of a traditional medicine culture, or share posts in an online culture.
5. Share your picture with a classmate. Listen carefully when your classmate talks about their cultures.
 - Ask them what they like about the different cultures they belong to.
 - What other questions would you like to ask about their cultures?
6. Now, use what you found out to compare cultures. Find two things that are the same for both of you. Find two things that are different for both of you.

The things that are the same are ____

The things that are different are ____

There are many different cultures in South Africa and the world. This is what makes our world an interesting and exciting place.

Our cultures, our stories

One way we learn about our cultures is through stories. Stories help us to think about what we feel is right and wrong in different situations. Let's read the story Sands of Forgiveness.

Sands of Forgiveness

Jamie and Matome were walking through the sand. They began to argue. Jamie hit Matome. Matome was hurt, but he did not say anything. He wrote in the sand 'My best friend hit me.' They kept on walking until they found a pool.

Matome got stuck in the wet sand and started to sink into the ground. Jamie found a stick and pulled Matome out. Jamie saved him. After Matome recovered, he wrote on a stone 'My best friend saved my life.'

"When I hurt you, you wrote in the sand and now, you wrote on a stone. Why?" asked Jamie. Matome said, "When someone hurts us, we write it in sand, where the winds of forgiveness can blow it away. But when someone does something good for us, we must engrave it in stone so we can remember it forever."

Our words

forgiveness
tshwarelo
engrave
ngwala

Give a reason
for what you
think

Efa lebaka
la seo o se
naganago

Reasons to forgive ...

1. When Jamie hit Matome, Matome wrote in the sand. Why did he do that? Give a reason for your answer.
2. When Jamie saved Matome's life, Matome wrote in stone. Why did he do that? Give a reason for your answer.
3. Think of something a friend did to you that you want to write in sand. Give a reason for writing it in sand.
4. Think of something a friend did to you that you want to write on stone. Give a reason for writing it on stone.
5. Imagine if Matome wrote on stone 'My best friend hit me', and wrote in sand 'My best friend saved my life'.
 - a. How do you think Jamie would feel on their walk home?
 - b. How do you think Matome would feel on their walk home?
 - c. Do you think Jamie and Matome would stay friends? Give a reason for your answer.

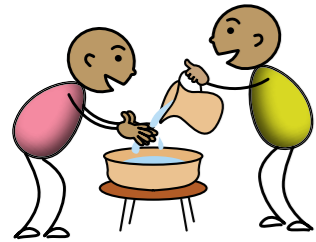
Reflect on a story

6. Choose a story.
 - a. How do you feel when you listen to the story or read the story?
 - b. What can you learn from the story?
 - c. How will the story help you in the future?

Think
about your
thinking

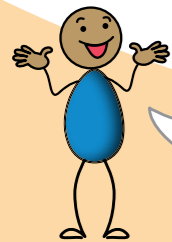
Nagana ka
tsela yeo o
naganago ka
yona

Sharing food, sharing cultures



Sharing food is an interesting way to find out about different cultures.

Let's wash our hands before we share our meals. Now, let's see how people in these pictures eat their meals.



Thank you for inviting me to share your meal.



Please show me how to use chopsticks correctly.



I like the way everyone waited for our elders to eat first.



Please come to my home for a meal.



Yes, please. May I taste a little bit first?



Share and compare



Abelana le babangwegomme o bapiše

Show respect

As we share and compare food we can learn to communicate with respect.

1. How do you eat in your home?
2. Is there a special meal that your family enjoys? Tell a classmate about it.
3. Imagine you are invited to a friend's house for a meal. What do you do, and say, to show respect?
4. Act out what you do and say to show respect.

Our recipes

A recipe tells you what to do when you cook, or prepare, a particular meal.

A recipe has two parts:

- **The list of ingredients.** Ingredients are the types of food you will need.
- **The method.** The method tells you what to do with the ingredients. It also tells you how to cook them, for example, 'boil for five minutes', or 'bake in the oven for 20 minutes', or 'fry for two minutes'.

Our words

recipe
motswako
method
mokgwa



Lamisi's Jollof rice

Ingredients

- | | |
|-------------------------|-----------------------|
| 2 green peppers | a teaspoon of spice |
| 3 carrots | some herbs like thyme |
| 1 onion | chicken pieces |
| 2 tomatoes | 2 cups of rice |
| 1 clove of garlic | 4 cups of water |
| 1 small piece of ginger | |

Method

- Step 1: Wash your hands. Wash the vegetables.
- Step 2: Chop the onion, tomatoes, carrots and peppers into small pieces. Chop, or pound, ginger and garlic.
- Step 3: Heat oil in a pan. Fry the onions, ginger, garlic and spices. Add the tomatoes, carrots and peppers.
- Step 4: Add the chicken and brown on all sides.
- Step 5: Add water and rice.
- Step 6: Bring to boil and cook on low heat for about 30 minutes until cooked.

Choose what works best for you

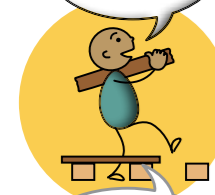


Kgetha seo se go šomelang bokaone

Let's cook!

1. Lamisi's family are from Ghana. Lamisi's favourite meal is Jollof rice. Read Lamisi's recipe for Jollof rice on the opposite page.
2. What would you change to Lamisi's recipe to make it different? For example, if you do not eat meat, you could use beans instead of chicken.
3. Act out cooking your version of Jollof rice. Use only your voice, hands and imagination.
4. Choose something that you enjoy eating that your family makes at home. Find out how to make it. Bring the recipe to your next lesson.

Work it out yourself



Šomana le yona ka bo wena

How much did it cost?

5. Use Info Page D to work out the cost of Lamisi's Jollof rice. Did Lamisi keep to her budget?

Make something to show what you think it is like



Dira se sengwe go bontšha gore o nagana gore se bjang

My recipe

6. Help to make a class recipe book. Use the recipe you brought from home to make a page in the book. You can also invent a meal and write a recipe for it.
 - Your recipe must include a list of ingredients and a method.
 - You can include pictures. Make it attractive, to encourage people to read it.
7. What can you do to share the recipes in your book with other learners in your school? Share your ideas with your classmates.



Keeping to a budget

Lamisi went shopping to buy the ingredients to make Jollof rice. She had R100 to spend. That was her **budget**. A budget is the amount of money that you have to spend on something.

Lamisi bought some ingredients at the market. There was already a packet of spice in her kitchen cupboard, and she grew thyme in her garden.

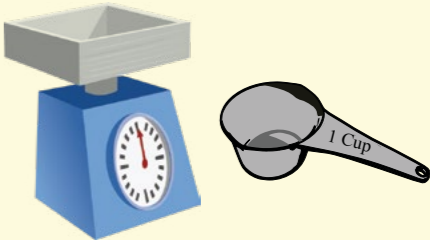
Fresh Produce Market	
Customer till slip	
2 green peppers	R 10.00
3 carrots	R 4.00
1 onion	R 2.50
2 tomatoes	R 3.00
Garlic bulb	R 5.00
Ginger	R 5.00
Chicken pieces	R40.00
1kg bag of rice	R30.00
Total:	R99.50



A **budget** helps us to manage our money. To make a budget we need to know how much money we have. Then we decide how much money to spend on certain things, like food, clothes and transport.

A budget helps us to keep track of our money, so we do not spend more money than we have.

We can measure things by volume or weight



1 kilogram (kg)	=	1 000 grams (g)
1 cup	=	250 g
2 cups	=	500 g
4 cups	=	1 000 g

In the supermarket, Lamisi bought 1 kg of rice. She only needed half a packet for her recipe. How much did half a packet of rice cost?

1 kg of rice costs R30

500g of rice costs $R30 \div 2 = R15$

We can measure things by pieces

Lamisi bought one garlic bulb. It had five cloves of garlic. How much did one clove of garlic cost?

1 garlic bulb (5 cloves) = R5

1 clove costs $R5 \div 5 = R1$

One country, many cultures

The South African Constitution says everyone has the right to take part in any cultural life they choose. Cultures change as people learn new things about the world. Let's read this story together.

The day I helped to change our school culture

Last week, my teacher told me to take off my isiphandla, goat skin bangle, because it was not part of school uniform. I said I was given the isiphandla at a healing ceremony for my family. It makes me feel connected to my family, and is important in my culture. But my teacher said it was not part of school culture, so I must take it off.

My parents complained to the school principal. They explained why I wore my isiphandla. The principal said that the school rule must change. He said muslim girls are allowed to wear headscarves at school because it is part of their religious culture. So I can wear my isiphandla bangle.

Show why
it is helpful
or harmful



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

Our cultural rights

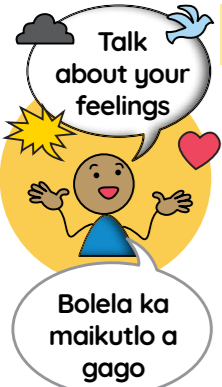
1. Which rights do you think were not respected by the teacher?
2. Do you agree or disagree with the teacher? Give a reason for your answer.
3. Do you agree or disagree with the school principal's decision? Give a reason for your answer.



Unity in diversity

A symbol is an image, word or action that stands for something else. A coat of arms is a picture that is a symbol of identity. South Africa's coat of arms tells us about our country.

A **motto** is a few words that expresses a belief or purpose. In South Africa's national coat of arms, the motto is written in the language of the /Xam people. It means people who are different join together or **diverse people unite**.



Our coat of arms

1. Find the motto in South Africa's coat of arms. Do you think this is a good motto for South Africa? Give a reason for your answer.
2. Eight symbols make up South Africa's national coat of arms. Each symbol tells you something about the country. What do you think each symbol means?
3. Compare your ideas with the descriptions in the box on the opposite page. What is the same? What is different?
4. Each province in South Africa also has a coat of arms. These are shown on Info Page E. Find the coat of arms for your province. Talk about what its symbols mean.



- a. Rising sun:** shines on us all, we all share its warmth and light.
- b. Secretary bird:** has wings to fly and strong legs to protect itself from harm.
- c. Protea:** a South African flower for beauty and art, with the colours of Africa – green, gold, red and black.
- d. Spear and knobkierie:** can be used for protection, like the legs of the bird. The weapons are lying down which means it is better to solve disagreements through talking not fighting.
- e. Shield:** peaceful protection of the country from one generation to another.
- f. Two people** showing respect to each other. Two Khoisan people are drawn on the shield, they were the first people to live in South Africa.
- g. Wheat:** new growth for becoming who we want to be.
- h. Elephant tusks:** the wisdom and strength of women and men.

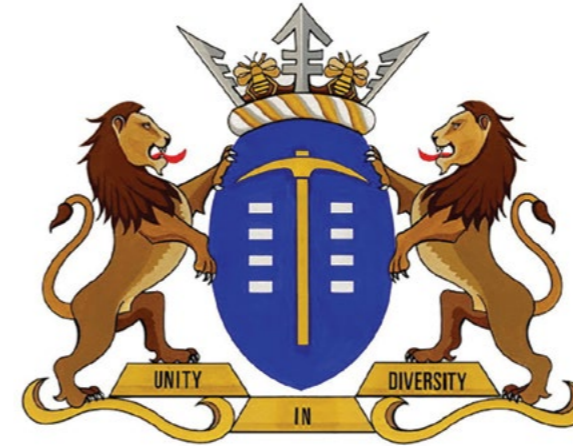
South Africa's provincial coats of arms



Eastern Cape



Free State



Gauteng



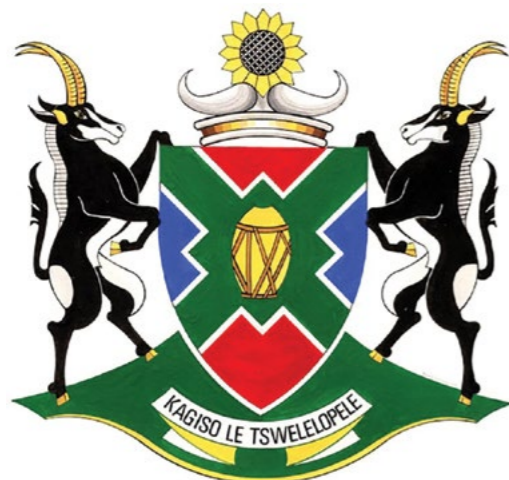
KwaZulu-Natal



Limpopo



Mpumalanga



North West



Northern Cape



Western Cape

Motto translations:

Eastern Cape:
Development Through
Unity

Free State:
Prosperity Through Unity

Gauteng:
Unity in Diversity

KwaZulu-Natal:
Let Us Stand Up and Build

Limpopo:
Peace, Unity and Prosperity

Mpumalanga:
Work Conquers All

North West:
Peace and Prosperity

Northern Cape:
Strive for a Better Life

Western Cape:
Good Hope



Our human rights culture

We are all human beings who share a human rights culture. Our rights are protected in the Bill of Rights in the South African Constitution.

Choose what works best for you

Kgetha seo se go šomelang bokaone

Our human rights day

1. Let's read together the Preamble to the Constitution of South Africa on page v.
2. What did you feel after reading the Preamble?
3. Plan an event to celebrate our freedom to enjoy many different cultures. Think about the clothes you will wear, the food you will prepare, the stories you will tell, the songs you will sing and the languages you will speak.
4. Create a poster about your event. On your poster, include a sentence or a picture to show what the words below mean to you.
5. Listen to your teacher read from the summary of the Bill of Rights, Info Page F. Sections 30 and 31 are about cultural diversity.

Our words

fair
toka

equal
lekana
tekatekano

Talk about your feelings

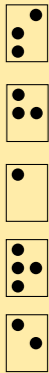
Bolela ka maikutlo a gago

Share a cultural gift

6. What do you like most about being part of a human rights culture? Draw a picture of it. You can add words to the picture.
7. Give your picture to a friend or someone in your family.

When we share our cultures we learn and grow.
Make up a dance to go with this song.

- S** Sing, dance and talk about our cultures
- H** Help each other to learn and grow
- A** Appreciate difference and resolve conflict
- R** Respect ourselves and other people
- E** Enjoy new cultural activities



“... South Africa belongs to all who live in it, united in our diversity.”

From the Preamble to the Constitution of South Africa, 1996



I respect everyone as my equal and choose to see the good in our differences

Uhlakanipile

A summary of the Bill of Rights

The South African Bill of Rights protects the rights of all people in our country. It is built on the democratic values of human dignity, equality and freedom.

Section 9, Equality: All people are equal and the law has to treat us all the same way. No one, not even the government, can discriminate against you on the basis of your race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth. Affirmative action, to undo imbalances and disadvantages caused by discrimination in the past, is allowed.

Section 10, Human dignity: You have dignity as a human being. You have the right to have your dignity respected and protected. You have the duty to respect the dignity of others.

Section 11, Life: You have the right to life. No one is allowed to take the life of any other human being. The courts cannot sentence anyone to death.

Section 12, Freedom and security: You cannot be put in prison without good reason, or held in jail without a trial. You cannot be tortured. You have the right to be free from all forms of violence. Only you have the right to make decisions about your own body.

Section 13, Slavery, servitude and forced labour: You cannot be forced to work for someone else. You have the right to choose who to work for, and what work you do. You must be paid for your work.

Section 14, Personal privacy: You have the right to be as private as you choose. No one is allowed to search you, your home, or anything you own. No one is allowed to take your belongings or listen to your private communications.

Section 15, Freedom of religion, belief and opinion: You have the right to your own thoughts, opinions and religious beliefs. This includes not believing in any god.

Section 16, Freedom of expression: You have the right to express yourself freely. Anyone may create any media they choose, as long as they do not break the law, encourage violence or cause harm with 'hate speech'. There must be press freedom.

Section 17, Assembly, demonstration, picket and petition: You are free to organise and take part in public meetings and demonstrations and to present petitions, as long as you do so peacefully.

Section 18, Freedom of association: You can associate with, meet with, be friends with, and do business with, anyone you choose.

Section 19, Political rights: You are free to start or join a political party. If you are a citizen and over 18 years old you have the right to vote for your government in regular free and fair elections. You can keep your vote secret. You can also put yourself forward for election.

Section 20, Citizenship: If you are a citizen of South Africa no one can take that citizenship away from you.

Section 21, Freedom of movement and residence: You can move or live anywhere in South Africa. If you are a citizen you can leave the country and return at any time. You have the right to own a South African passport.

Section 22, Freedom of trade, occupation and profession: If you are a citizen of South Africa, you have the right to do whatever work you want as long as it is legal and you have the skills, experience or qualifications needed for the job.

Section 23, Labour relations: You have the right to be treated fairly at work. You can form or join a trade union or an employers' organisation. You have the right to take part in collective bargaining and to strike.

Section 24, Environment: Your right to a healthy environment must be protected by legislation.

Section 25, Property: You have the right to own and sell property. The government can take property from you for public purpose (like building a dam or a railway line) or for land reform (for instance, to compensate for land stolen in the past). If this happens, you must be paid a fair price for it.

Section 26, Housing: You have the right to a decent place to live. The state must do all in its power to help you achieve that. No one is allowed to deprive you of your home unless they have an order from a court.

Section 27, Healthcare, food, water and social security: You have the right to healthcare, emergency medical treatment, food, water and social security (government grants to help you if you do not have a job, or do not earn enough to support your family).

Section 28, Children: All children have the right to a name, to be a citizen, to parental care, to shelter and to healthy food. Children who have no family have the right to receive proper care from others. Children may not be neglected or abused, or forced to work. All children have the right to be free from war and other violence. They have the right to get legal help if they are charged with a crime.

Section 29, Education: You have the right to a basic education, including adult basic education. You also have the right to further education and the state must make this available and accessible. You have the right to receive education in the language of your choice.

Section 30, Language and culture: You can use the language, and follow the culture, or the religion, of your choice. (This includes the right not to follow any religion.) But you must respect everyone else's human rights when you do so.

Section 31, Cultural, religious and linguistic communities: You and the members of your community may not be denied the right to your culture, religion and language. But no community may do anything that affects the rights of others. You have the right to take part in any organisation you choose.

Section 32, Access to information: You are allowed to get any information the government or anyone else has, if that information will help you to protect your rights.

Section 33, Just administration: State administrators must provide you with the services that are your right, in a legal, reasonable and fair way.

Section 34, Access to courts: You have the right to have any legal disagreement resolved in a fair public hearing in a court, or by another independent decision-making body. The government must provide you with a lawyer if you cannot afford one.

Section 35, Arrested, detained and accused persons: If you are arrested, you have the right to a lawyer, a fair trial and fair treatment. No one can force you to confess to anything or say anything that can be used as evidence against you.

Section 36, Limitation of rights: All these rights can be limited if it is fair to do so. In other words all rights are interconnected and should work together to support each other. The freedom of one individual or community should never violate the freedom of others.

Section 37, States of emergency: Your rights can be limited when the life of the nation is threatened by war, invasion, general insurrection, disorder, natural disaster or other public emergency. In this case individual rights become less important than everyone's right to survive in an emergency.

Section 38, Enforcement of rights: If you believe your rights have been infringed or threatened you have the right to go to court. You can also do this on behalf of others or in the public interest.

Section 39, Interpretation of the Bill of Rights: The language used in the Bill of Rights is sometimes broad and open to interpretation. When this is the case judges need to base their interpretations on the values of dignity, equality and freedom.



Our many different faiths

A religion, or faith, is the shared belief in a divine or spiritual order that we can take part in and discover a purpose in life. In South Africa there are many different faiths. The South African Constitution says that everyone is free to choose what they want to believe.

Faiths help people to think about big questions that are difficult to answer using facts. For example, questions like: What is the meaning of life? What happens after we die? Each faith has its own ceremonies, stories and rules.

In some faiths, people believe their teachings come from a divine being, or God, through a prophet. A prophet is a person who is believed to be God's messenger. The message is revealed, or communicated, by God to the prophet.

Our words

faith, religion
or belief
tumelo

spiritual
semoya

Ask
questions about
the things you
want to know



Botsa dipotso
ka dilo tse o
batlang go di
itse

My questions about faith

1. What do you think about when you hear the words 'religion' or 'faith'? Share your ideas.
2. Some of the faiths people in South Africa belong to are shown on the next page.
3. Do you know anyone who belongs to one of these faiths?
4. Choose a faith that you do not belong to. Write it down.
5. What questions would you like to ask a person who belongs to that faith? Write down your questions.



In your
journal

Write or draw
what you feel
about faith.



a. In **African spiritual practices**, people believe in ancestor spirits and that all beings, ancestral, human, plant and animal are connected. This is one of the world's oldest faiths, it is thousands of years old.



b. Dance is important in **Hinduism**. Dance helps to tell the stories of the many Hindu deities, or gods and goddesses.



c. In **Judaism**, people believe in one God, called Yahweh, who revealed himself first to the prophet Abraham, and later to Moses. Judaism is the religion of Jewish people.



d. **Buddhism** began with the teachings of Siddhartha Gautama, a spiritual man known as the Buddha which means 'the Awakened One'.



e. In **Christianity** people believe in one God, who revealed himself to Abraham. Unlike Jewish people, Christians believe that Jesus Christ is the son of God.



f. In **Islam** people believe in one God, called Allah, and that Muhammad is God's last messenger. Muslim people believe in Islam. They respect Abraham and Jesus as prophets.



g. In the **Bahá'í** faith, people believe in one God, revealed to Buddha, Jesus, and Muhammad. They follow the teachings of their most recent prophets Báb and Bahá'u'lláh.



h. In **Rastafarianism** people believe in one God, called Jah. Rastafarians believe that Jesus was Jah in human form. Ras Tafari, Emperor Haile Selassie of Ethiopia, is important in their faith.

Sacred places

There are special places where people go to practise their faith, celebrate their beliefs, or to think about themselves in the world. These places are sacred spaces.

Nomsa: “My sacred place is Moria where we go every year at Easter with many other people from the Zion Christian Church (ZCC). We believe Moria is a place of healing. The prophets teach me about God and how I can live my life closer to God.

The first time I went to Moria, my mother was sick, nobody could help her. In a dream, my grandfather told her to go to Moria, to find a prophet to help her. After we came back home my mother felt better.”



Bobby: “Our shrine at home is where I feel calm. That is my special place. It has a statue of the Buddha to remind us to let go of the things that cause us suffering. We light candles and incense. It is quiet and peaceful.

When I feel angry or upset, I sit by our shrine. I think about why I feel upset, and try to let go of that emotion. I am learning to stop blaming other people for how I feel.”



My special place

1. Give an example of a special or sacred place that you like to go.



- a. **Sacred ancestral places** are found in nature, including trees and other plants, waterfalls, lakes and hills. For example, Tsodilo Hills in Botswana is a sacred place where people communicate with ancestors.



- b. The Shree Ayyappa Kshethran **Hindu temple** in Pretoria. Inside Hindu temples are shrines for particular deities.



- c. A **synagogue** is where **Jewish** people worship. Their holy day, the Sabbath, starts at sunset on Friday and ends at sunset on Saturday.



- d. The Nan Hua **Buddhist temple**, Bronkhorstspuit. As they pray and meditate, Buddhists sit on the floor facing the image of Buddah.



- e. A sacred space for **Christians** is a **church**. This is the Regina Mundi church in Soweto. Sunday is the holy day for Christians.



- f. **Muslims** pray in a masjid, the Arabic word for mosque. Friday is the holy day for Muslims. This is the Nizamiye Mosque in Midrand, Johannesburg.



- g. The Mashriqu'l-Adhkár in Delhi, India. It is a **Bahá'í House of Worship**, or temple. It has nine entrances so people can enter from any direction.



- h. **Rastafarian** Earth festival in the Western Cape. Rastafarians try to live as close to nature as possible.

Symbols of faith

Symbols can represent certain beliefs or ideas in a faith. We may find these symbols on buildings, clothes or religious books. The things used in special ceremonies are symbols.

Find out more
(ask someone -
look it up)

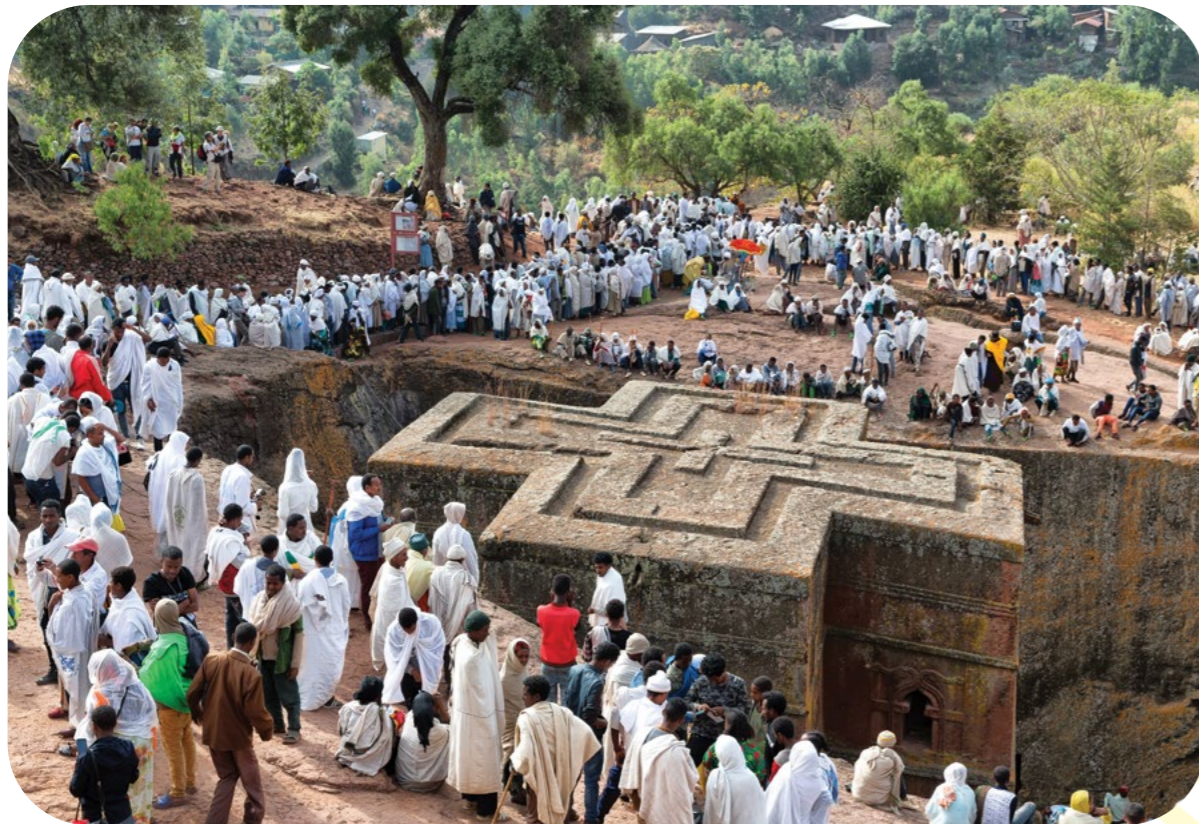


Batla tse
dingwe (botsa
mongwe - e
tlhotlhomise)

The symbol I choose ...

1. Find out about symbols of different faiths.
2. In an earlier lesson you chose a faith to find out more about. Draw a symbol from that faith.

In some faiths people go on a pilgrimage. A pilgrimage is a religious or spiritual journey. It may be to a sacred place that is far from the pilgrim's home.



Christian pilgrims going to worship at a church in Lalibela, Ethiopia. The church was carved out of rock about 900 years ago.



a. The symbols of a sangoma show the importance of their relationship with the **ancestors**. The colours black (mnyama), red (bomvu) and white (mhlophe) are symbolic of healing medicines.



b. In **Hinduism** 'aum' is a symbol for a sacred sound that is chanted. It symbolises 'prana' or life breath.



c. The Star of David is a symbol of **Judaism**. In Hebrew it is called *Magen David*, which means 'shield of David'.



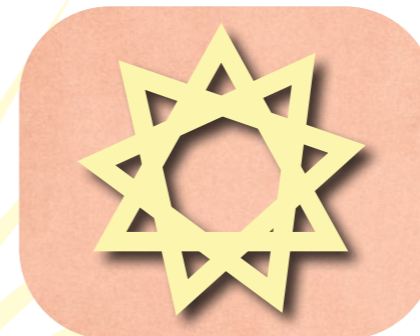
d. The Dharma wheel represents the eight practices that are important in **Buddhism**. They are known as the 8-fold path. It consists of morality, meditation, and wisdom.



e. Jesus was crucified, killed on a cross, as a political prisoner. **Christians** believe he died for the sins of the world and rose from the dead to be with God in heaven.



f. The crescent moon and star, on the top of a masjid. These symbols represent the lunar (moon) calendar and the five-pointed pillars of Islam (faith, prayer, almsgiving, fasting and pilgrimage).



g. A symbol of **Bahá'ism** is a nine-pointed star. Bahá'ís believe that the number nine represents completeness.



h. This mural shows symbols related to **Rastafarianism**. Green, yellow and red stripes and the Lion of Judah were in the flag of Ethiopia when Haile Selassie was Emperor in the 1930s. Some believe Haile Selassie was Jesus reborn.

Sacred teachings

All faiths have stories and rules that are taught to believers. These teachings connect believers to the divine. In some faiths the teachings are passed on through word of mouth. In others they are written down in sacred, or holy, books.

Our words

sacred
tshegofala /
ilela

Work it out
yourself



Dira ka
bowena

Our freedom of religion

1. Look at the examples of religious teachings on the opposite page. Talk about the religious texts or practices you have seen.

The Constitution of South Africa says that everyone has the right to practise their culture and beliefs, as long as it does not interfere with the rights of others.

2. In what ways do you think a person practising their religion may affect others? For example, imagine you went to a beach to play, and found people having a ceremony there. What would you do, or say, to show respect to them, and to continue enjoying your rights?



Members of Zion Christian Church performing a baptism ceremony.



- a. People visit a sangoma when they need guidance in their life. The sangoma calls the person's **ancestors** and throws the bones. The bones are special objects chosen by the sangoma, they include shells, stones, coins and dominoes. The way the bones land, their position and groups are read by the sangoma. The sangoma can then advise the client and give medicine for healing.



- b. **Hindu** sacred books include the Vedas and the Ramayana, and Mahabharata. They are thousands of years old. This picture shows part of a story from the Ramayana.



- c. The Torah is believed to be the instructions that Moses received from God. It is written in Hebrew. The Torah is part of the Tanakh, the sacred teachings in **Judaism**.



- d. One group of **Buddha's** teachings are called Sutras. This is part of the Lotus Sutra. It teaches that anyone has the potential to reach Nirvana, a state of enlightenment where there is no suffering.



- f. A page from the *Qur'an*. **Muslims** believe the *Qur'an* is the word of Allah, as revealed to the prophet Muhammad. It is written in Arabic.



- g. A page from the Writings of Bahá'u'lláh, which **Bahá'ís** believe provide a unifying vision to help us work towards peace and justice in the world.



- h. The Bible is also a holy book for **Rastafarians**. Many consider the Book of Revelations the most important part.

Living our beliefs

All faiths help people to feel connected – connected to each other and to something bigger than themselves. This can encourage a feeling of compassion and kindness for other living beings – people, plants and animals.

Observe
and
describe



Lebelela
ka goela
tlhoko o bo
o tlhalosa

Feeling connected

People with different beliefs can work together to care for people and our world. Look at the examples on these pages.

1. What helps you to feel connected to other beings?
2. What brings people from different faiths together?
3. When do our faiths separate us and cause conflict?

Multi-faith leaders gather in Cape Town to celebrate the World Day of Prayer for Creation.



People from different faiths worked together to clean up litter as part of South Africa's Good Green Deeds programme. This helps to stop plastic waste getting into rivers and oceans where it can harm animals.



Nakhlistan is a Persian word that means an 'oasis'. In a desert, an oasis is a place where there is water and food. Nakhlistan is an organisation that provides food for people in need. Eid-ul-Fitr is a muslim festival that happens at the end of Ramadan, the month of fasting. This picture shows Nakhlistan's work on Eid-ul-Fitr in Athlone, Cape Town. About 300 volunteers cooked food for over 85 000 people that night.

Our beliefs in action poster

Let's share what we have found out about different faiths.

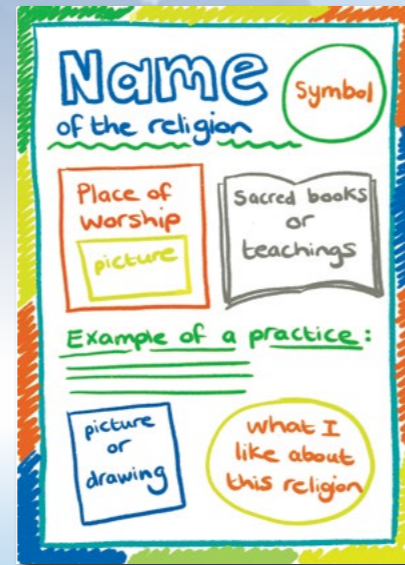
Make something to show what you think it is like



Dira sengwe
go bontsha
gore o kanya
gore se ntse
jang

Beliefs in action ...

1. Create a poster to tell others about the faith you found out about. On your poster include five things about the faith, for example:
 - the name of the faith
 - the place of worship
 - a symbol
 - the name of any sacred books or sacred teachings
 - a story
 - a special meal
 - an example of practice
2. What do you like most about this faith? Write it down.
3. Do you think it is important for us to understand each other's faiths? Write a reason for your answer.



“Spirit of Life, gods of many names, be in our hearts and minds as we come together today to pray for our world.”

“Let us know that each from our own tradition comes today to lift our spirit in unity.”

“Let us be the good we want to see in others. Let us work to be the change that we seek.”

Lines from an Interfaith Prayer for the World by Claudene Oliva

Water in our world

All living things need water to live.

Give a reason
for what you
think

Gee redes
vir jou
denke

The wonder of water

1. Find all the different ways that water is used by people, plants and animals in this picture.
2. Why do you think water is so important for people? Complete this sentence:
I think water is important for people because _____
3. Compare your reasons with other reasons given by your classmates. Can you all agree?

A puzzle to solve ...

I fall from the sky and touch the ground.
I can go deep underground. Then I spring
from the earth to flow over land.
Heated by the sun I become invisible.
I go back into a cloud.

Draw me and what have you got?

Answer: the water cycle



Water safety at home

We can use water carefully to help avoid accidents in our homes and schools.

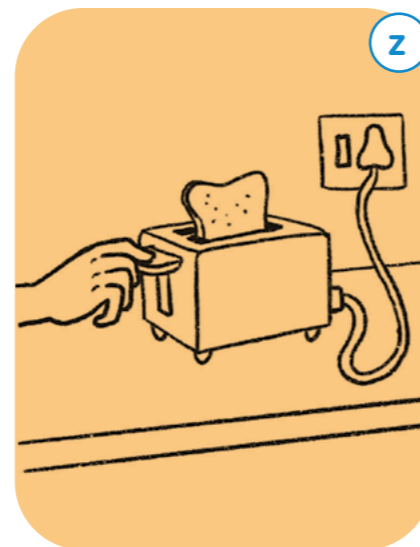
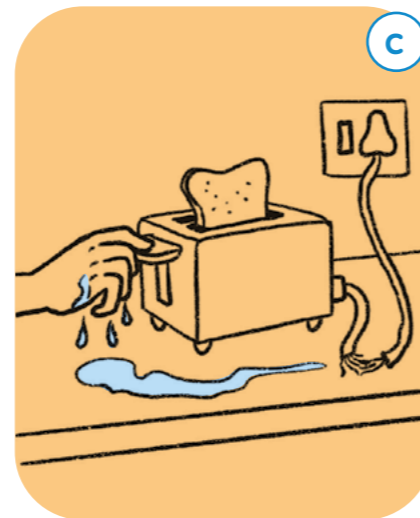
Look back - look forward



Kyk terug - kyk vorentoe

Look out ... avoid the danger!

- For each picture, a, b and c, answer these questions:
 - What is the danger in the picture?
 - How can you reduce the danger?
- Compare your answers with the pictures x, y, z.



Never touch electrical appliances with wet hands. Electricity can go through water to your body. If that happens, you will get an electric shock.

Find out more (ask someone - look it up)



Vind meer uit (vra 'n persoon en doen navrae)

A water safety card for my home

- We can be careful, but sometimes accidents happen. Find out what to do on this page.
- Read Info Page G to find out more about water safety at home.
- Make a water safety card. You can use pictures and words. On your card show:
 - what your family can do to use water safely; and
 - who to call in an emergency.

In your home, put your water safety card where all your family can see it.

My safety card

To use water safely, we can:

In an emergency, call:

What to do if you get a water burn

Hot water can burn you. If you burn your hand, put it in cold water as soon as you can. Keep it in the water for about 10 minutes. The cold water takes the heat away from your hand.

If it is a bad burn call an adult for help or go to a clinic.

Before washing a baby, make sure the water is warm but not hot. Hot water can burn a baby.

How to phone for help in an emergency



Step 1: Call **112** from a cell phone or landline. It is a free number.

You can also call the police: 10111

Step 2: Listen to the voice message. Follow the instructions to get the emergency service you need: police, medical, fire or sea rescue.

Step 3: Wait for a person to speak to you. Tell them what happened. Tell them your name, address and phone number.

Step 4: Listen to what the person says. They will send someone to help you.



Water safety in the home

To help prevent accidents at home we must:

- walk slowly if floors are wet
- be careful near hot water
- never touch electrical appliances with wet hands
- never use electrical appliances if the electric cord is damaged
- always watch small children that are near water.

To help us stay healthy, we must drink clean water and wash our bodies with clean water and soap.

Watch babies and small children near water

Babies and small children like to play with water. But if their faces go under the water they can drown. When you learn to swim, you find out how to breathe so you do not drown when your face goes under water.



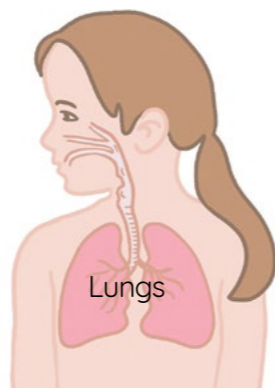
A baby can drown if the water is only 2.5 cm deep.

A small child can drown in water that is only 5 cm deep.

What happens if a person drowns

We use our lungs to breathe air. If water gets into a person's lungs they drown. This means their body cannot get air and they die.

A person who is drowning cannot call for help. That is why children always need an adult to watch them when they are near water.



Lungs

Clean water

A story of sweet water

Gogo shows us where the best places to collect water are. They are away from where animals drink and away from where people wash. She says, "Listen for the water, if you hear it running over stones or dripping down rocks, that's a place for sweet water."

My gogo tells us to wait about four days after a storm before collecting water from the river. Storm water and flood water can wash human and animal feces (poo), or even dead animals, into the river. That can make us sick.



Cleaning water

Drinking dirty water can make you sick. Only drink clean water. Here are two ways to clean water from a river or stream. First, pour the water through a cloth.

Boil water to kill germs

Boil the water for at least 2 minutes.

Use bleach to kill germs

Put one teaspoon of bleach, for example Jik, into 20 litres of water. Leave it for at least 30 minutes.

Store clean water in a clean container, covered with a lid or cloth.



Learning to swim

One way to feel safer around water is to learn to swim. In a swimming class you can learn to swim safely. An adult, who is a good swimmer, can teach you to swim.

Look back - look forward



Kyk terug -
kyk vorentoe

Safety at the pool

1. Read the swimming pool safety rules in this picture.
2. Give a reason for each rule. What can happen if people do not follow the rule?

Pool rules

- Only swim if an adult can watch you
- Do not run or push people
- Check no one is in the way before jumping into the water
- No diving in the shallow end

Public swimming pools have a lifeguard to make sure people swim safely.

All home pools must be fenced and have a net over the water to stop young children falling in.

People learn to swim for different reasons. Here are two examples.



Champion swimmer, Chad le Clos says, "When I was young I enjoyed playing football, but I was better at swimming. So I joined a swimming club. I swam in my first competition when I was ten years old. If people learn to swim it can stop many drownings."

This scuba diver says, "I learnt to swim so I could explore under the sea. Under water I breathe air from the cylinder on my back."



Be kind to yourself



Wees gaaf met jouself

Swimming and me

Some things are fun and dangerous at the same time. We all have to care for ourselves, and protect ourselves from danger, even when we are having fun.

3. If you can swim: What do you like about it? How do you make sure you stay safe?

If you cannot swim: Would you like to learn to swim? Give a reason for your answer.

4. Share your answers with your classmates.

Check the danger, assess the risk

Playing in and around water can be fun. It can also be dangerous. We need to think about the possible danger, or risk, before we play. When we do this, we assess the risk.

What to do before you play

Step 1: Stop, look and think before you get into the water.

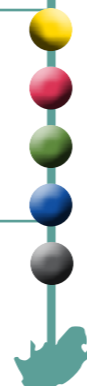
Look at everything around you. What do you see?

Step 2: Assess the risk.

Based on your observations, decide if you think it is a safe or unsafe place to play.

Our words

risk
risiko
assess
evalueer



Choose what works best for you



Kies wat werk die beste vir jou

Risky or safe?

1. Some questions to ask before playing in a dam or river are given in the table on the opposite page. Use the picture to answer the questions in the table.
2. What other questions, if any, would you add to the table?
3. Would you decide to swim or play in this place? Give reasons for your answer.
4. Imagine you are at a swimming pool. What questions would you ask to check the danger and assess the risk?

How safe is this river?

Questions to ask / signs to look for	What you see, or observe	Assess the risk
		Safe not safe
1. Can you see what's under the water? Is the water clear?	No	✓
2. Is the water moving fast or slowly?		
3. Is the water shallow or deep?		
4. Are there places where you can slip and fall?	Yes, but we can be careful	✓
5. Are there any dangerous animals around, such as hippos or crocodiles?		
6. Is there an older person nearby who can help you if you are in trouble?		

Water safety near rivers

The water in rivers moves, we say it flows. Rivers flow downhill, from higher land to lower land. Sometimes rivers flow very fast, and the water can be deep. It is dangerous to cross rivers, even if you can swim.

Work it out yourself



Werk dit self uit

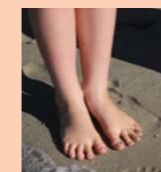
How safe is this river?

1. Read **The power of water** on the opposite page.
2. Look at the picture below. What would you change to make it safer to cross this river? Share your ideas with your classmates.
3. Rivers and streams are very dangerous during and after heavy rain and storms. They can flood. Let's read about floods on Info Page H.



The power of water

After a lot of rain or a storm, the water in a river is deep and flows fast. Water moving fast in one direction is called a **current**. Currents are strong and can pull you down the river, or under the water.

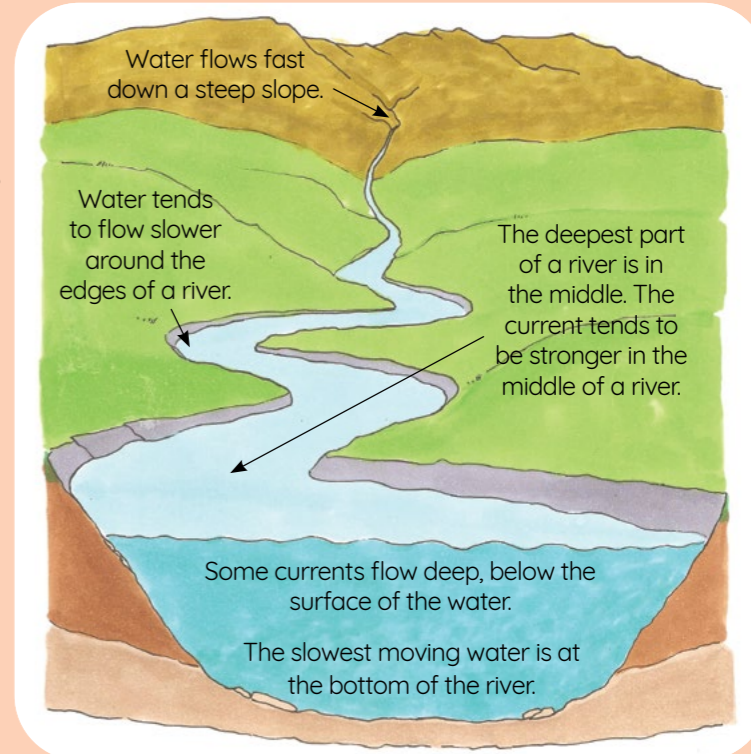


-15
-10
-5
-0 cm

A person can be knocked down by just 15cm of moving water.

What to do if a person is in trouble in a river

Do not jump into the river to help them. Throw them a stick or a buoy to help them float. Call an emergency number for help.



These children have made a buoy out of a plastic bottle. They are attaching it to a pole near the water so people can use it in an emergency.



Practising throwing a home-made buoy.

Only people who are trained in lifesaving should get into the water to rescue someone. Two organisations that train people in lifesaving are Lifesaving South Africa and the National Sea Rescue Institute.

Emergency numbers:

112 free from a cell phone

10111 for the police



Stay safe in storms and floods

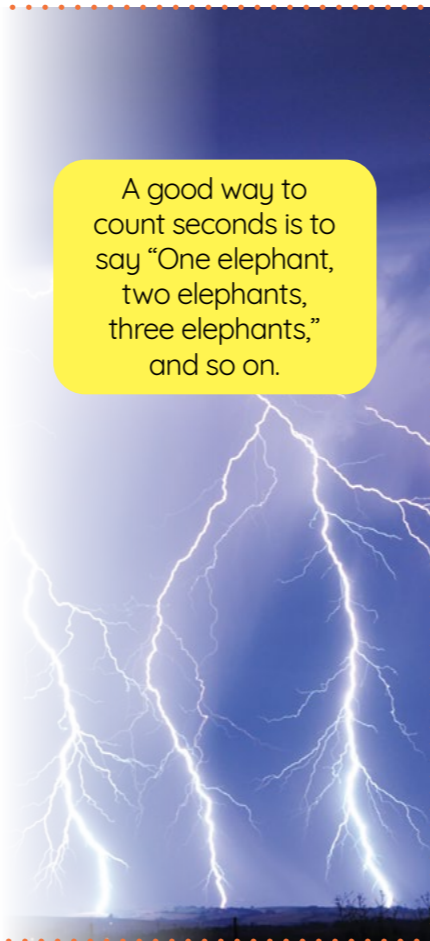
Something we do to reduce the risk of danger, is called a **precaution**. Let's read about some precautions we can take to reduce our risks when there is flooding or lightning.

Lightning precautions

Lightning is electricity made in a thunderstorm. If lightning strikes a person or strikes close to them, they may die. The closer the storm, the bigger the danger.

- After you see lightning, start counting to 30. If you hear thunder before you reach 30 the lightning is nearby. Find shelter indoors, away from windows and doors. Or stay inside a car or bus. The rubber tyres on the vehicle protect it from lightning.
- Lightning tends to strike tall objects and can travel along the ground. It can also travel through metal and water.
- If you cannot find shelter, stay away from telephone poles, tall trees and wire fences. Crouch down low, like a ball with arms and legs close to your body and feet together.
- If you are inside, stay away from concrete walls and floors that may have metal wires or pipes in them. Avoid using electronic equipment. Avoid contact with water.

A good way to count seconds is to say "One elephant, two elephants, three elephants," and so on.



Floods

When a lot of water covers land that is usually dry, we call it a flood. Heavy rain and storms can cause a flood. A flood happens when there is so much water in a river that it flows over the river bank. There can also be floods on roads when there is too much water for the stormwater drains to take away, or if the drains are blocked.

Sometimes a flood can happen very quickly, within a few minutes after heavy rain. We call this a flash flood.



These pictures show what can happen in a flood.



A road washed away in a flood. An example of a mudslide.

Flood safety precautions

Before a flood

- Talk about the risk of floods near your home and school. After heavy rain, where does the water go? Are there any places where water collects because it cannot flow away? Ask adults you know if they remember a flood. What happened? What precautions did they take?
- Make a flood plan. What can you do if your school, or home is flooded? Where can you go to stay dry? What things can you take with you?
- Listen to the flood warnings for your area. The South African Weather Service gives flood warnings, on radio, television and the internet.

During a flood

- Carry out your flood plan, with adults who can help you.
- Water flows downhill. So go up hill, to higher land away from the water. River banks may collapse during, or after, a flood.
- Stay away from electrical wires or electricity pylons. Water can carry electricity. Electricity can go through a person's body. It can give them an electric shock and they may die.
- Do not drink flood water because it can be very dirty and make you sick.
- Wash your hands in clean water before eating.

After a flood

- Adults and people from the local council are responsible for cleaning up after a flood. Many things may be broken or damaged, so it can be dangerous for children to help with the clean-up.
- Be kind to people whose homes have been damaged by the flood. For example, play with them, or share food and clothes.
- Talk about what happened, and what you can do to help each other feel better.

Water safety by the sea

South Africa has a beautiful coastline with sandy and rocky beaches. We need to know how to enjoy these places safely.

Observe and describe



Let op en beskryf dit

Safety on the beach

1. Look at what's happening on the beach in this picture.
2. Write down one thing that helps people to play safely on the beach. Then pass your paper to a classmate.
3. Each person adds one thing to the list. Do not repeat what is already on the list. Carry on adding to your list until you have a complete safety list for the beach.

Stay in shallow water if you do not have a swimming costume. Wet clothes are heavy and dangerous to swim in.

A **rip current** is a stream of water that moves fast from the beach to the sea. It can pull a swimmer out to sea. Swim along the shore to escape the current.

Never dare, or put pressure on, a person to go into deeper water. They may drown.

In a boat, always wear a life jacket. If you fall in the sea it helps you to float.

As a lifeguard I watch to make sure people only swim between the flags. If I see the current change, I move the flags.

If a person is in danger I throw them a life buoy to hold. It helps them to float.

Look for the umbrella to find us.

We must not swim if we drink alcohol. It increases the danger of drowning.

Stay safe in the sun

- Drink water
- Wear a hat
- Use sunblock

Rules for safer swimming in the sea

- Listen to the lifeguard. Only swim between the flags.
- Swim close to the shore and swim with a friend.
- Make sure there is an adult to watch you in the water.
- Beware of strong currents.
- Never swim if it is very windy or if a storm is coming.
- Take all rubbish home with you. No litter on the beach.



If you see someone in trouble in the water call a lifeguard or an adult, or call 112 from a cell phone.

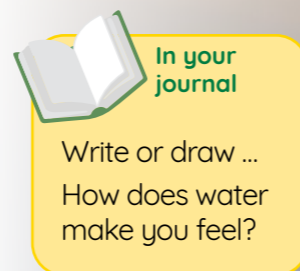
Our raindrops of learning

Tiny drops of water in the air come together to make clouds. When the water drops are big and heavy enough, they fall as rain.



My raindrop

1. Draw a big raindrop.
2. Inside your raindrop, write and/or draw one thing you know about water or water safety.
3. With your classmates, put all your raindrops on the wall to make a shower of rain.
4. Read all the raindrops.



My thank you card

Many lifeguards and people who rescue others in an emergency are volunteers. That means they do not get paid for their work. How can we thank them?

5. Make a card or write a letter, or a song, to thank a lifeguard for what they do. Give it to a lifeguard you know, or post it to an organisation that helps to train lifeguards.
6. Would you like to be a lifeguard? Give a reason for your answer.
7. Read about jobs connected with water on the opposite page. Which job connected with water would you like to do?

“Only a fool tests the depth of water with both feet.”

Arabic proverb

What do you think this proverb, or saying, means?

Examples of jobs connected with water:

- a **water engineer**: designs systems to provide clean water, and to reduce damage from floods
- a **marine biologist**: studies plants and animals that live in the sea
- an **aquaculture worker**: farms fish, shellfish and plants that grow in water
- a **commercial diver**: repairs structures underwater
- a **hydrologist**: studies the movement of water above and below the ground (the water cycle), and investigates ways to reduce water pollution and flooding
- an **oceanographer**: investigates the movement of water in the oceans and how it affects the climate and weather
- a member of the **crew** on a sailing boat
- a **boat builder**



Different instruments, different sounds



We can describe a sound by its pitch, its loudness and its quality.

1. Sing a song

Sing a song you all know in whatever language you like.

- When you sing together, pay attention to the differences in your voices. Are they: high pitched, low pitched, coarse, sweet, loud or soft?
- What words can you use to describe the different quality of voices? For example, are they strong, sweet, buzzy, noisy or harsh?
- Musical instruments are like voices – each has a different sound quality. This is called **timbre**.

Because of the many different sounds in music, music is a great way to show how you feel without saying a word.

Our words

Timbre is the quality of a musical sound. It is what makes two musical instruments sound different, even when they play the same note, with the same pitch and loudness.

Brass instruments

Brass instruments are a type of wind instrument. They are made out of brass or metal. When the musician blows into it, the air vibrates against the lips and mouthpiece to create the sound.

The size of brass instruments affects the sound they make.

The smaller the instrument – the higher the pitch.

The bigger the instrument – the lower the pitch.

Together with different music elements, for example tempo (the speed of the beat) and dynamics (playing loudly or quietly), melody and rhythm, the sound of an instrument can make the listener feel different emotions.

Flowing melodies played through long breath can be relaxing and put you in a happy mood, while short repeated melodies and rhythms can make you feel excited or upset.



Brass bands can play while walking or marching.

Brass band participating in the 'Siyabonga Madiba' celebration, Durban



Find out about the Field Band Foundation in South Africa. Would you like to join it?

Woodwind instruments

Woodwind instruments are made from wood or metal. Some woodwinds, for example the clarinet and oboe, have a wooden reed in their mouthpiece, others for example the flute and recorder, do not.

Woodwind and brass instruments can be played together in a wind band or wind ensemble. The music played by this type of band is often a style of music called **jazz**.



2. Respond to wind instruments

In jazz, a wind band is often called a 'big band'.

- Listen to some music played by a brass band.
- Choose words to describe the timbre, or quality of the music. For example, rough, smooth, metallic, bright, calm, sad.
- Listen to some jazz played by a wind band.
- Choose words to describe the timbre, or quality of the music.

Find a space and move to the music.

- Is the tempo fast or slow? Does it make you feel happy, sad or excited?
- Tell your friends why the music makes you feel that way.



Strings and percussion

String instruments

String instruments sound lighter and softer than wind instruments. This is why many of the same string instruments play next to each other in a big orchestra.

Some string instruments are high-pitched, others are low-pitched. Which string instruments on this page are high-pitched? Which are low-pitched?

String instruments can be used to play classical music, African music, jazz and other music styles.



Violin

Cello

The Buskaid Soweto String Ensemble is a group of young people from Soweto who play string instruments. They have become internationally famous.



1. Singing strings

Listen to the Buskaid string ensemble.

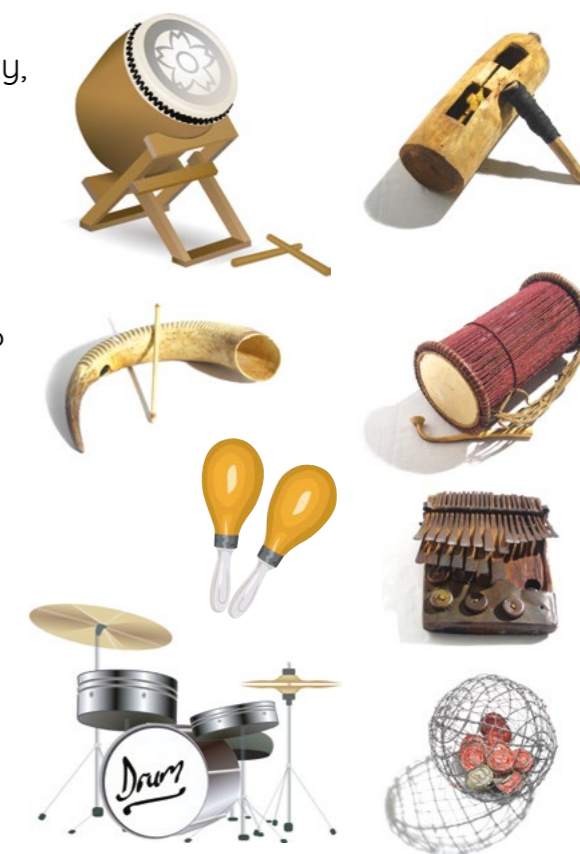
- What words do you know to describe the timbre of the music?
- What emotions do you think string instruments can express?

Percussion instruments

Each percussion instrument has its own quality, depending on what it is made of, how it is played, and its size.

Percussion instruments can be **membranophones** or **idiophones**.

- Which of these instruments are membranophones? Which are idiophones?
- How is each instrument played?
- Talk about the sound each instrument makes. Think about its pitch (high or low sounds), loud or soft, and timbre (sound quality). What emotions do you think it can make the listener feel?
- Which instrument would you like to listen to?
- Which instrument would you like to play?



2. The mood game

Mood is a general feeling or emotion.

- Each person in your group writes a word for a mood on a piece of paper.
- Put the papers in a container and shake them up.
- Each person takes a word from the container.
- Take turns to show your word and tell your group:
 - What the word means, in English or another language
 - The instrument you would use to create that mood, and a reason for your choice
 - How you would play the instrument to show that mood to the listener. Think about tempo, dynamics, melody, rhythm and music style.

sad
angry
cheerful
lonely
worried
hopeful
loving



Sensory games

In the creative arts, we use our bodies and our senses to communicate, to experience the world and to make art. If we are aware of our sense of touch, smell, taste, hearing and sight it helps us to be more sensitive to each other.

Not everyone has perfect sight or hearing, but we all have emotions and feelings.



- Any empty space where you can move freely – inside or outside
- A piece of cloth long enough to tie around your head for a blindfold

1. Heads on ... brown!

One person is ON, and calls out a body part and a colour. The other people run around the room to find that colour and put that part of their bodies on it. For example:

'Hands on red' – everyone runs to find a red thing in the class, like a bag, or a poster, or the floor. They put their hands on it.

'Knees on blue' – find something blue and put your knees on it – it could be your school jersey!

Keep going until you feel warm and full of energy.

Be careful not to hurt anyone else. Respect your bodies.

2. A world without sight

Sit quietly and close your eyes. Be aware of the sounds around you, the air on your skin, what you are sitting on. Is it hard or soft? Be aware of your breathing. Allow your body and mind to become calm.

- What are the sounds inside the room?
- What are the sounds you can hear from far away?
- What sounds are coming from inside your body?
- Find an object close to you and feel its textures. What does it sound like if you tap it or rub it with your fingers?

3. Blindfold trusting

Trust is an important part of drama. It is good to know that you can support each other.

You and your friend will take it in turns to lead each other on a journey of discovery. Blindfold one learner with a piece of cloth. The other learner takes their hand and leads them around the room or outside.

Let them touch the different textures and surfaces, and meet other people. Help them to feel safe as they go.

When you are being led:

- What do you smell?
- What do you hear?
- What do you feel with your fingers?
- Can you work out where you are using your other senses, apart from sight?
- Can you work out what or who you are touching from the feelings in your fingers?



Maybe you, someone in your school or someone in your family, is blind or partially sighted. How do they experience the world? Which sense would be important for you if you did not have sight?





Floor warm up

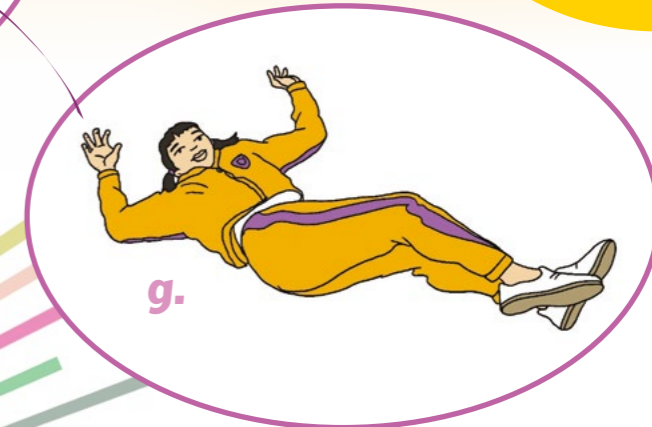
1. Explore the floor

Lie on your back on the floor. Imagine you are a baby who can only move your arms and legs. You just woke up. Stretch your arms and legs up to the ceiling and away from your body. Stretch against the floor in all directions. Explore the floor around you. Try different ways to roll on the floor.



Roll onto one side and then curl up into a ball – as small as you can. Feel your spine rounding as you do this.

Remember that it is important to warm up before physical activities. Wear comfortable clothes for Performing Arts lessons so you can move around.



When there is space around you, fall softly to the floor in any position. Relax on the floor and let your body melt. Enjoy that relaxation for a few seconds.



Roll onto your tummy. Find ways to move in this position. Try lifting yourself up from the floor as if it is difficult.



Get on to your hands and knees. Crawl forward in different ways. Stretch your arms and your legs in every direction, without leaving the floor.



Sit on your bottom. Find ways to move forwards and backwards. Stretch in all directions from this position.



Stretch your legs in front of you. Move your legs apart as wide as you comfortably can. Bend forward as far as you can. Be gentle with your body.

3. Five pose dance

Once you have explored all the movements, choose five of these poses. Decide on an order for them. Wait for the music, prepare yourself and start your own floor sequence which takes you through all five poses.



Stand up. Move around the space, gently and softly. Imagine you are a feather carried by the air.

2. Explore to music

Explore different stretches, gestures and moves to get from one floor position to another. Change your speed and movements in response to the music or the drumming that plays while you move.



Isolations warm up

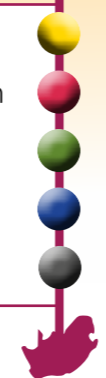
1. Floor isolations

Lie on your back on the floor. Close your eyes. Relax your hands at your sides, away from your hips; relax your shoulders; bend your knees. Place your feet a comfortable distance from your bottom. Let your body melt on to the floor, relax all your muscles.



In dance, **isolation** is when you move only one part of the body and keep the rest of the body still.

Our words



Isolation 1: Lie on your back with your arms to the side in line with your shoulders. Bend your knees and slowly move them from side to side eight times. Keep your upper body still.



Isolation 2: Move your right knee towards the floor on your right. Bring it back to its position. Repeat four times without moving the rest of your body.



Keep your breathing regular while you are doing the exercises.

Isolation 3: Straighten your right leg then lift it up towards the ceiling. Slowly bring it back down to the floor again. Repeat four times. Keep the rest of your body still and relaxed.



Isolation 4: Stretch your right leg to the side, turn out your right foot and gently move it up towards your outstretched right hand and bring it back down. Repeat four times.



Change legs and repeat the isolations for your left side.

2. Sitting isolations

1. Sit up straight and rotate (circle) your right shoulder like a bicycle wheel. Rotate to the front four times and to the back four times. Repeat with the left shoulder. Now circle your right elbow four times. Repeat with your left elbow.



2. Stretch your hands to your feet and rotate them outwards. Drawing the letter D as you move your arms back to the starting position. Repeat four times.

Stretch your hands to your feet, then lift them up to the ceiling. Open your arms wide and lower your hands to the floor by your sides. Repeat four times.



3. Swing your right hand touch your left shoulder, then move your hand back to your side. Do this eight times.



4. Place your left hand on the floor, rotate your spine and turn your upper body. Roll to your left side bend your knees, and roll until you return to your starting position. Repeat twice for each side.



Repeat the sequence from step 1 to 4 four times without stopping.



Words that move you

Think about timbre in music, words also have sound qualities.
We can move to the sound of words.

1. Exploring words

The sound of some words show something about the things they describe. For example, the word 'snake' suggests the hissing of a snake. Can you think of a word in another language, that sounds like what the word means?

To find different sound qualities in words, say them slowly, listen carefully and feel how you say them.

Explore the qualities of these words.

Push	Pull	Rise	Fall	Flash	Rip
Drag	Stumble	Whistle	Stretch	Crack	Thump

- Say each word in a way that shows what the word means. For example, 'flash' can be said quickly in a high voice, 'thump' may be a low, slow sound.
- As you explore the sound of each word with your voice, move your body in a way that shows what the word means. For example, what type of movement can you make as you say **Str-e-e-e-etch**?

2. Exploring rain

Think of some words that describe rain, for example:

Sprinkling	Pitter patter	Splish splash	Swish ker-splash
Bash ker-boom	Pouring		

- Imagine rain falling gently and then more heavily in a storm.
- Say each rain word slowly, listen to each sound (syllable) in the word. At the same time, move in a way that shows the meaning of the word.
- What parts of your body do you move? Is the movement slow, fast, high, low, curvy, straight?

3. Words that contrast

Think of words that mean contrasting things. For example:

falling / rising	slowly / quickly	thunderous / whispering
pouring / sprinkling		

- With a partner, create movements to go with the word pairs. You move to one quality and your partner moves to the contrasting quality.
- What are the differences between the movements?

4. Move to a poem

- Work with another pair of learners. Join together some of the words you explored to create short descriptions. For example, 'pitter patter raindrops on the windows'.
- Use your descriptions to create a short dance. In your movements, show, or express, the feelings you get from the words.
- Use this poem to create a dance. Your movements should express the qualities of the words you explored.

Dancing rainfall by Julia Grey

Drip drip drip
Drop drop drop
A sprinkling
of rainfall starts.

Splish splash splish
Pitter patter pitter
Puddles grow
And drops like tears
Slip down windows.

Swish ker-splash!
Bash ker-boom!
Thundery wind
Drives pouring rain.

At last the storm has passed
And you and I
In the puddles dance
And the plants sing!





Music moves dance, dance makes music

I. Stand-up warm up

Learn this sequence:



a.

Spine roll: Roll down and up the spine.



b.

Side bends: Stretch to the right and then to the left.



c.

Spine twists: Stretch to the right and then to the left.



d.

Star shape: Open your arms straight and wide above you with your legs stretched apart.



e.

Float your arms down to stand in neutral.



f.

Give your arms a small swing down and up again.



g.

Give your arms a medium swing down and up again.



h.

Give your arms a big swing down and up again.



i.

Slowly sink your body into a ball shape



- Found objects or musical instruments to make a soundscape
- Three pieces of recorded music with different moods
- A device to play the music

2. Explore to music

- Play some music.
- Do the movement sequence in time to the music. Each line is four dog counts. Make the beat slow.
- Start with rolling down the spine (dog, dog, dog, dog).
- Roll up the spine (dog, dog, dog, dog).
- Keep going through all nine moves.

Same moves, different moods

We can do the same moves in many different ways.

1. Motion factors

Motion is movement. Motion factors are things that affect the way we move.

Weight – a movement can be heavy or light or somewhere in between.

Time – a movement can be slow or fast or somewhere in between.

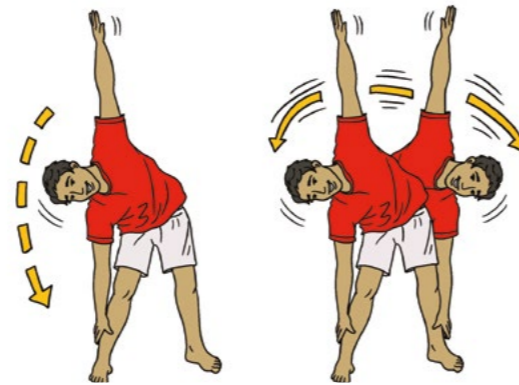
Space – a movement can stay in one place or it can travel.

How do the motion factors change the mood of our movements?

- Do the 'Stand-up warm up' sequence five times (see pages 64 - 65). Each time, move in a different way: heavy, light, slow, fast, travel between the moves.



Make your body heavy. Make your body light.



Move very slowly. Move very fast.



Travel across the room. You can turn to face a different direction with each move.

- Talk about it in groups. For example, 'When I moved heavily, the dance felt serious and important. When I moved lightly, it felt ...'.

2. Music moves dance

The 'mood' of music is the way it makes you feel.

Do the 'Stand-up warm up' sequence to three pieces of music. Each piece of music will have a different mood. You can improvise and add your own movements to the sequence.

Reflect

- Talk about how you moved to each piece of music. How did you feel? For example, 'The first piece made me feel light and playful, so that is how I moved.'





Dance the mood

We can dance to match the mood of the music. We can also create music to match the mood of a dance.

1. Improvise the dance

- In your groups, choose a piece of music from the previous lesson. What movements remind you of that piece of music?
- Do one of each of these units of action to match the mood of your music:
jump, turn, bend, stretch, twist, transfer weight, travel, stillness, gesture
- Improvise a dance with these movements. Do them in any order and on any level. Find ways to curve your pathways around each other. Sometimes be in the front and sometimes be at the back. Shine and help others to shine!
- Each group has a turn to improvise their dance to the music for two minutes.
- Share something you like about the other dances.

Handy hint



You do not need to be in time to the music. Your dance and the music will work well together, because the mood of your dance and the mood of your music are the same.



2. Dance makes music

- Work with another group.
- Use a musical instrument, or body percussion, and your voice.
- Let one group dance, without the music, for two minutes. The other group creates a soundscape for their dance.
- Let your soundscape be the same mood as the dance. Follow the dancers: begin with them, and end with them. Let them inspire your sounds.
- Swap over.

Ask each other these questions:

- How did dance and music work together in this class?
- What was the best part of this lesson for you?
- What did you learn?

3. Cool down

In a group of three, sit with your backs together, leaning gently against each other. Breathe together. Let your bellybutton move with your breath. Cool your body and your mind.





Be my mirror

We can show something about a character's personality by their posture (the way they hold their body).



Stand facing your partner with half a metre of space between you. One of you is the leader (A) and the other is the 'mirror' (B).

1. Mirror movements

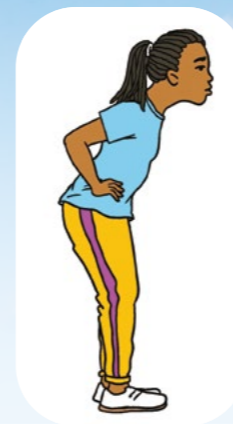
- Person A starts to make slow gestures and movements. Person B copies the gestures and movements as if they are the reflection in the mirror.
- Swap over after a few minutes so that you both have a chance to be the leader and the 'mirror' reflection.

Tips

- No talking.
- Look each other in the eyes.
- Do not make it too hard. Move slowly so that your partner can follow you.

2. Mirror characters

Stand opposite your partner. Slowly make these body shapes, with your partner copying you in the 'mirror'.



Push your head forward.



Hunch your shoulders forward and turn your feet outwards.



Stand with your hips pushed forward.



Stand with one foot forward, your weight on the other foot, one hand on hips and your head pulled back.

- Did you feel like a different character when you changed the position of your body (posture)?
- Look at your partner. How does their character change when they change their posture?
- What different personalities (or characters) do you see in the mirror?

Take turns to lead and to mirror. Move towards each other, trying out different body shapes in your 'mirror'. Try some of these ideas:

- Lead with your head, chin forward.
- Lead with your head, forehead first.
- Lead with your hips.
- Lead with your chest.
- Lead with your knees.
- Lead with your stomach.

- What different personalities do you see in the mirror?



Explore props

In a drama, actors use props to tell us more about their character.



Our words

A **character** is someone you pretend to be when you act in a play or drama.

How does the prop change the character?

What is a prop?

A prop is an object used by an actor in a drama or dance. Props can be anything from a cooking pot to a football to an umbrella.

These are NOT props:

- Costumes (the clothing that actors wear);
- Décor (example: tables, chairs, doors, cabinets, walls). Décor creates the environment in which the characters exist.

1. Playing with props

- Find things in your classroom to use as props. Choose six props and stand in a circle around them.
- Take turns to step into the circle, pick up a prop and use the prop to act out a character. For example, pick up a stick and lean on it as if you are an old person.
- The others in the group guess the character you are playing.

2. Discover characters from props

- Look at the pictures of the movie characters below.
 - What do their props say about their characters?
- Talk about the characters in your favourite movies. What props do they use?
 - What does the shape, size and colour of their props say about their character and personality?



What we use every day says something about who we are as people. It reflects our sense of style, how much money we have, and what our interests are. What do the props you use say about you?



Find out more about props from a performer in your community, your drama teacher or the internet. What is a personal prop? What is a running prop?



Create characters for a story

Before they perform a drama, actors get to know their characters and imagine their personalities, life experiences, and how they behave in different situations.

1. Explore the characters

Look at the three people in the pictures below. For each person, imagine their character. For example:

- Are they rich or poor?
- What important experiences have they had in life?
- How do you think they behave when they are angry or upset?
- What do they value most in life (what is important to them)?

Match a character to one or more of the props. What does the prop tell you about what the character likes to do?

Characters



Props



2. Get to know your character

Choose a character and a prop. It can be the same character you created in the 'Playing with props' activity in the previous lesson.

Give your character a name. Imagine you are that character. Act out their posture, move around the room and use the prop in the way your character would use it. What did you learn about your character by moving like them?

Take turns to interview each other's characters. Ask questions like:

- How old are you?
- Where are you from?
- Why is that object (the prop) important to you?
- What makes you angry?
- What makes you happy?

3. Play with characters

In a group, make a story using the characters you created. Choose one of these situations for your story:

- Late for school or work
- A family outing
- The surprise.

Think about how the characters in your group are related to each other. For example, are they friends, family members or strangers? When you have agreed on the relationships, play the 'Four corners game' with those characters.

4. Four corners game

In your group, decide who will be A, B, C, or D. Stand in a square with a person on each corner of the square. Follow the **storyline**, the sequence of events, below. Use your props to bring your characters to life.

A: Where are we? (the **scene**): Character **A** steps into the square and uses actions, or mime, to show where the story takes place.

B: There's a problem! (the beginning): Character **B** steps in and causes a problem, or challenge.

C: The problem, or challenge, develops or gets more complicated (the middle): Character **C** comes and makes the problem worse.

D: Sort it out! (the end): Character **D** resolves the problem.

Our words

A **storyline** is a sequence of events in a story, the order in which the main things happened. It has a beginning, a middle and an end.

A **scene** is the place where a story, or part of a story, happens.

Play the game a few times as you create different storylines. Choose your favourite storyline to create a drama in the next lesson.



Create a drama

A drama needs a structure, an interesting storyline and practise.

Structure and conflict in drama

A drama needs a **structure**:

- a beginning: that shows the scene, where the action takes place
- a middle: a problem or challenge for the characters, in drama this is a conflict
- an ending: a resolution to the problem, or conflict.

In drama, **conflict** happens when something prevents your character getting what they want. For example, a thunderstorm upsets a character's travel plans, or characters strongly disagree about something, or the conflict is inside a character who cannot make a decision about something. Conflict makes the story interesting.

I. Create the structure and rehearse

- Think about the storyline you chose from the 'Four corners game'. What changes can you make to create an interesting drama? Try to make at least one of the props important to the storyline. For example, a character's precious watch is stolen, and this gets the conflict going.
- Use body posture, facial expressions and gestures to show the emotions and attitudes of your characters.
- Practise, **rehearse** your scene a few times and try to make it more interesting each time.

Our words

To **rehearse** means to practise a drama, dance or piece of music before you perform it.

You can use your storylines to show helpful and healthy ways to deal with conflict, or disagreements, between characters. For example:

- make a compromise, negotiate
- apologise
- agree to disagree
- use words to persuade a character to change their mind if their facts are wrong.

Remember what you learnt in Term 1 about conflict resolution, it is not helpful to use violence or force a person to do something.





Sing, character, sing!

1. Animal orchestra warm up

Imagine there are bees buzzing around, making a bzzzz sound.

Flies making a mmmmmmmmm sound.

Mosquitoes making a nnnngggggg sound.

Cows making a moooooo sound.

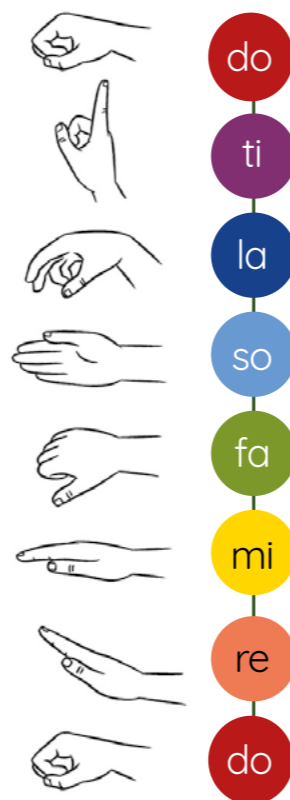
- How many different animal sounds can you make as you walk around the room and move your body? What about bird sounds? Other insect sounds? Remember to breathe.

2. Learn tonic sol-fa

Look at the tonic sol-fa on the picture below. Each note is one step up in pitch from the one below. Each note has its own name.

Do can start on any note, but then **Re** will be one step up from it in pitch.

Choose a comfortable **Do** for your voices. Sing the tonic sol-fa up and down a few times, all starting together on the same note.



3. Sing an action song

- Sing this action song. Can you work out the melody from the tonic sol-fa?

Tony Chestnut



- Sing the song and do the actions.

Touch the related body parts: Toe – knee – chest – nut (head) – nose – eye – love (heart) – him (point to him).

- Add some silence: choose a word to not sing, but touch that body part. Say the word silently to yourself to keep the rhythm of the song.

4. Choose your character's song

In musical theatre, songs can tell us a lot about a character. For example, in the musical *The Lion King*, the song *Hakuna Matata* (which means 'no worries') is sung by characters who are relaxed and easy-going.

- Think about the character you created with your prop. Can you think of a song you know that reminds you of your character? Choose a small part of the song.
- Act out your character and sing that part of the song. Take turns, so everyone in the group shows the others how their character sings.



Sing the breakfast song

We can act different characters as we sing a song.

Breakfast is a meal that gives you energy for the day. In this song, there are three different characters. One likes toast and marmalade for breakfast, another likes only a cup of tea, and the third likes eggs and bacon, bread and sausage.

What type of person do you think each of these characters might be? What gestures might each use when they sing their verse of the song? Practise being characters while you sing.



All I want for breakfast

Steve Groves

Moderato

Doh is C

I d.s:d.rlm.r:m.f l .s:- .ll s f:m l .f:- .s l f.m:r l .m:- f l m.r:d l

All I want for break-fast is some, toast and mar-ma-lade, toast and mar-ma-lade, toast and mar-ma-lade.

I d.s:d.rlm.r:m.f l .s:- .ll s f:m l f.f:-rld:t l d:-l:-l

All I want for break-fast is some, toast and mar-ma-lade that's all I want to-day.

I m:-rld:s l m:-lm.r:d.m l r:-l r.d:t.r l d:-s l s:s:l s l

Just a cup of tea, just e-nough for me, just e-nough for me with milk and su-gar

I m:-rld:s l m:-lm.r:d.m l r:-l r.d:t.r ld:-l:-l s:s l s:s l m:dl:-d d l

Just a cup of tea, just e-nough for me, just e-nough for me. I want eggs and ba-con and a

I r:r l s:s l d:-l:-l s:s l s:s l m:dl:-d l r:r:r l s:s l d:-l:-l

slice of good fried bread. If you have no ba-con, a sau-sage will do in- stead.

1. Learn the song

- Clap the rhythm of the song. Then clap the rhythm and say the words at the same time.
- Count the beats and give yourself a tempo (speed) before you start clapping the rhythm. Keep the pulse steady in your head so that you do not make the tempo go faster.
- Sing the tonic sol-fa notes to the rhythm you clapped. Then hum the melody.
- Finally, sing the melody using the lyrics (words) of the song.

Dynamics is the difference in loudness between notes or parts of a song.

Our words

2. Character is fun

Sing the song together as a group. Make each of the three characters different.

- What do you notice about each verse of the song?
- Are the lyrics or melody the same?
- How can you show the different characters in your attitude or posture as you sing?
- What gestures might each character use?
- How can you change the **dynamics** of the song?



3. Sing in character

Think about your character in the 'Playing with props' activity. Start to sing only the part of the song: *All I want for breakfast* that best suits that character. Sing it in the style of your character.

Now add movements. How would the character move while they sing the song?



Music for your drama

In drama, songs and other music help to show the mood of a place, give the audience a feeling about what may happen next, and tell the audience more about the characters.

Adding sound to your drama is a bit like making a sound picture for your scene.

1. Choose the songs

- Which songs do you know that can suit your scene? Where will they work best? For example, at the beginning to introduce a character, in the middle to show conflict, or at the end when the conflict is resolved.
- Choose extracts (short parts) of the songs to use in your drama.

2. Create an underscore

In a drama, an **underscore** is music that is played quietly to show (express) a feeling or mood.

Work with another group to create an underscore for your scenes. Group 1 will be musicians for Group 2 who act out their scene. Then Group 2 will be musicians for Group 1.

Agree on a mood

The actors act out their scene. The musicians watch carefully and answer these questions:

- What is the mood at the beginning of the scene?
- Does the mood change during the scene?
- Where is the **climax**, the most exciting or important part, of the scene?
- Are there any actions you can underscore using instruments? Think of shouts, ringing, knocking, wind, etc.

Our words

An **underscore** is the music played quietly, to add mood and atmosphere to a scene. It may calm the audience or warn them something is about to happen.

Climax is the most exciting or important point in a drama.

Our words

Motif is a phrase of music that stands out within a longer piece of music. It is easy to recognise and may be just a few notes long.

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

- Are there any sudden changes in the mood? How can you show those with music? Which instruments will you use?

Discuss and agree on two main emotions to use in the creation of the music to underscore the scene.

3. Develop a motif

A **motif** is a few notes of music that show an idea. A motif is part of a longer piece of music. It can be repeated, played again and again, in a piece of music.

Create a motif for the two main emotions in the scene.

- Which instruments will you use?
- Which instruments best suit each character?
- In which part of the scene will there be silence, no music? Do not have too much music, just enough to feel the mood.
- Use musical and non-musical sounds to add to the mood. Body percussion, whistling or non-musical sounds can be used for special effects. Decide where in your drama you need these sounds.
- Use repetition of your motif to bind your music together.

3. Tempo and dynamics

Try out different tempos. Play the underscoring fast and then slowly. Decide which tempo is best suited for each mood.

- Vary (change) the tempo for different characters.
 - Vary the tempo according to changes from one emotion/mood to another.
- Vary the dynamics (loudness and softness) for different moments in the scene.
- Vary the dynamics for different characters.
 - Vary the dynamics as one emotion/mood changes to another.

Think about how you can record your music so other people can perform it.

- Use the rhythmic devices, or notation to write down your music and create a score.
- Record it on a phone.



Rehearse and perform

Bring together your storyline, characters, props and underscore to create a drama.

1. Choose a conductor and rehearse

- Choose a conductor. The conductor makes sure the musicians play the music at the right time.
- Rehearse, practise, your drama. The actors act out the scene and the musicians play the underscore.
- Use the characters, mime, props, music and songs you created.
- Ask yourselves:
 - What is the mood of the scene? Does the underscoring help to show this?
 - Does everyone know what to do in each part of the drama?

2. Perform your drama

Perform your drama to the class. Include all the elements you have created: the characters; their props; the development of the story and its conflict; use of mime and physical action; the music and the songs.



Theatre - the lively art

Think about what it means to be an audience for a play. Theatre is a live art form. This means that the actors can see and hear the audience. What the audience does can affect the performance a lot.

What is appropriate audience behaviour?

The actors have worked hard to prepare their performance. We must support them.

When do you think it is appropriate to clap, to be silent, and to respond?

You do not need to be a passive audience member. The audience can be actively involved during the performance.

Different performances in different spaces may mean that different kinds of behaviour are appropriate.

There is no single set of rules. For example, outdoor performances could have different rules to indoor performances; different cultures may have different rules.

Agree on appropriate audience behaviour

What do you think appropriate audience behaviour is?

You may all have different opinions. Make a list of the things that you all agree are appropriate audience behaviour.

Display your list in the classroom so that everybody can see it.

Practise appropriate audience behaviour when you watch performances.



Elephants are amazing

Elephants are the biggest land animal. They have big ears and long trunks.

The elephant's trunk is a long nose. Elephants use it to smell, drink and breathe. They also use it to make their loud trumpeting sound.

Fun facts

Elephants:

- Love water and are excellent swimmers.
- Have an excellent sense of smell.
- Can communicate over long distances.
- Live together in family groups.

Due to the elephant's huge body size and strength, humans respect them and believe that they have special powers. What words come to your mind when you look at elephants? For example, big, strong, powerful. Write these words down.



A painting by Joel Ngoko

There are two types of elephants

The African elephant is the biggest animal walking the Earth. The Asian elephant is smaller, and has less wrinkled skin.

Many Asian elephants are used for work in India, as well as to carry important people. They are often decorated using beautiful patterns and paints.



African elephants

What are the differences between African and Asian elephants?



Asian elephants

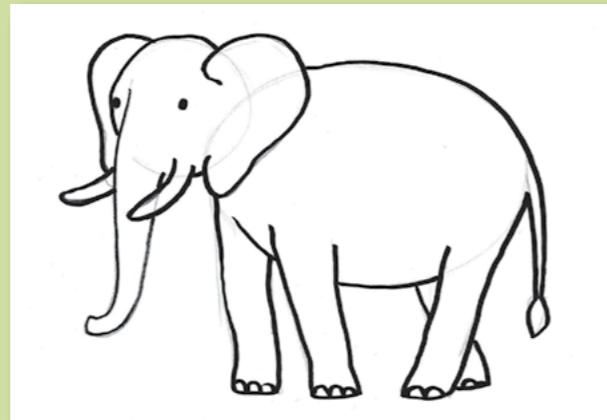
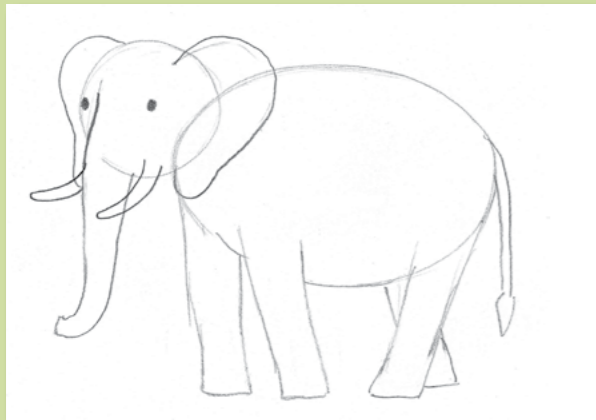
Elephant artworks Part I

1. Observe and draw

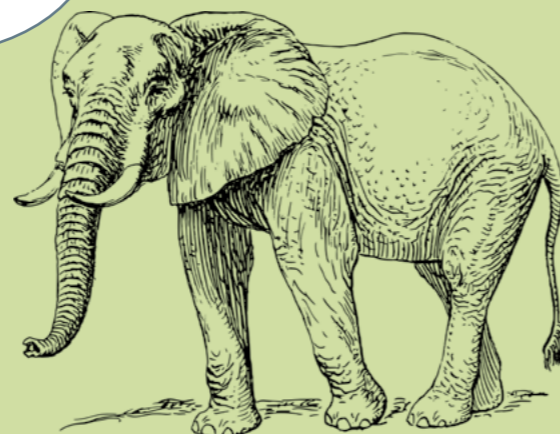
- Find your favourite picture of an elephant. It could be one of the ones here, or it could be a picture that you find.
- Look at all the details of the elephant in your picture. Carefully copy what you see onto your A4 paper, use ink or black pen.
- Your drawing must fill almost the whole page.
- Look at the picture carefully so that you can see how long or short each line should be in relation to the whole. We call this 'proportion'.
- You cannot rub out ink or pen, so draw carefully. If you make a mistake, draw the correct line next to it and work creatively around your mistake.



- A4 paper
- Pencil
- Black ink (or a black pen)

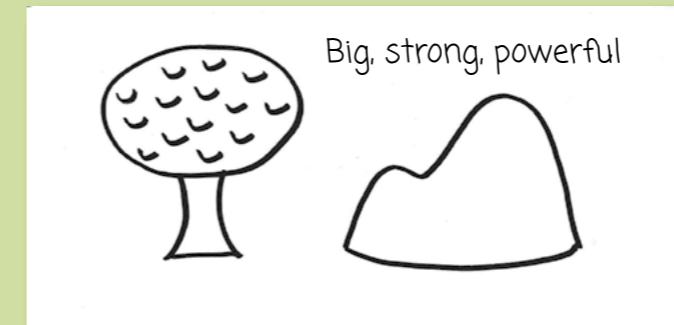


Don't worry about making mistakes. It is how we learn.



2. Make a pattern

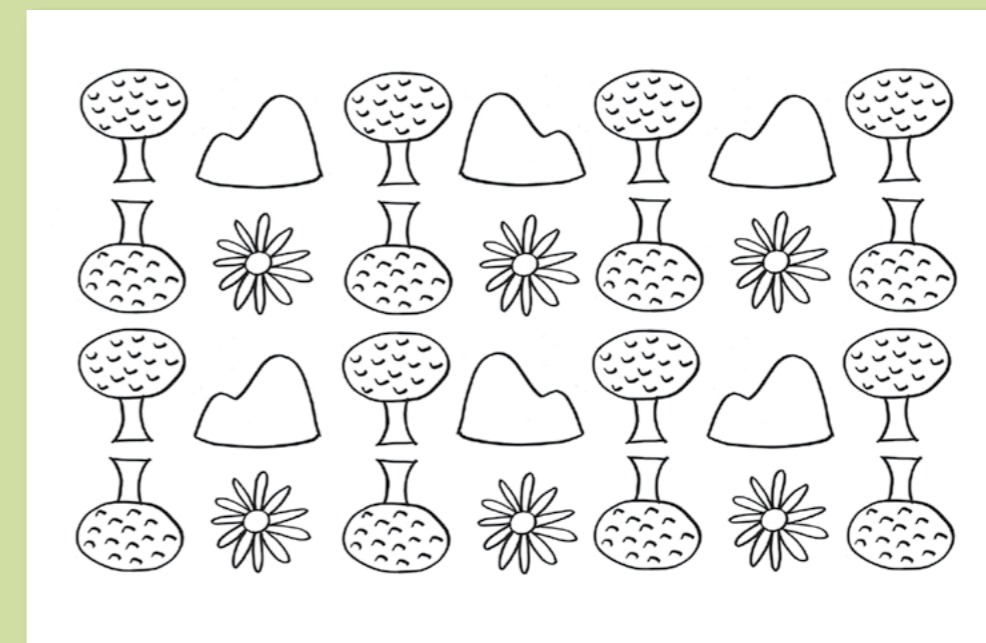
- Choose one word about elephants from the word list you made.
- Draw two **organic shapes** that can be used as symbols for your chosen word. For example:



Organic shapes are found in nature, like the shapes of leaves or of a sunflower.



- Find a picture of a flower that you like, and draw it next to your two shapes. You can choose to draw the whole flower or a small part of it.
- Repeat your drawings in at least three rows, creating a pattern. For example:



Elephant artworks Part 2

3. Use colour

Follow these steps:

- Copy your pattern onto your elephant drawing. You can cover the whole elephant or you can make a blanket that only covers the back.
- Select a set of **related colours** from your pencil crayons or food colouring inks.
- If you use food colouring, use a cotton bud to apply the ink.



- Elephant drawing
- Pencil
- Black ink (or a black pen)
- Coloured pencils or
- Food colouring inks

Our words

Related colours

are like a family of colours. For example, when red is mixed with blue, you get purple. Therefore red, blue and purple are related.

Blue and yellow make green. Blue, yellow and green are related.

Yellow and red make orange. Yellow, red and orange are related.

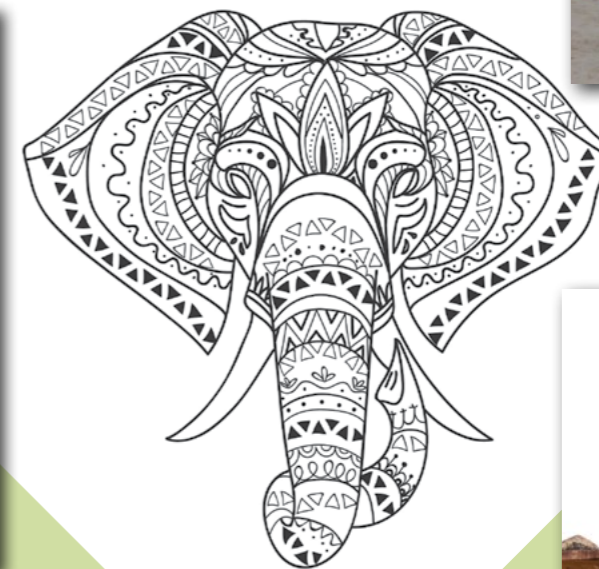


Play around with **different tones** of your related colours. For example, if you work with yellow, green and blue, you can use light green to colour some parts and dark green for others.



4. Display your artwork

Put your finished artwork up on the wall. Look at the artworks. What similarities and differences do you notice?



Look at these amazing designs. Let them inspire you!





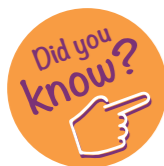
From 2D to 3D

In the previous lesson, you created a two-dimensional (2D) drawing of an elephant. Now let's create a three-dimensional (3D) model of an elephant.

A drawing made on a flat piece of paper is **two-dimensional (2D)**, because you cannot see all the sides of it.



When you can see all the sides or you can walk around a model, it is **three-dimensional (3D)** or form.

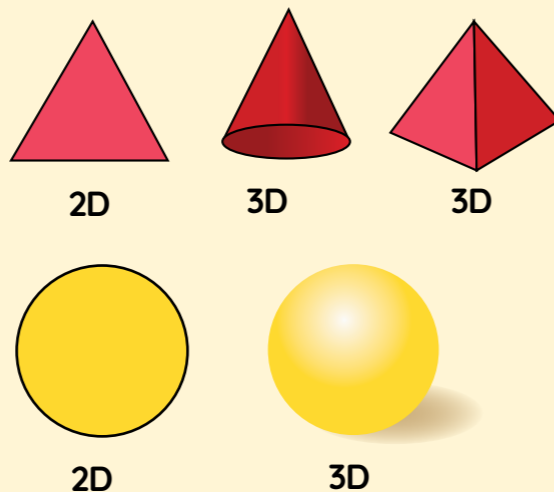


This elephant is made out of Lego bricks.

1. Add a dimension

Shapes can be turned into form by adding another side to them or by shading. Look at these examples:

- Think of other shapes that can be turned into form or 3D.
- Draw the 2D shape and then draw the 3D form version.



2. Working with clay

Our words



Wedging means pressing the clay to take air bubbles out.



Scoring means making marks into the clay for attaching pieces together.



Slip is a piece of watery clay used to attach one clay piece to another.

A **model** is a three-dimensional object made out of clay.



- Clay (paper clay or air-drying clay)
- A thick cardboard to work on
- Small thin sticks, for example, a sosati stick
- Small water jars
- Acrylic paint (red, yellow and blue)

How to work with clay

When you work with clay:

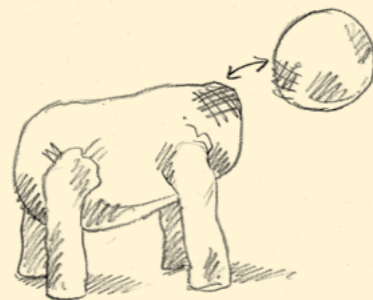
- you need clean hands
- do not use too much water, otherwise your clay will be too soft and difficult to work with
- work with smaller chunks
- dry the finished item out as much as possible before 'firing' it. You fire your clay by putting it in a kiln or oven to heat it and make it hard.



Make a 3D elephant from clay

1. Divide the clay into shapes

- Take a chunk (piece) of clay and make a potato shape out of it to use as the body of the elephant.
- Make a ball of clay for the head. This ball must be smaller than the body.
- Take five smaller chunks of clay. Use these for the legs and trunk.
- Roll four tube shapes for the legs.
- Roll another tube shape that is thinner and longer than the ones you rolled for the legs. This will be the trunk.



Did you know?

This elephant was discovered in China. It is more than 4 000 years old.

2. Put the elephant together

- Put all your parts together to create a 3D elephant.
- Use slipping and scoring every time you attach one piece of clay to another. This makes the join strong.
- After adding all the parts, use a thin stick to mark more details into the body.



Challenge yourself:

You can also make organic shapes, flowers and leaves out of the clay, and attach them to the body of the elephant to create a **relief** pattern.

3. Finish off the elephant

- Leave your elephant to dry. If there is an oven or a kiln, you can give your model to your teacher for **firing**.
- When the drying or firing is finished, use acrylic paints or food colouring to colour your model using **related** colours.
 - You can mix secondary colours from two primary colours.
 - Use tints and tones of your selected set of related colours.
 - Leave the paint to dry before you move your elephant!

Choose any three colours that are related. Why are they related colours?



Relief means that something stands out from the background or base.

Firing means baking clay in a kiln or an oven to fix its shape.

Our words

Cool ideas for painting your elephant:

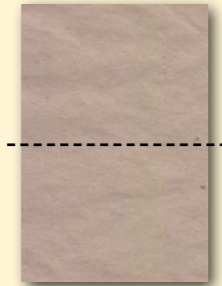


Sculpture by Gillian Higgins, 2016

Make a 3D elephant from cardboard

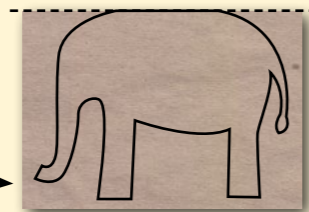
1. Make the parts

- Fold your paper in half. Make sure your corners are touching one another.



- Look for a picture showing an elephant from a side view. Does the picture show the full elephant body?

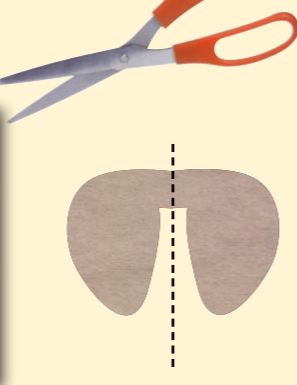
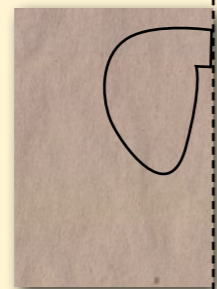
- Draw the elephant on one side of your folded paper. Make the folded side the back of your elephant. Only draw two of the legs and no ears.



- Take a pair of scissors and cut out your elephant on both sides. Do not cut along the folded line. Cut a small slit for the ears.



- Draw the elephant ears on the remaining pieces of card, again folding the card in half. Do not cut along the folded line.



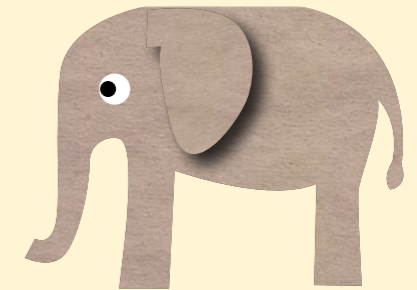
- Glue the ears on to the elephant.



- Brown thick card (A3 or A4 or A5)
- A3 black and white paper
- Black pens or kokis
- Crayons, pastels or food colouring or colour paper

2. Finish off the elephant

- Use the black and white paper to cut out eyes for your elephant. You need four circles – two big white ones and two small black ones.



- Use glue to stick your eyes on to the head of the elephant.

- Look at the two-dimensional artwork of an elephant you created. Using a pen, copy the patterns onto both sides of your cut out elephant, or create a new pattern.

- Use food colouring, crayons or pastels to colour in your pattern using related colours.

- You can also cut your shapes or patterns from coloured paper, newspaper or magazines. Stick them on the elephant to create a relief pattern.



Wenze Kahle



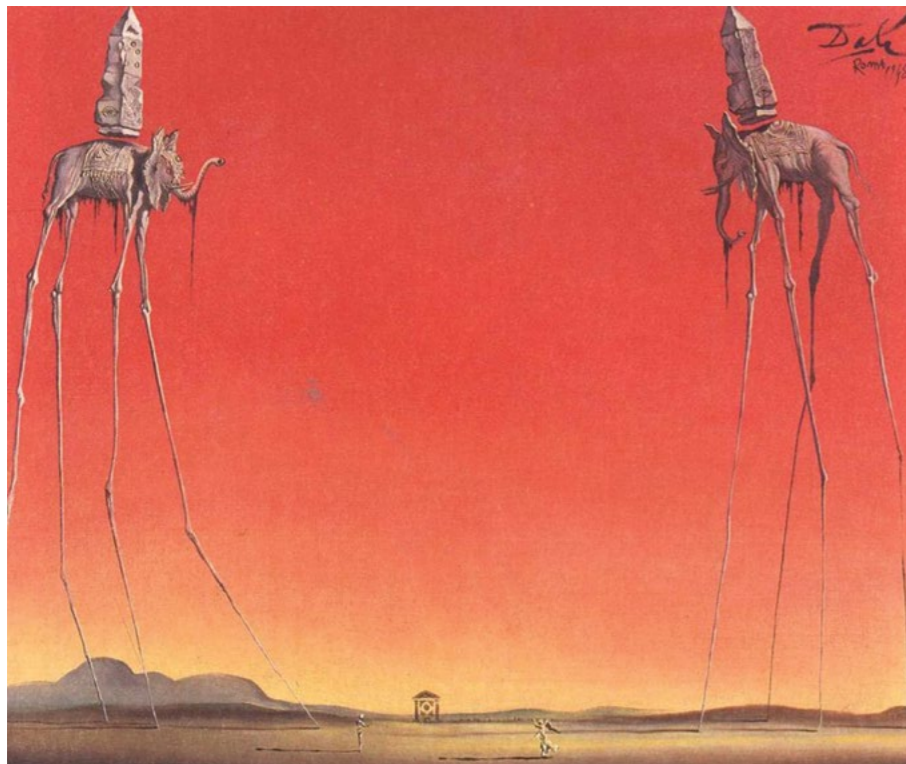
Contrast and proportion

Our words

To **elongate** means to make something longer.

To **exaggerate** means to make something larger than it is in real life.

To **emphasise** means to clearly show which parts are important.



Elephants, a painting by Spanish artist, Salvador Dali, made in 1948.

1. Thinking about how art works

This painting by Salvador Dali shows an unusual picture of elephants. The elephants are high up in the sky, standing on **elongated** legs that support their huge bodies. The people look very small compared to the very tall elephants.

This is different to real life where elephants are not as tall as they are in this picture. These elephants are **exaggerated** and are not like real elephants.

- What does this painting remind you of?
- Describe the legs of the elephants.
- How big are the people compared to the two elephants?
- Is this an image from real life?
- What title would you give this painting?
- What do you think is the message or meaning of this painting?
- What do you like most about this painting?

Contrast

If you put a light colour next to a dark colour, you will have contrast in your picture.

Contrast is used in an artwork to make something more visible (easier to see).

There are different types of contrast. You can have contrasts of size, shape, colour and texture.

Think of opposites: a short person and a tall person; a rough texture and a smooth texture; a warm colour and a cool colour.

Exaggeration

Artists use **exaggeration** to make things stand out. They also do this to imagine the world differently from how it normally is.



What types of contrasts do you see in these pictures?



Proportion

Proportion means the size or position of an object compared to another.

An object that is close to you will look bigger, and an object further away will look smaller.

A picture that is out of proportion will show unrealistic sizes. It will exaggerate certain parts of the picture.



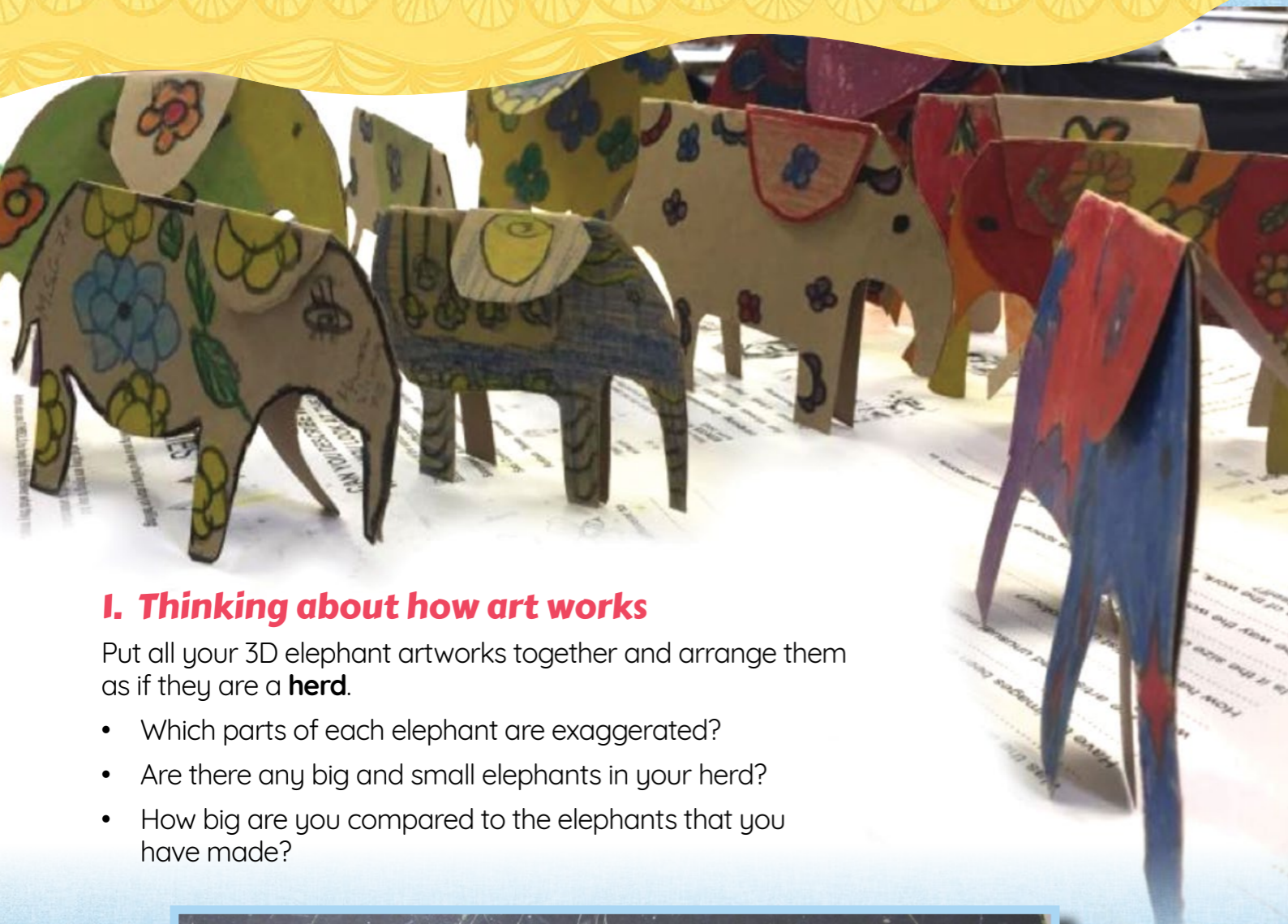
Curiosity by Jeff Jordan



Girl and her Bird. Artist unknown

In these pictures, which objects are not in proportion?

Look, feel and describe



1. Thinking about how art works

Put all your 3D elephant artworks together and arrange them as if they are a **herd**.

- Which parts of each elephant are exaggerated?
- Are there any big and small elephants in your herd?
- How big are you compared to the elephants that you have made?



2. Find the words

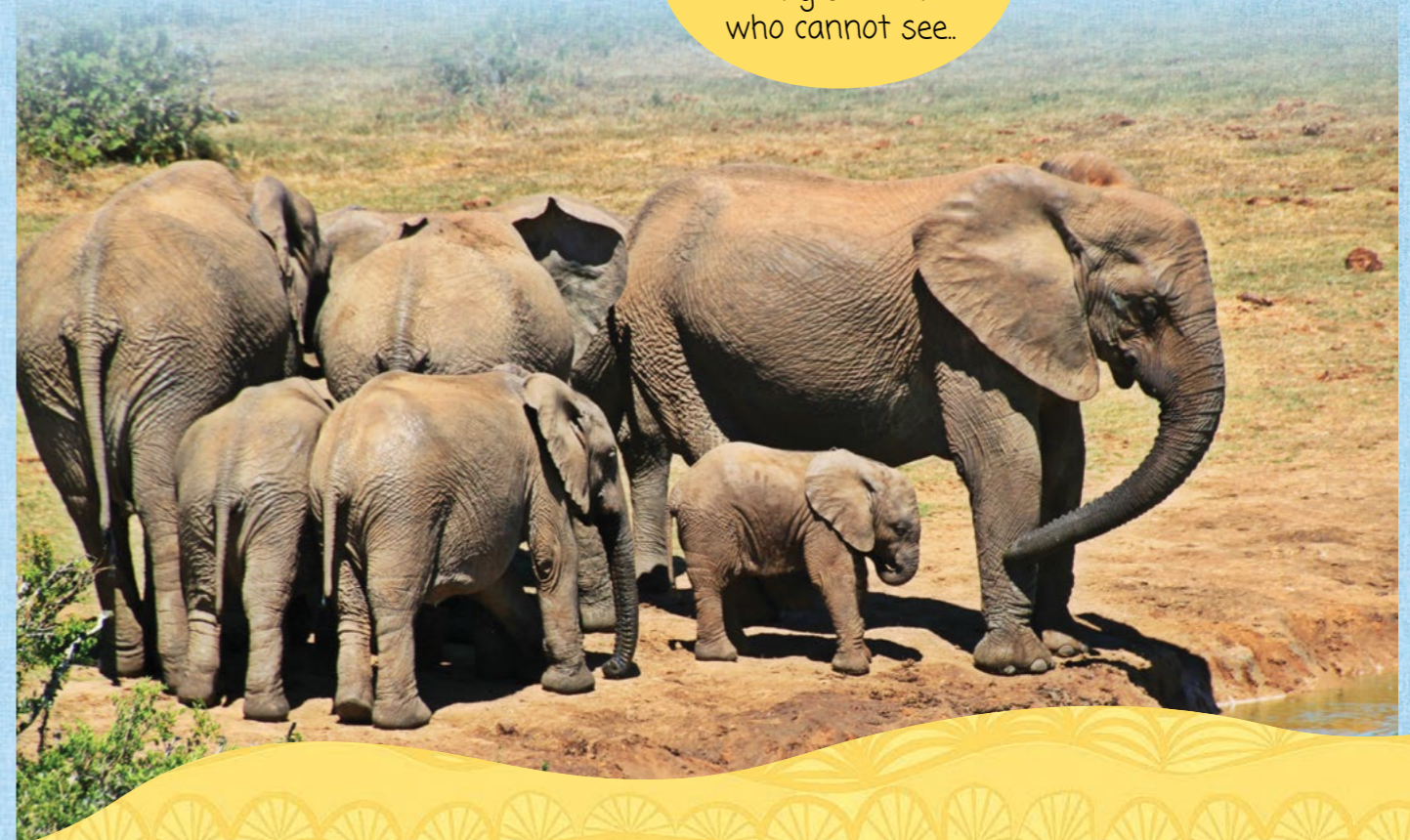
- Look at the different sizes of the elephants in your herd. Think about the different textures and decorations on their bodies.
- Write a list of interesting words that describe the elephant herd. You can use words that you use in your everyday life. For example, some people use the word 'kwaai' or 'ngca' or 'igrand' for something that looks cool and beautiful.
- Write a poem about your elephant herd, use words from your list. Your poem should not be longer than 14 lines. Use interesting words to describe your herd.
- Share your poem with your class.
- Have fun!

Our words

Some types of animals, for example elephants and cows, live and travel together in a group called a **herd**. What other words do you know for groups of animals?

To **describe** means to use words to show (or tell) what you see, feel or hear.

Describe your herd as if you are telling someone who cannot see.



Falko One - graffiti artist

Falko One is a South African artist based in Cape Town who paints on walls. He likes to paint elephants because they make him happy.

He paints beautiful **murals** on people's houses. The murals bring joy and light to the communities.

People can have fun and enjoy artworks without going to art museums. The art becomes part of the home and the community.



What is unusual about this elephant?

Our words

Graffiti is writing or drawings painted on a wall or other surface in a public place.

Murals are artworks painted on walls.

Ndebele women in front of a Falko One elephant, that was inspired by Ndebele patterns and beadwork.

Ndebele women decorate their houses with colourful geometric patterns.

Remember what you learnt about Esther Mahlangu, who made Ndebele design famous.

- What do you think about Falko One's Ndebele-style elephant?

2. Back to 2D!

Imagine you painted an elephant mural with Ndebele patterns, how would you decorate it?

- Make a drawing to show your design.
- What do the symbols you chose mean?
- Where would you paint the elephant? On a wall inside or outside your house? Give a reason for your choice.



1. Thinking about how art works

- What do you see in this mural?
- Where do you see line, colour and shape in this picture?
- What type of contrast do you see between the young boy and the elephant?
- Do you like this mural? Explain your answer.
- How would you feel if this was your house? Why?



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:


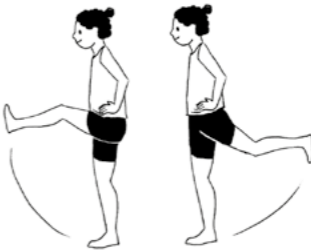

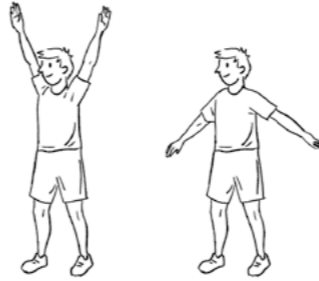
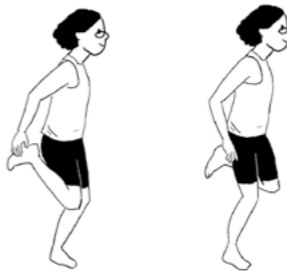
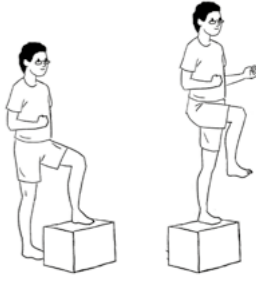
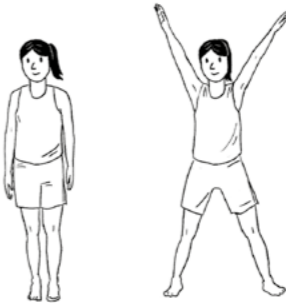
- are done sitting, standing or lying still
- slowly stretch a particular muscle, so you feel the stretch but no pain. Hold the stretch for 15 to 20 seconds at first, and then for 30 seconds. Slowly breathe in and out as you do each stretch.









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






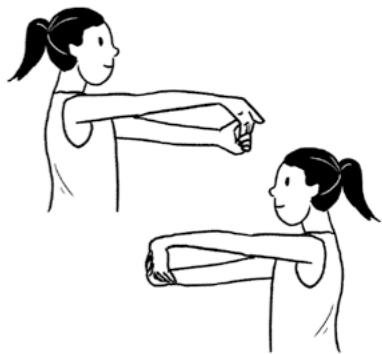
End every Physical Education lesson with static stretches to **cool down** for **5-10 minutes**.

Warm up: dynamic stretches

1. Sideways movements	2. Leg swings	3. Lunges
 <p>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.</p>	 <p>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.</p>	 <p>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.</p>
4. Arm circles	5. Butt kicks	6. Knee raises
 <p>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.</p> <p>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.</p>	 <p>Run on the spot and kick your heels against your buttocks. Then change speed and jog slowly on the spot.</p>	 <p>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.)</p>
7. Jumping jacks or star jumps		
		

Cool down: static stretches

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

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



Rhythmic movements

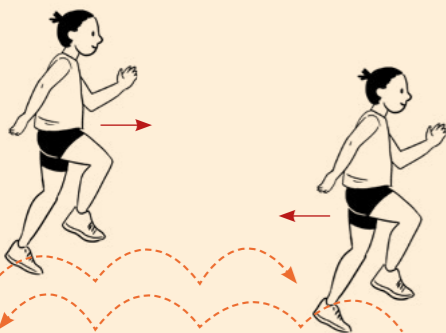
1

We can create movement patterns as we walk, jump, skip and stretch.

When we walk our legs do the same movements again and again. Our steps form a rhythm, a pattern, like the beats in music. **Rhythmic movement** is doing the same movements again, and again. We make patterns with our movements. Sometimes we do this to music, like dancing.

Warm up **Skipping**

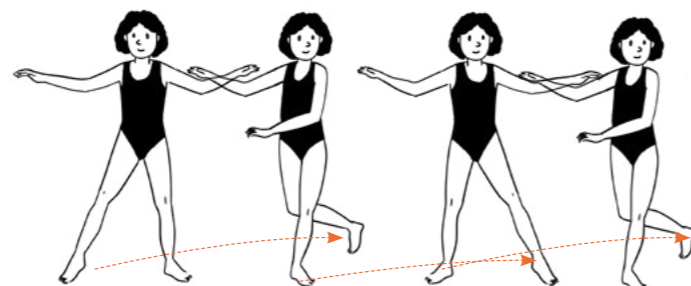
Skip forward four times.
Skip backward four times.



Practise some rhythmic steps

Keep your back straight while you do the steps.

Sideways step to the left



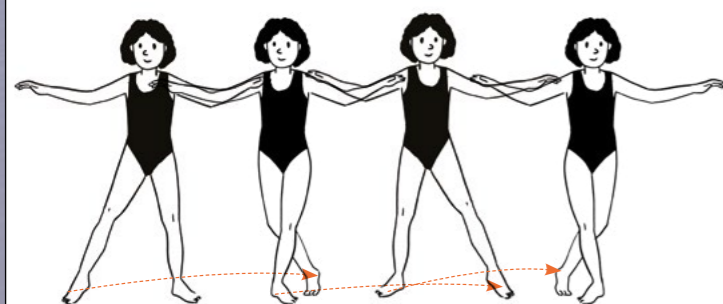
Step sideways with left leg.

Right leg behind.

Step sideways with left leg.

Right leg behind.

Grapevine



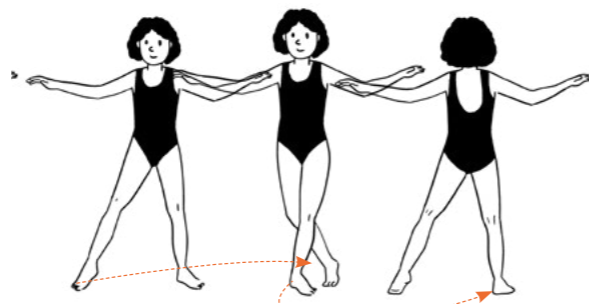
Step sideways with left leg.

Right leg behind.

Step sideways with left leg.

Right leg in front.

Three-step turn



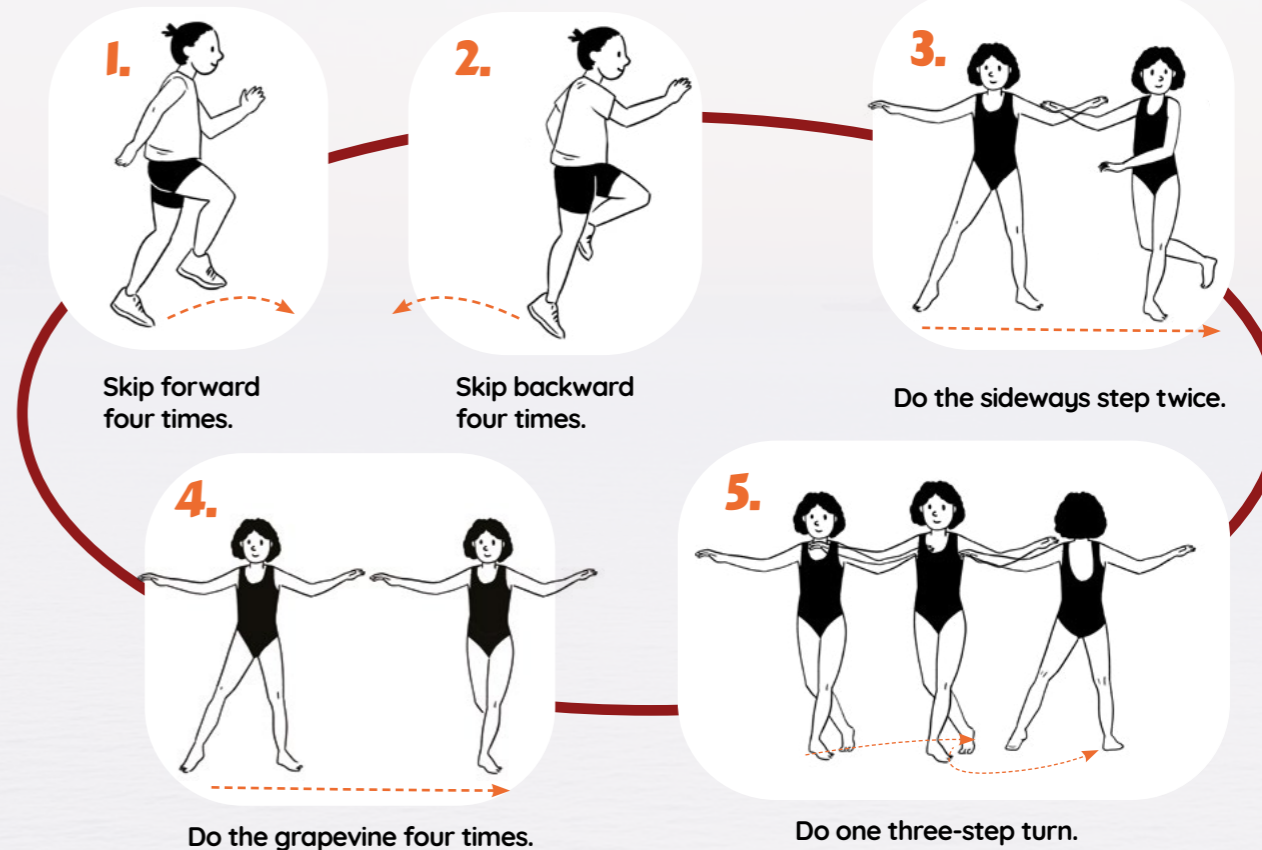
Step sideways with left leg.

Right leg behind.

Turn your body to face the other way.

Rhythmic sequence

Put your steps together to perform this movement pattern.



Cool down

Do some static stretches on the ground to stretch out your muscles.



Chest stretch



Glute stretch



Rhythmic movements

2

Coordination skills help us to move different parts of our bodies at the same time.

Warm up

Follow me

- Stand behind your partner and copy the movements they make.
- Step, march and skip.
- Take turns to be the person standing in front.

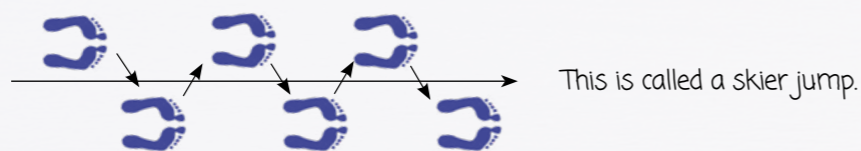


Jump and hop

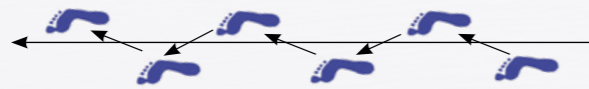
Practise your feet coordination skills as you jump and hop over a chalk line. Do these jumps slowly, and watch where you put your feet.



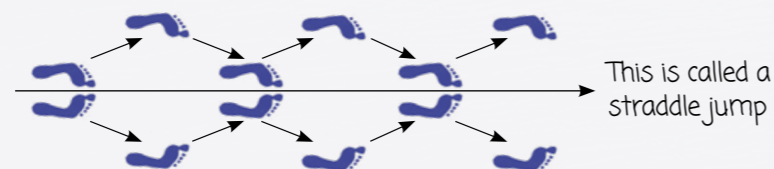
- 1 Jump from one side of the line to the other side.



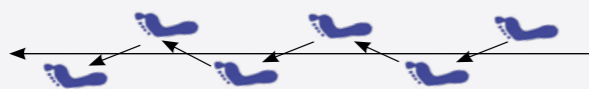
- 2 Hop over the line, on your right foot, to get back to the start.



- 3 Jump and land with feet apart. Then jump and land with feet together.



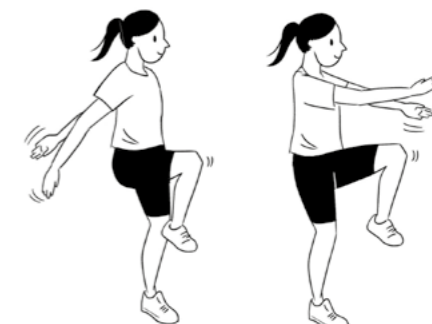
- 4 Hop back on your left foot.



Arms and legs moving together

Step and swing

1. Practise moving your arms around your body: swing them in front of your chest, and then swing them behind your body.
2. Step on the spot, with knees raised high, almost as high as your stomach.
3. Do the arm swings and steps at the same time:



Swing your arms behind your body, and bring your right knee high.



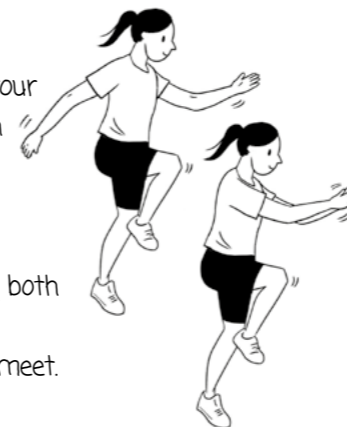
Swing your arms in front of your chest, and bring your left knee high.

Skip and swing

Swing your arms so one arm moves forwards and other arm moves backwards.

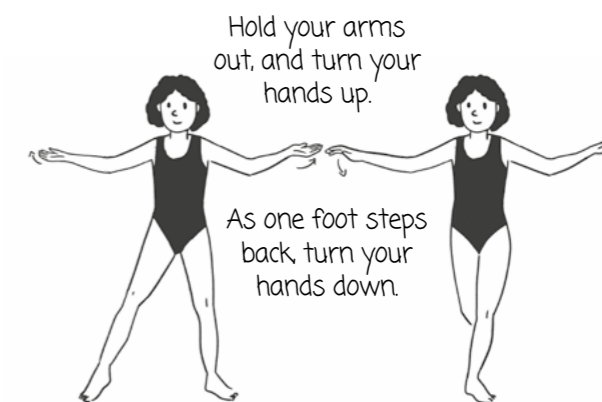
As you swing your arms, skip with your legs.

Skip and swing both arms forwards so your hands meet.



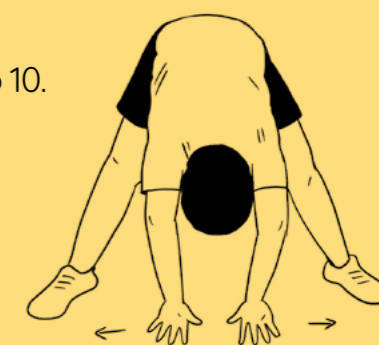
Grapevine with arm movements

Do the grapevine to move sideways. Then add arm movements.



Cool down Forward bends

Stand with your feet wide apart.
Bend forward to touch the ground with your hands. Count to 10.
Move both hands to touch your left foot. Count to 10.
Move your hands to your right foot. Count to 10.
Stand up straight.
Stretch your arms above your head. Count to 10.
Move your feet together.
Walk slowly on the spot. Count to 60.





Rope skipping I

Skipping with a rope helps to develop our coordination skills.



Warm up

Jump for the seasons

When your teacher calls out the season, do the jump for that season

Winter:

I am cold, let's get warm!

Jump up and down fast on the spot.

Spring:

Flowers are blooming!

Do jumping jacks: close and open your arms wide like a flower blooming.

Summer:

Let's go for a swim!

Jump like a frog into a pond.

Autumn:

Let's pick fruits: it's harvest season!

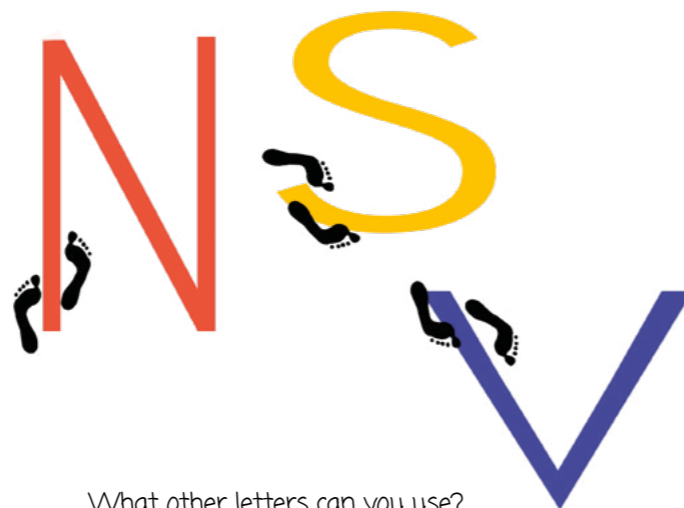
Imagine a fruit tree. Jump to reach the highest fruit on the tree.

Balance walk

Place a rope on the ground in the shape of different letters.

Walk on top of the rope. Try doing it in each of these ways:

- with arms out sideways
- with arms up
- with arms moving up and down
- walking backwards
- walking sideways.



What other letters can you use?

Skip with a rope

- **Practise the jumps:** Do some base jumps with a double bounce.
- **Practise with a rope:** Hold both ends of the rope in one hand. Swing the rope to one side of your body as you jump. Then hold the rope in your other hand and swing it to the other side as you jump.
- **Skip with the rope:** Use both hands to hold the rope. Swing the rope over your head in a circle. Jump over the rope when it touches the ground.

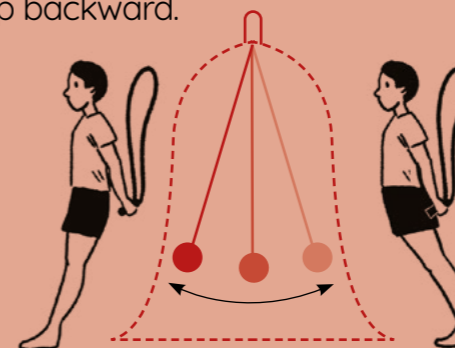
When you can do base jump skipping, try some different jumps.

The skier: jump to the side as you jump over the rope.



The straddle: jump over the rope then land with feet apart. Then jump with feet together. Then jump and land with feet apart.

The bell: jump forward. Then jump backward.



Cool down

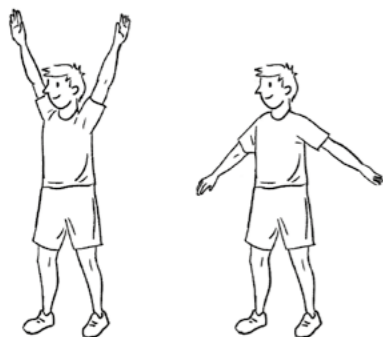
Do some static stretches to cool down.



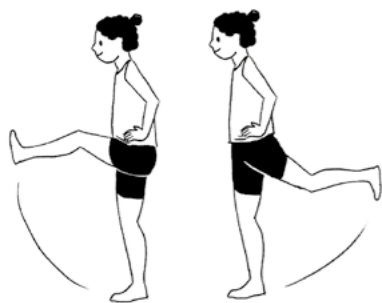
Rope skipping 2

Skipping with a long rope is a great game to play with your friends.

Warm up



Arm circles



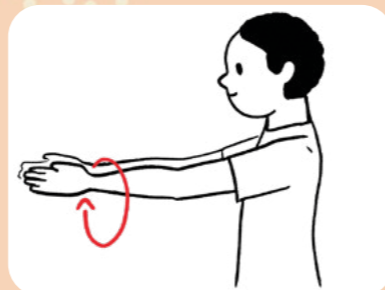
Leg swings

Learn to skip with a long rope

Learn to swing the rope

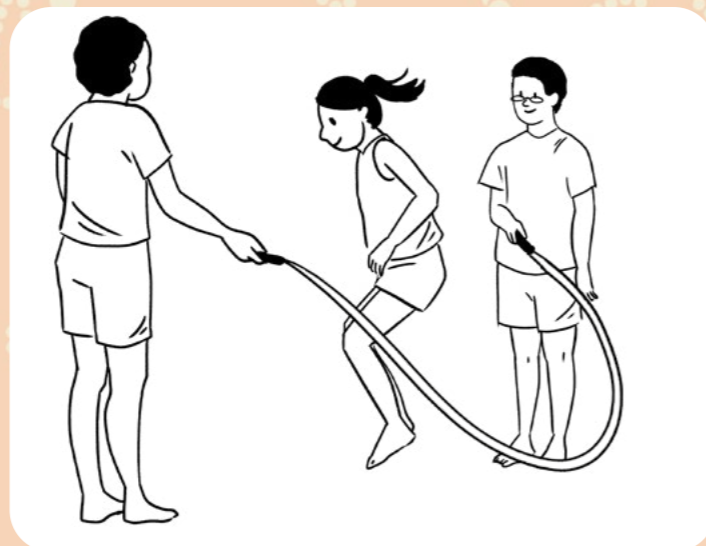
The two people swinging the rope are called the turners.

- Draw big circles with your arms in front of your body to warm up.
- Practise swinging the rope side to side and then in big circles.



Learn to jump the rope

- Practise base jumps with a double bounce.
- The turners swing the rope left and right near the ground.
- Jump when the rope comes under your feet.
- When you can do that, the turners swing the rope in a circle above your head. Jump when it touches the ground.



Jump in and out of a long rope skipping game

How to jump in (enter)

- The turners swing the rope in circles.
- Stand by the side of a turner. When the rope swings towards you going up, jump in when it passes the level of your eyes.
- Jump in the middle of the rope where it touches the ground.
- Face the turner so that you can see when the rope is moving.

How to jump out (exit)

- Face a turner while you are jumping.
- When the rope passes your eye level, run towards the turner and out from under the rope. (Imagine you want to hide under their arm that is turning the rope.)

How to stop

- When you want to stop the game, raise one arm. Turners must stop (or you can catch the rope as it moves up).

Try this:

- Enter – jump 5 times – exit without making a mistake.
- Jump challenge: Try to enter with a partner – jump 5 times – exit with a partner.

Cool down

Do some static stretches on the ground to stretch out your muscles.

Safety rules for pedestrians

We use roads every day to travel, to go from one place to another. We follow rules to help us travel safely.

Observe and describe



Languta hi vuxiyaxiyi kutani u hlamusela hi vuenti leswi endlekaka

- My journey to school
- Choose words from the our words box to complete these sentences:
 - A person who travels on foot is called a ____
 - A person who travels on a bicycle is called a ____
 - A person who drives a motor vehicle is called a ____ Other people in motor vehicles are called ____
 - How do you travel to school every day? Are you a pedestrian, cyclist or passenger?
 - What dangers do pedestrians face on the road?
 - Act out what you do to cross the road safely. Use these four steps.

Our words

safety

ku hlayiseka

travel

riendzo

pedestrian

mufambi hi milenge

cyclist

ciclista


driver

muchayeri

passenger

mukhandziyi

What's new? Try it

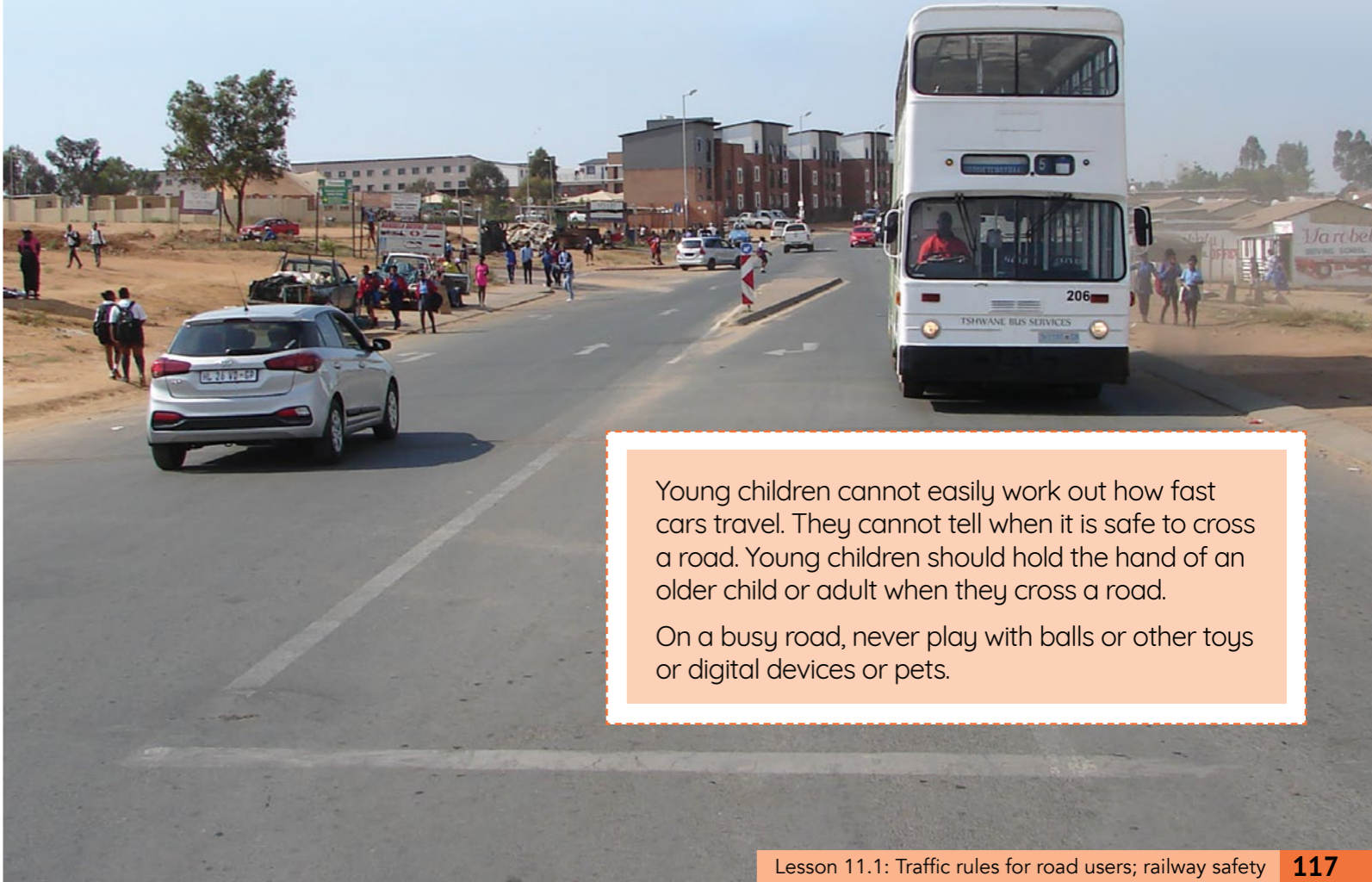


I ncini lexintshwa? Xi ringeti

- Is this safe? Stop and think
- To find out more about safe places to cross a road or railway track, look at the pictures on Info Page I. For each picture, tell a classmate what makes it a safer place to cross.
 - Draw a road safety sign. Ask your classmate to guess what they think it means. What changes do you need to make to your sign?

How to cross a road safely

- Step 1:** Find a safe place to cross the road. Can you see what is coming along the road? If there are obstacles, move to a place where you can see clearly.
- Step 2:** Stop. Think. Look and listen.
- Step 3:** Look right, look left and look right again. Are any motor vehicles coming?
- Step 4:** If there are no vehicles coming, then walk straight across the road.



Young children cannot easily work out how fast cars travel. They cannot tell when it is safe to cross a road. Young children should hold the hand of an older child or adult when they cross a road.

On a busy road, never play with balls or other toys or digital devices or pets.



Safer places to cross a road or railway track



A scholar patrol

A pedestrian crossing

At a robot:

- red means 'stop'
- orange means 'slow down, and stop if it is safe to do so'
- green means 'go'.



A robot

Only cross the road when the 'person walking' light is green. Do not cross when it is red.

Some robots make a noise so blind people know when to cross.



A pedestrian bridge

At a railway crossing:

If the lights are flashing or the gate is down it means a train is coming. Wait for the train to pass.



A railway crossing

Trains travel very fast. They cannot stop quickly.

If there is no railway crossing

Stop. Think. Look both ways down the track. Listen.

If there is no train coming, walk across the track. Never run because you may trip over the rails or stones.

Is it safe to cross?

What should you do if:

- there is a tree in the way so you cannot see down the road or railway track?
- you cannot see around a curve in the road or railway track?
- you are near the top of a hill and cannot see what is on the other side?
- you are wearing headphones?
- the adult with you is looking at their phone?
- your friends are playing, chasing and pushing each other?

Safety rules for passengers

There are safety rules that passengers in motor vehicles must follow. Passengers can also help drivers to follow safety rules. Let's read about how Lizo helped his mother to follow an important safety rule.

Lizo's mother learns a lesson



Safety first!

1. Imagine if Lizo and his mother did not put their seat belts on, what would happen?
2. What can you do when a driver does something that is not safe?
3. Read the safety rules for passengers.
4. Give a reason for each rule.

Safety rules for passengers

- a. Wear a seat belt, if there is one, because it protects your body from the force of a crash, and from being thrown forward if the car stops suddenly.
- b. Never lean out of the window, because you can be hit by a passing vehicle, or fall out of the car.
- c. Talk quietly and be calm, because it helps the driver to pay attention to the road and drive carefully.
- d. Sit down while the vehicle is moving, because you can fall if the car changes direction or stops suddenly.
- e. Wait for the vehicle to stop before getting in or out, because you can fall.

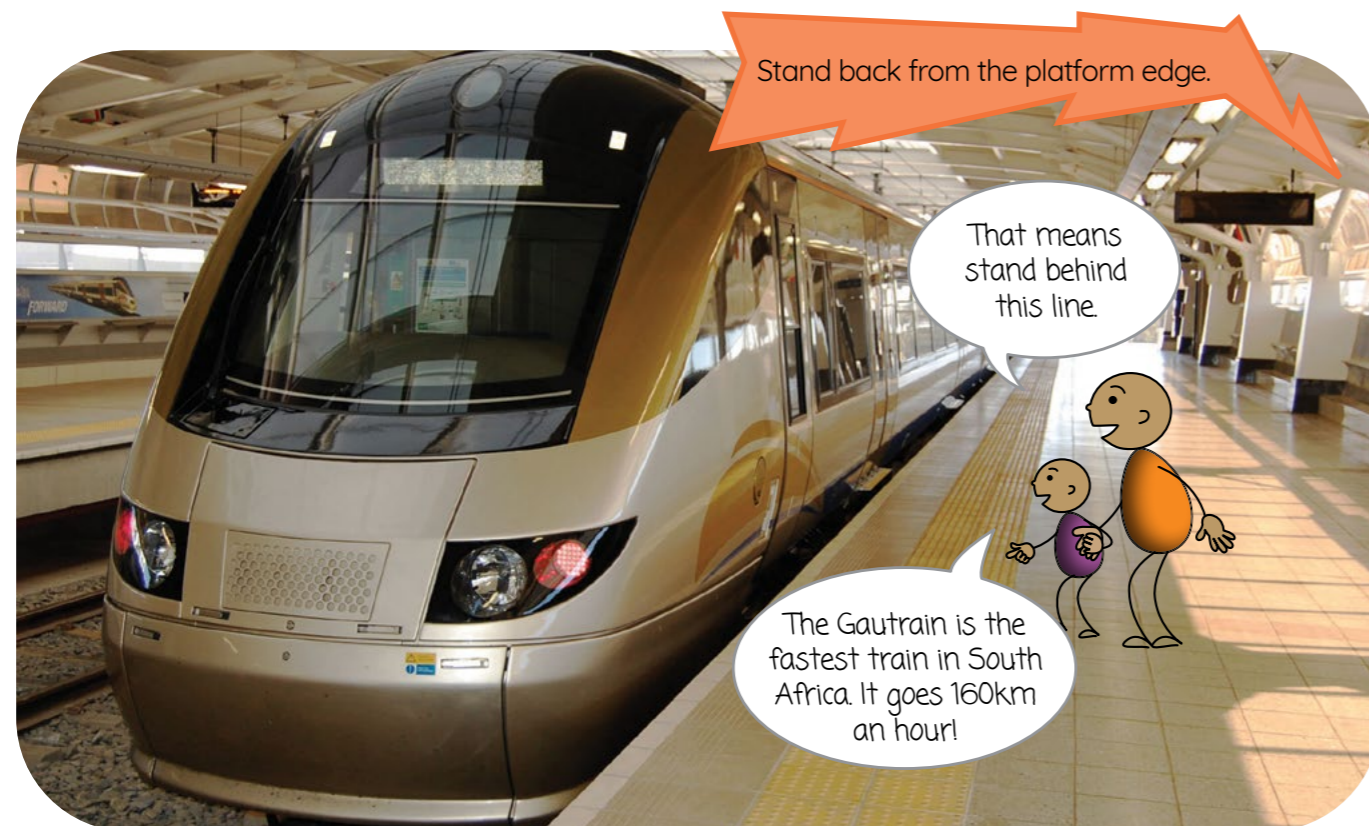


Alcohol affects people's brains. A pedestrian who is drunk cannot walk on roads safely. If a person drinks alcohol, they cannot drive safely. The law says no one must drink and drive.

The law says that everyone must wear a seatbelt, if they are provided, in a car, bus, taxi or truck. Make sure you know how to put a seatbelt on correctly.

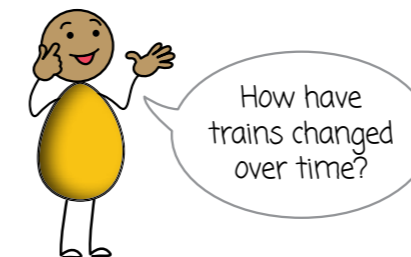
Safety on trains and buses

Passengers must follow safety rules on buses and trains. Let's read what these children say.



More safety rules

1. Write three safety rules for passengers on buses and trains. Give a reason for each rule.
2. When we follow safety rules we show kindness to ourselves and other people. Do you agree or disagree? Give a reason for your answer.



Safety rules for cyclists

When cyclists are on the road, they must follow the rules of the road, like drivers of motor vehicles. But there are some rules that are only for cyclists.

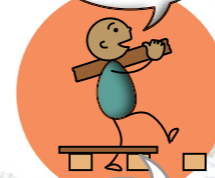
Bike talk ...

My brother gave me his old helmet. I never cycle without it.

I keep my bike in good condition. I make sure the brakes and bell work properly, and keep my tyres pumped up.

My little sister always asks to ride with me on my bike, but I say 'no passengers'.

Work it out yourself



Titirheli swona
hi wexe

Safer cycling

1. Write four safety rules for cyclists. Give a reason for each rule.
2. Which safety rule for cyclists must pedestrians who walk in the dark also follow?

I've got this cool dynamo lamp that shines as I pedal. And I've added these amazing reflectors to my jacket. I feel like a superhero.

I love the feeling of the wind when I go downhill.

You don't have to look like a superhero to stay safe. You just have to make sure that people can see you. That's why I always wear something white.

Even the cows move out of the way when I ring my bicycle bell.



Tiny and strong – the world of germs

There are germs that help us and germs that harm. We learn about germs so we can stop harmful germs that make us sick.

Germs are living things. They need food and water to grow. There are many types of germs. Some germs are bacteria, others are viruses.

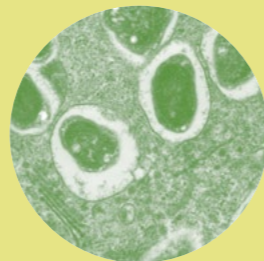
Examples of helpful germs

Some bacteria keep us healthy. Inside our bodies they help us to break down, and digest, our food.



Lactobacillus bacteria

Some bacteria in soil help plants to grow.



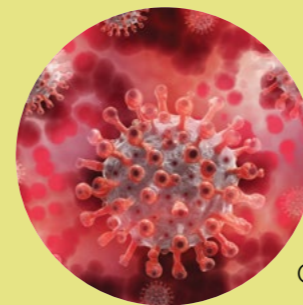
Rhizobacteria

Germs are so small we need a microscope to see them.

Germs can live everywhere.

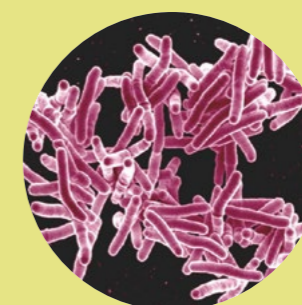
Examples of harmful germs

Some germs can make us sick if they get into our bodies. We wash our hands and do other things to stop these germs.



Coronavirus

Some types of viruses cause colds, flu or other diseases.



Mycobacterium tuberculosis

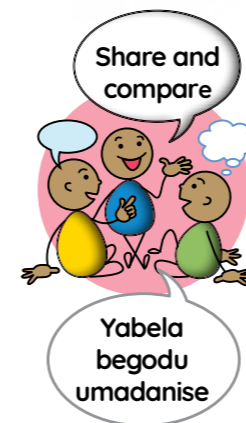
Some bacteria cause diseases like tuberculosis or TB.

Some harmful germs live in dust and dirt. Others like places that are wet or warm. Some grow on food that is old and rotten.



Germmy places in our classroom

1. Imagine you are a scientist using a microscope. Where do you think harmful germs live in your classroom?
2. Describe what you think they look like.
3. Scrunch up bits of paper into tiny balls. Pretend they are harmful germs. Put them where you think germs live in your classroom.
4. Where are the most paper balls?
5. What can you do to reduce the harmful germs in the classroom? Share your ideas with your classmates.



The germiest places in our homes

Many types of germs in our homes do not harm us. But some can make us sick. We can stop harmful germs getting into our bodies if we know what they need to multiply and spread.

Germes in the kitchen ...

In the right conditions, with food and other things they need, germs grow and multiply, they make copies of themselves.

To stop harmful germs in the kitchen we can:

- clean surfaces we use to prepare food
- wash our hands, before and after touching food
- wash fruit and vegetables before we eat them
- put any old, or waste food, in a bin that has a lid or cover
- keep food away from animals that can spread harmful germs, for example flies, mice and rats.



Observe and describe



Qala ngelihlo elibukhali begodu hlatulula

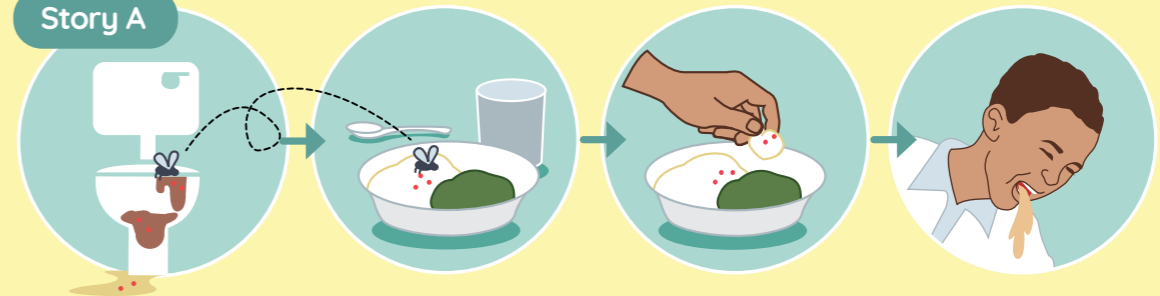
Don't feed the germs!

1. What can we do to stop harmful germs multiplying in the kitchen?
2. What can we do to stop animals coming into the kitchen that can spread germs?
3. Make a list of your ideas.
4. Give a reason for why we wash our hands before we eat food.

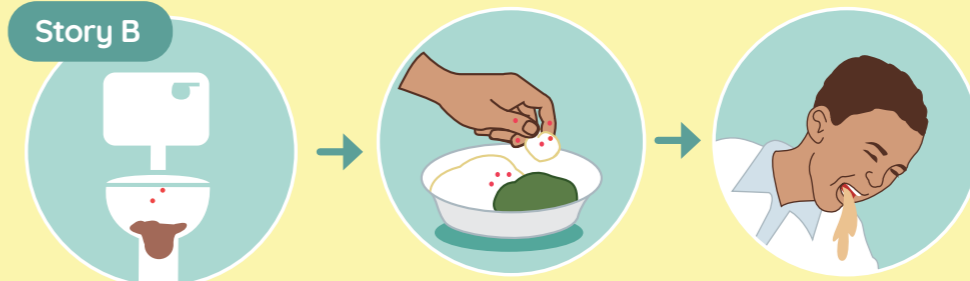
Germes in the toilet ...

Lots of germs live in feces (poo). If those germs get onto our hands, or into our food or drink they can make us sick.

Story A



Story B



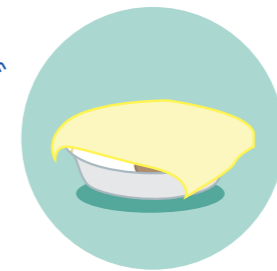
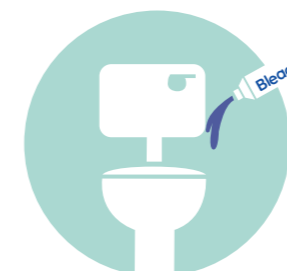
Look back - look forward



Qala emva - qala phambili

Stop the germs spreading

5. Change the stories above, so the child does not get sick. Which of these pictures would you choose? Where would you put it/them in the story?



Clean hands, clean bodies

To help keep harmful germs away we keep our bodies clean. This is personal hygiene.

Be kind to yourself



Yiba nesisa kuwe

Our handwashing song

1. Read about how to wash our hands correctly, on Info Page J.
2. We need to wash our hands for at least 20 seconds to make sure they are clean. Make up a handwashing song that takes at least 20 seconds to sing.
3. Act out washing your hands and sing the song.
4. Draw a picture that shows when it is important to wash our hands.
5. Where can you put your picture to remind people to wash their hands?

A handwashing song

Wash both sides of hands,
wash down our wrists
Wash between our fingers
and under our nails
Scrub with soap and water
To keep germs away

When we wash with soap the germs stick to the soap and are washed off with the water.

Find out more (ask someone - look it up)



Funisisa okunengi (buza omunye - zifunele)

More about germs ...

6. Find out how some harmful germs are spread through the things we share.
7. Some harmful germs can be spread through the air when we sneeze or cough. Find out how to stop those types of germs on Info Page J.

Things we use for personal hygiene

For our personal hygiene, we use things like towels, facecloths, toothbrushes, combs and hairbrushes. We need to keep these things clean, and try not to share them with others because they can spread harmful germs.

Try not to share:

- things you put inside your mouth
- things you use to clean and dry your body.

Drying facecloths and towels in the sun can help to destroy some germs.



Head lice are very small animals that make your head itch. If they are in your hair they can get on to your hairbrush, comb or clothes.



A head louse

Protecting ourselves from germs

To avoid spreading harmful germs we need to wash our hands as often as we can.

We must always wash our hands:

- **before** we touch food
- **after** we use the toilet
- when we come home.

Always use soap and water.



Some of the other times when it is important to wash hands:

- before feeding a baby
- after changing a baby's nappy
- after touching rubbish or old food
- after coughing, sneezing or blowing your nose
- after playing with pets
- after working or playing in the garden
- after touching a sick person.

Germs spread when we sneeze and cough

Marlon has the flu. Flu germs can travel in the air when he sneezes or coughs.



To stop the flu germs from spreading Marlon can:

Sneeze into a tissue. Cough into his elbow. Wash his hands. Wear a mask.



Your hands can spread harmful germs that can get inside your body and make you sick.

- Try to keep your hands away from your face, eyes, mouth or nose – only touch those areas with clean hands.
- Clean the surfaces we touch often, such as door handles, table tops, toilets and phones.

Open windows to let fresh air in and blow germs away.

All these things also help to protect us from coronavirus disease (Covid-19). It is a virus that is spread in the same ways as flu.

Social distancing – standing 1.5m – 2m away from other people is also important in a Covid-19 epidemic.

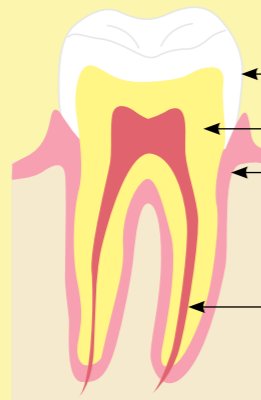


Clean teeth, healthy teeth

Having clean, healthy teeth is part of having a healthy body. When we clean our teeth we brush away the germs that stick to them.

Our teeth

We grow two sets of teeth. Children lose their primary teeth when their permanent teeth begin to grow. It is important to look after both sets of teeth. If we lose a permanent tooth, it will not grow back.



Enamel
Dentine
Our gums and jaw bone hold our teeth
Blood vessels and nerves

Make something to show what you think it is like



Yenza into eveza ukuthi ucabanga njani

When I lost my first tooth ...

1. Do you remember losing your first tooth?
2. Draw a picture or write about it.

When my tooth was loose I ____
It came out when ____
I felt ____
Then I ____

Healthy food helps us to grow healthy teeth

For strong teeth and bones our bodies need calcium and phosphorus. We get these nutrients when we eat different types of fruit and vegetables, beans, nuts, milk, cheese, eggs, meat and fish.

Eating crunchy fruit and vegetables helps to clean our teeth, for example apples, celery, carrots.

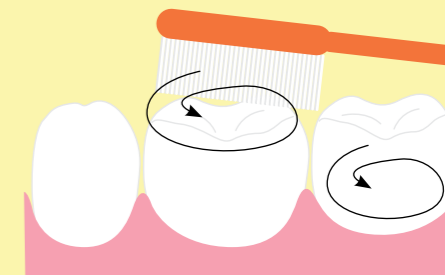


Brushing our teeth

When germs in our mouth stick to our teeth we call it plaque. Plaque damages the enamel on our teeth. It can make holes in our teeth. So we need to brush it away. We need to brush our teeth every morning and every evening.

This is how we brush our teeth:

- put a pea-sized bit of toothpaste on your toothbrush
- brush your teeth for two minutes
- brush your teeth in circles
- brush on all sides of each tooth
- do not brush too hard
- floss between your teeth.



Try this at home!

Before you brush your teeth, move your tongue over your teeth. Can you feel the plaque?

After you brush your teeth, move your tongue over your teeth. Do they feel smoother?

Be kind to yourself



Yiba nesisa kuwe

Caring for my teeth

3. Think about how you brush your teeth. Do you do all the things in this box?
4. What else do you do to look after your teeth?



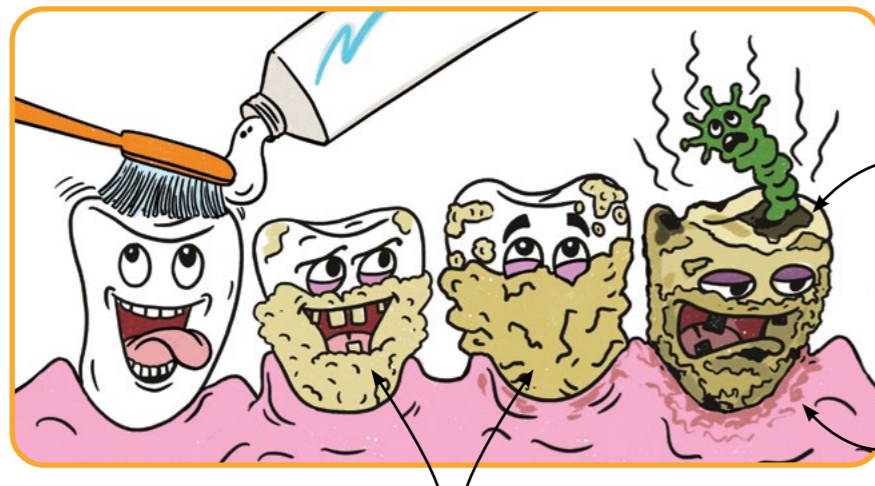
Did you know?

The *Salvadora persica* (toothbrush tree) has antibacterial properties and is used in traditional medicine.

A soft stick, or piece of cloth can also be used to clean your teeth.

My tooth hurts, what can I do?

If we do not keep our teeth clean, we get tooth decay and gum disease. If these conditions get bad we get toothache and can lose our teeth.



Plaque can make holes in our teeth.

For healthy teeth we keep our teeth clean, eat healthy food and visit the dentist regularly.

If there is a hole in the tooth enamel, then harmful germs can get into the tooth and damage it. This is called **tooth decay**.

Some types of germs cause **gum disease**. This can make the gums bleed.

Keep that plaque away

Plaque grows fast if there is sugar and starchy food on our teeth.

Starchy food includes bread, potatoes, pap or mealie meal. We need to eat starchy food to give us energy. We also need to clean it from our teeth.

Drinking sugary drinks, including fruit juice, and eating sugary foods and snacks can cause holes in our teeth.

After eating snacks, rinse your mouth with clean water. You can also eat a crunchy vegetable or apple.

And do not forget to brush your teeth twice a day – make sure you clean every tooth!



Mmm, you need a filling.

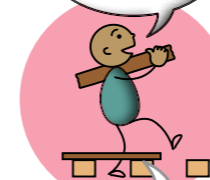
Aww .. not another one! Why?

A visit to the dentist

A dentist checks your teeth to make sure they are healthy. Regular visits to a dentist, about every six months or a year, can help you to keep your teeth in good condition. If there is a problem with a tooth, or your gums, it can be treated before it gets worse.

If you have a hole in a tooth the dentist can fill it. If the hole is very big, the dentist may have to take the tooth out.

Work it out yourself



Irarulule ngokwakho

No more fillings!

1. Read 'A visit to the dentist' above. What do you think the dentist says to answer the child's question?
2. What else can you say to encourage the child to develop the habit of caring for their teeth?
3. If you met a dentist, what questions would you like to ask them?
4. Someone offers you sweets. You are worried about your teeth. What do you say to that person? Complete one of these sentences:
No thank you, I don't want it because ____
No thank you, sweets ____
No thank you, I want to ____
5. What healthy snack can you eat instead of sweets?
6. What can you drink that is not sweet?

Let's keep those harmful germs away!

Clean homes and personal hygiene helps to keep harmful germs away.

Make something to show what you think it is like



Yenza into eveza ukuthi ucabanga njani

Stop that harmful germ!

1. Imagine a day in the life of a harmful germ. Write a story or draw a picture to show how the harmful germ got stopped. In your story include:
 - a place where the germ liked to live
 - what spread the germ to another place or to a person's body
 - what the person did to stop the germ getting into their body.
2. Share your story with your classmates. What was different? What was the same? Talk about the different ways to stop harmful germs.

Be kind to yourself



Yiba nesisa kuwe

My hygiene habits

3. Stand in a circle.
4. Choose one thing that you do to protect yourself from harmful germs. Take turns to jump forward, and call it out. Give a reason for why it helps to protect you from germs.
5. Click your fingers if you agree with your classmate's reason.



In your journal

Write or draw ...
When does being dirty make you happy? When does being clean make you happy?

Give a reason for what you think



Yenza into ukutjengisa ukuthi ucabanga bona injani

Food for healthy teeth

Some types of food can protect teeth. Some types of food can harm teeth.

6. Create a poster to show the types of food we need to eat for healthy teeth. Add pictures or words to show three other things we can do to keep our teeth healthy. Give a reason for doing each thing.

Moving our bodies, walking, running and other types of exercise also helps to build strong bones and healthy bodies.



Awe

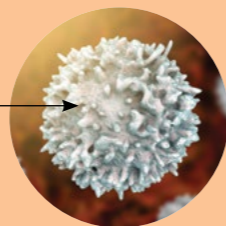
Our immune system

Our bodies can protect us from harmful germs. We have an immune system. The word 'immune' means 'protected'.

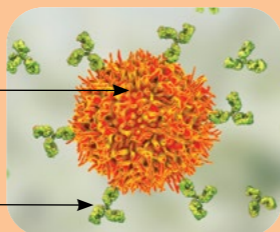
White blood cells at work

Our immune system makes white blood cells. These cells destroy harmful germs in our bodies. White blood cells are taken to all parts of our bodies in our blood. Two types of white blood cells are called CD4 cells and B cells.

CD4 cells identify germs. They send a chemical message to B cells.



When they get the message, **B cells** make antibodies.



An **antibody** is a type of protein. It has a 'Y' shape.

Antibodies stick to the germ. They either stop the germ or tell other types of white blood cells to destroy the germ.



Observe and describe



Sheba ka ho ela hloko mme o hlalose

My white blood cells

If you have a cold or flu virus you may have a headache, cough and sneeze. But in a few days you will get better, because your immune system can destroy the virus in your body.

1. Think about when you had a cold. How did you feel?
2. Tell a classmate what your white blood cells did to make you better.
3. Find out more about our immune system on Info Page K, and read the box on the opposite page.

A healthy body has a strong immune system

To take care of our immune system we need to:

- eat a healthy diet, with fruit and vegetables
- drink at least 8 cups of clean water every day
- practise personal hygiene habits, for example wash hands often
- exercise regularly for strong bones and muscles
- get enough sleep, children need about ten hours of sleep every night
- reduce stress, try not to feel worried or anxious
- think happy thoughts and be kind to each other.



Give a reason for what you think



Fana ka lebaka la seo o se nahanang

On the radio ...

4. Imagine you are going to talk about the immune system on a radio programme. What will you tell people? Write a paragraph about it. Use these words in your sentences.

harmful blood immune cells

- When I am feeling sick or have a cold, I know that inside my body, my i ____ system is working to make me better.
- My immune system sends white b ____ c ____ to destroy the h ____ germs and I feel ____
- Some things I can do to develop a strong immune system are ____





Skin, blood and bones

Every day our immune system protects us from many different types of germs.

Our **skin** is part of our immune system and it stops many germs getting into our bodies. Germs can get into our bodies through:

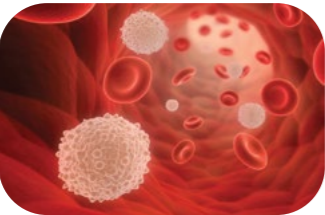
- a cut, graze or tear in our skin
- the air as we breathe in through our nose or mouth
- things we eat, or swallow.

If something gets through our skin the other parts of our immune system work to protect us. This picture shows two parts of our immune system that work together.

The blood system

carries water, nutrients and oxygen to all parts of the body. **Blood** is carried in blood vessels. A blood vessel is like a pipe or tube.

The heart pumps blood around the body.



Red blood cells carry oxygen. White blood cells protect us from disease. Red and white blood cells are made in our **bones**.

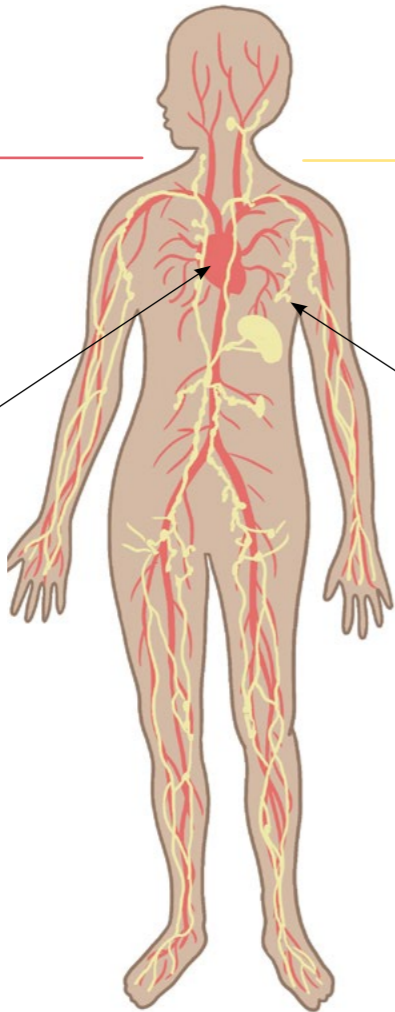
Jump up and down. Can you feel your heart beat? Every time it beats, it pumps blood around your body.

The lymphatic system

has lymph glands, or nodes, where many white blood cells are found, ready to fight harmful germs.

A lymph gland

Our muscles move the fluid in our lymphatic system around the body. That is one reason why exercise is important for our health.



Mucous membrane is the thin, soft skin around the eyes, inside the nose and mouth, around the penis, inside the vagina and the anus.

Some harmful germs can get through mucous membrane into the blood, especially if the membrane is torn or broken. That is why it is important, for example, not to rub your eyes unless your hands are clean.

How to treat a cut

A plaster on a small cut helps to stop germs getting into the blood.

If a person is seriously injured, call a nurse or a doctor to help them.



a. Rinse the cut with clean water. You can also use some antiseptic.



b. Put a plaster on without touching the wound.



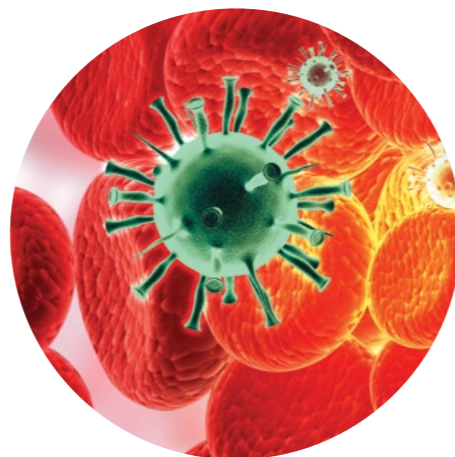
c. Put the rubbish in a plastic bag to dispose of it safely.

It is important not to touch somebody else's blood. Wear gloves to protect yourself.

HIV

The human immunodeficiency virus is also called HIV. HIV is a type of virus that weakens the immune system.

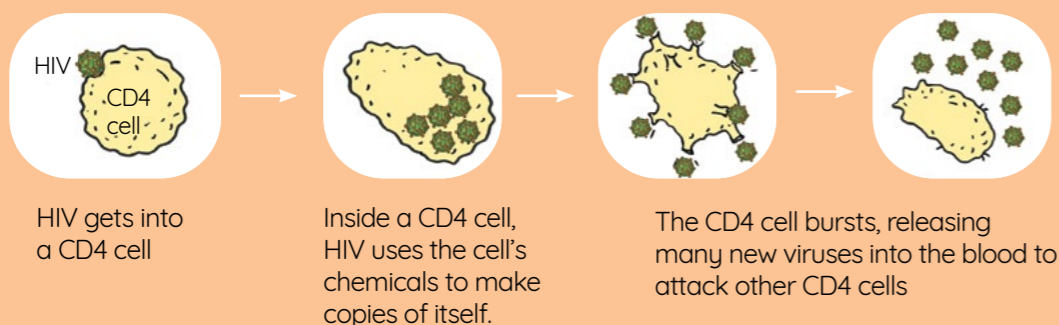
- H** stands for **human** because this virus is only found in people, human beings.
- I** stands for **immunodeficiency**.
‘Immuno’ means the immune system.
‘Deficiency’ means there is not enough of something. ‘Immunodeficiency’ means the immune system is weak and is losing its usual healing power. This can cause people to become sick from harmful germs they would normally be able to fight.
- V** stands for **virus**.



HIV in the blood

How HIV damages the immune system

Two types of white blood cells, CD4 cells and B cells, work together to fight harmful germs. But HIV can destroy CD4 cells, as shown in the pictures below.



When many CD4 cells have been destroyed, the immune system is weak. It is less able to protect the body against other germs.

If HIV is not treated, a person's immune system can get so weak that it cannot protect them from other diseases. The person can then get **acquired immunodeficiency syndrome (AIDS)**. The person gets very ill and may die.

How people get HIV

HIV can be transmitted, spread, if particular body fluids from a person with HIV get into the blood of another person. The body fluids that can transmit HIV are:

- fluid produced during sex from the vagina, penis or anus
- blood
- breastmilk.

The most common way that people get HIV is through having sex with a person who has HIV, without using a condom. A condom helps to stop the sharing of body fluids produced during sex. It reduces the risk of HIV getting through the mucous membrane on the penis, inside the vagina or anus.

Sometimes, a mother who has HIV and is not on antiretroviral treatment, can transmit HIV to her unborn baby during pregnancy or childbirth, or when breastfeeding.

HIV can also be transmitted when people who take drugs share injection needles.

There is no cure for HIV, but there are medicines that control it. They are part of **antiretroviral treatment** that helps people to manage HIV.

HIV means ...

1. Complete these sentences:
 - a. HIV stands for ____
 - b. Immunodeficiency means the ____ system does not have enough ____ cells. The immune system is weak.
2. Give a reason why wearing a condom during sex helps to reduce the spread of HIV.

Show why it is helpful or harmful



Bontsha hore hobaneng e thusa kapa e le kotsi

Living with HIV

The only way to find out if a person has HIV is to have a blood test. If a person thinks they have put themselves at risk of getting HIV, they must go to a clinic for a blood test.

A person with HIV may not be ill, or show any signs or symptoms, for many years. They can transmit the virus to other people without knowing it. But if they have an HIV test they can protect others and get treatment for themselves.

Getting tested for HIV

A blood test for HIV is nothing to be afraid of. The nurse pricks a finger to get a small drop of blood. It may sting a little.

The blood goes to a laboratory. It is tested for HIV antibodies.

If there are HIV antibodies in the blood, the blood is labelled **HIV positive**. It means that HIV antibodies were positively identified.

If there are no HIV antibodies the blood is labelled **HIV negative**. It can take time for HIV antibodies to form in the blood. So a person whose blood is HIV negative, may have to go for another test later, to make sure they do not have HIV.



Ask questions about the things you want to know



Botsa dipotso ka dintho tse o batlang ho ditseba

Testing for HIV

1. What would you say to encourage a person to have an HIV test?
2. With a classmate, act out a visit to the clinic for an HIV test. One of you is the person having the test, who asks lots of questions. The other is the nurse who answers them.
3. If a person has HIV, they can manage the condition with antiretroviral treatment. Find out more about this on the opposite page.

Antiretroviral treatment

Antiretroviral treatment helps to control HIV. With treatment, a person with HIV can live a long life. The treatment includes medicines to take every day, and regular blood tests. The treatment must not stop. The support of friends and family can help a person keep taking the treatment.

What do antiretroviral medicines do?

The medicines reduce the amount of HIV in a person's body. The medicines do not destroy the virus, but they stop it getting into CD4 cells and making copies of itself.

If there is less virus in a person's body, the risk of passing on the virus to someone else is reduced. For example, an HIV positive mother who is on antiretroviral treatment can give birth to an HIV negative baby. She can also breastfeed her baby without transmitting HIV.

Why are regular blood tests needed?

Regular blood tests measure how many CD4 cells are in the blood. This is called a CD4 count. It is done to check that the person's immune system is strong enough to protect the body against other harmful germs. If not, the person may be given other medicines to help it.

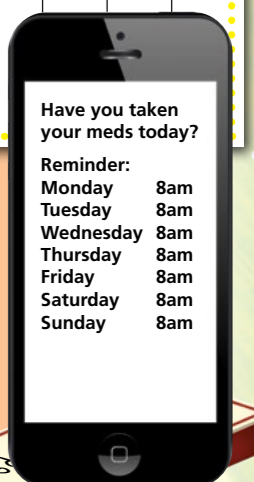
Low CD4 count:
immune system
very weak

CD4 count rising:
immune system
getting stronger

High CD4 count:
immune system
is strong

Calenders, alarms and cell phone messages can help remind people to take their antiretroviral medicine every day.

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
★	★	★	★	★	★	★



Protect each other from HIV

We can all help to prevent HIV being transmitted from one person to another.

To protect each other from HIV we can:

- make sure we know the facts about what HIV is and how people can get it
- encourage people at risk of getting HIV to have an HIV test
- be kind to each other, and support people with HIV to continue their antiretroviral treatment.

Work it out yourself



Iketsetse yona ka bowena

Know the facts

1. Draw a picture or write a story that shows what we can do to protect each other from HIV.
2. Use the boxes below to check your facts.
3. Read **A mother's story**. What do you think of the decisions she made to protect her baby?

What to do to reduce the risk of HIV

A person can only get HIV if the virus gets into their blood. A person with HIV can spread the virus through these body fluids: blood; body fluids exchanged during sex; breast milk. To avoid this risk, people can:

- Always wear a condom during sex.
- Wear latex gloves, or a plastic bag over their hands if they help a person who is bleeding. This precaution is in case they have any small cuts on their hands.
- People who use drugs must never share the same injection needle. It is better to stop using the drugs.
- A person with HIV can get antiretroviral treatment to help control the virus in their body.

HIV **does not** live in these body fluids: tears, sweat, saliva (spit), or urine (pee). HIV **cannot** be transmitted by touching, kissing, or sharing cups or other objects that do not carry blood from one person to another person's bloodstream. Mosquitos do not transmit HIV.

A mother's story

"When I knew I was pregnant, I thought carefully about what I want to give my child. I have HIV and was glad that I decided to go on antiretroviral treatment after testing positive for HIV. I knew the treatment would help protect my baby. Now I breastfeed my beautiful baby, who is HIV negative.

When I was pregnant, I also decided to make sure that I ate healthy food and got enough sleep. I gave up drinking alcohol because alcohol can go from a mother's body to her baby. I stopped smoking, because it damages my lungs. I also did not want my baby to get health problems from the harmful chemicals in cigarettes.

Having a baby is a big responsibility. It takes a big heart and a clear head to raise a child."



Everyone must know their HIV status. If they have HIV they must take precautions to protect themselves and others.

A pregnant woman must not drink alcohol or smoke

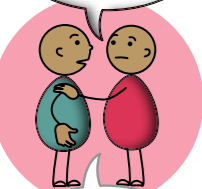
If a woman drinks alcohol while she is pregnant, her baby can be born with **foetal alcohol syndrome**. It causes brain damage and growth problems.

Smoking during and after pregnancy can weaken the baby's lungs and increase the risk of other health problems. It also increases the risk of sudden infant death syndrome.

Symbols of support

December 1 each year is World AIDS Day. On this day people all over the world show their support for people with HIV. They wear red ribbons as a symbol of this.

Try to feel what someone else is feeling



Leka ho utlwa seo motho e mong a se utlwang

We support each other

We can show our support for others on any day of the year. Let's make paper ribbons to show our support for people with HIV. We can make paper people holding hands as a symbol of people caring for each other.

1. Follow these steps to make a red paper ribbon.



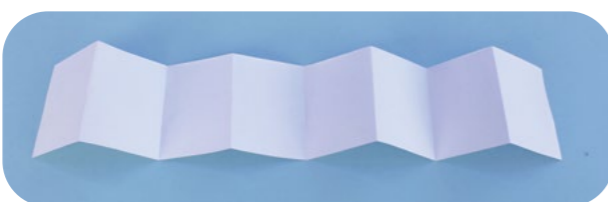
Step 1: Cut a strip of paper and colour it red.



Wear your red ribbon on World AIDS Day.

Step 2: Shape it into a ribbon. Put glue on the join.

2. Follow these steps to make paper people.



Step 1: Fold a strip of paper.



Step 2: Draw a person.



Step 3: Cut out along the lines. Do not cut the fold by the hands or feet.



Step 4: Open your paper to show a line of people.



Zulu dancers perform on World AIDS Day, 01 December 2006, at Kwa Nyamazane stadium in Nelspruit.

Give a reason for what you think



Fana ka lebaka la seo o se nahanang

Getting our message out

3. Put your paper people and some red ribbons where many people in your school will see them. They will remind people that we can help each other to keep our immune systems strong.
4. What would you like to tell people about the immune system? What would you like to share about HIV?
5. Find some songs that celebrate World Aids Day. Here is an example:

"Take a minute just to look around. I'm sure you can hear the sound warning you that HIV is real and it's around."

Mogomotsi "Supreme" Mfalapitsa, EngenderHealth, South Africa, 23 Sept 2008. HIV is Real and It's Around song for World AIDS Day <https://www.youtube.com/watch?v=-H7NrEkP44o>



The gifts of our environment

Our environment gives us the gifts of air, water, food, shelter, beauty and inspiration. People are part of our environment.

Our words

environment

vhupo

inspiration

thuthuwedzo

imagination

vhuhumbulelo

Observe and describe



Sedzani ni talutshedze

What's around me ...

1. Let's use our senses to explore our environment.
 - a. Close your eyes. Take a deep breath.
 - What can you hear?
 - b. Stretch out your hands and arms, or legs and feet.
 - What do you feel?
 - c. Keep your eyes closed. What do you see? Use your other senses to help you imagine a picture.

Talk about your feelings



Ambani nga ha vhudipfi hanu

Gifts of my environment

2. Look at the pictures on these pages.
3. What gifts of their environment are the people experiencing?
4. Imagine what the people see, hear, smell and feel in their environment.
5. What makes you feel happy in your environment? Draw a picture of it.
6. Tell a classmate about your picture.

My environment is where I live, learn and play.

Our environment is everything around us. It includes air, land, water, plants, animals, people, gardens, buildings and other things we make.

We use ncema grass to make baskets and mats.



Today, I caught enough fish to feed my family, and some to sell at the market.



I'm watching water beetles swim.



Pollution – a danger to our environment

When people put harmful things on the land or into the air or water we call it pollution. Pollution harms people's health. It also harms other animals and plants. We can reduce pollution.

Work it out
yourself



Itani uri ni zwi
pfesese inwi
muṅe

How did this happen? What can we change?

1. Look at the types of pollution on the opposite page. For each type of pollution, answer these questions:
 - a. What is the danger to people's health?
 - b. What is the danger to the environment?
 - c. What do you think causes that type of pollution?
2. Draw a picture of a place in your environment that is not healthy because of pollution.
3. How does it make you feel? What would you like to change?
4. Some ideas to reduce pollution are given below. What other ideas can you add? What can you do to help reduce pollution?
5. Share your ideas with your classmates.

To reduce pollution we can:

- never drop rubbish on the ground
- stop illegal dumping
- take rubbish to the municipal rubbish dump
- refuse new plastic bags at shops
- stop burning tyres and plastic waste
- report factories that cause pollution to the municipality
- fix motor vehicle engines so they produce less smoke.

Our words

pollution
tshikhafhadzo /
mutshinyo

reduce
u fhungudza

Types of pollution

Air

A **healthy environment** gives us clean air to breathe.

Air pollution is caused by dangerous smoke and gases from cars, trucks, factories and burning tyres and plastic.

Polluted air can cause breathing problems, asthma and lung diseases.



Water

A **healthy environment** gives us clean water to drink and wash our bodies.

Water pollution is caused by harmful chemicals, sewage, plastic and other rubbish getting into streams, rivers, groundwater and oceans.

Polluted water can make people sick, for example they can get diarrhoeal diseases. It can poison fish and other animals and plants.



Land

A **healthy environment** gives us healthy soil to grow food, land to build houses and spaces to play safely.

Land pollution is caused by harmful chemicals getting into the soil, broken glass, rusty cans and other rubbish on the ground.

Polluted land can poison plants and animals. Rusty cans and broken glass can injure people. Rubbish can attract rats that can spread disease.



Less waste, more upcycling!

Rubbish, or waste, is anything that we throw away. If it is not disposed of safely, waste can pollute our air, water and land. Reducing waste can reduce pollution.

One way to reduce waste is to reuse things. For example, we can use the same plastic bag again for shopping.

Sometimes we can reuse things to make new things. This creative reuse is called **upcycling**. For example, we can reuse torn plastic bags to make a mat or a hat. The plastic bags become a **resource**. A resource is anything we use to make something else with.

What's new? Try it



Ndi zwifhio zwiswa? Zwi lingedzeni

I can upcycle this!

To solve problems, we need to be willing to try something new.

1. What has been upcycled from the waste pile on the opposite page?
2. Choose something from the waste pile. What can you do to upcycle it, to make something useful or beautiful?
3. Draw a picture to show your idea.
4. Share your idea with your classmates. Ask them how it can be improved. Listen to their suggestions.
5. Complete these sentences:

I choose to take ____ out of the waste pile.

My idea is to use it as a resource to make a ____

Upcycling reduces ____

A riddle

When is waste not a waste?

When it's a resource!



Less waste, more recycling!

Some things that we throw away can be recycled.

Paper, glass, metal and some types of plastic can be **recycled**. This means they go to a factory where they are broken down to make new paper, glass, metal and plastic.

Give a reason
for what you
think



Neani
tshiitisi tsha
zwine na khou
humbula

My recycling story

1. Find out how glass is recycled on the opposite page.
2. Imagine a glass jar that was collected for recycling. What happened to it? What shape did the glass come back in?
3. Draw, or write, your story about the recycling journey of the jar. Share your story with a classmate. What was the same in your stories? What was different?
4. Read the box below to find a reason for recycling. What other reasons can you think of?
5. Find out about recycling cans, paper or plastic. Are there any recycling centres near your school?

Recycling saves raw materials. Raw materials are the resources that were first used to make the paper, glass, metal and plastic. For example, the sand to make glass or the wood to make paper. If we recycle we use less raw material.

I'm glad I washed
the jar to stop flies
and wasps coming
here.



A bottle bank where
glass bottles and jars are
collected for recycling.

Recycling glass

That's the last
collection for today.
Now back to the
recycling factory.



At the factory, the glass is sorted by colour and washed. It is then crushed into small pieces. This is called cullet. The cullet is melted at very high temperature.

Making glass with cullet takes less energy because it melts at a lower temperature than the raw materials of sand, soda ash and limestone.

Glass can be
recycled again,
again, again,
and again



The hot, molten, glass is soft and
can be made into shapes.



If something is made of 100% recycled glass,
it means it was all made from cullet. Some
companies mix cullet with some raw materials.

Sorting our waste

Sorting our waste is a first step to reducing waste. Some things we can upcycle, some we can recycle, some we can repair. Then we can safely dispose of the waste that is left.

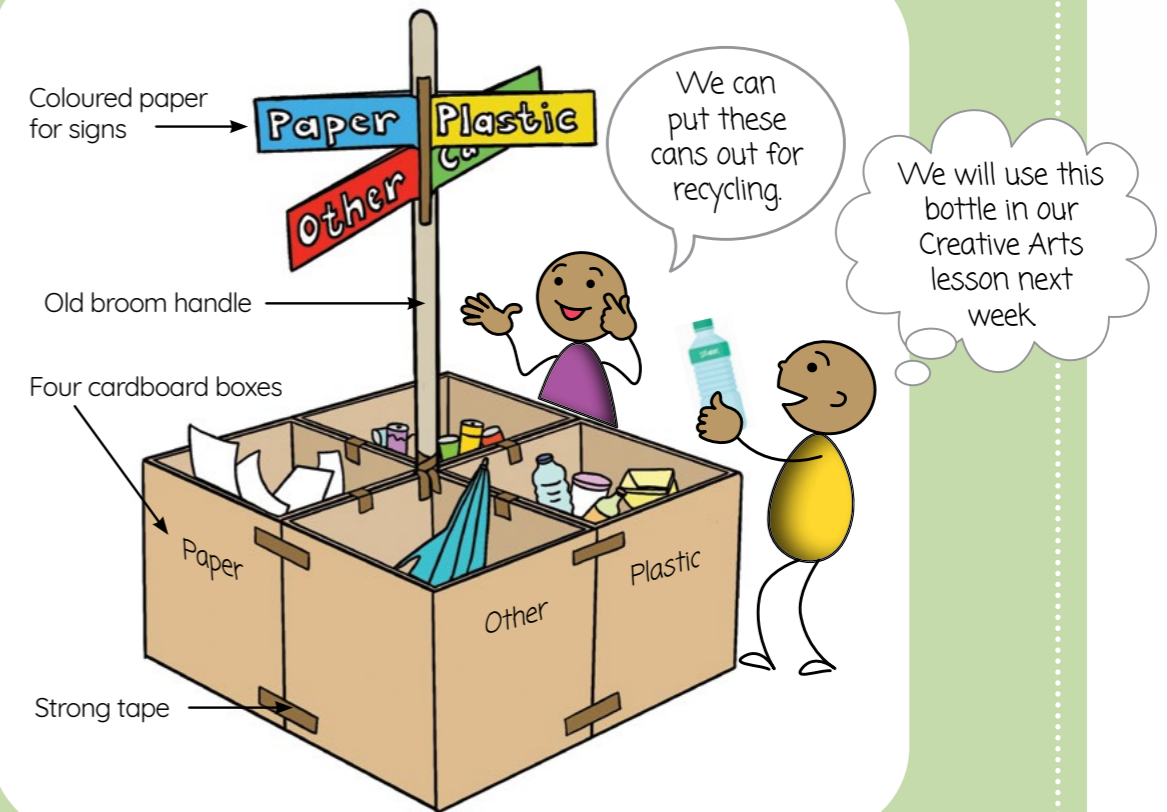


We can waste less

1. What things do you usually throw away?
2. Instead of throwing them away, what can you do with them?
 - What can you keep for upcycling?
 - What can you keep for recycling?
 - Is there anything that can be repaired?
 - What is left over? This is the waste you need to dispose of safely.
3. Look at the picture of an upcycling station on page 161. What was used to make it?
4. Make an upcycling station for your classroom.
 - What do you need to do first? What do you need to do last? Write, or draw, the steps to make the station.



An upcycling station for our classroom



For people's health and safety, make sure that the things you put in the upcycling station are clean. Wash cans, bottles and packets used for food or drinks, to help keep ants, flies, wasps and other animals away.



We can dispose of waste safely

3. After sorting your waste, what is left that you need to throw away? How can you safely dispose of this? Read Info Page L for ideas.
4. Give at least one reason for each rule for safer disposal of waste.



Dispose of waste safely

We cannot upcycle or recycle everything. Some things we need to throw away. We can do this in a safe way to avoid air, water and land pollution.

Rules for safer disposal of waste

- Sort your waste. Separate things that can be repaired, upcycled, recycled or composted.
- Put rubbish in a litter bin or waste bin. Never litter or illegally dump waste.
- Never burn rubbish that contains plastic, rubber or tyres. This can cause harmful gases.
- Never put waste in, or near, a stream, river or beach.
- Never put waste down a stormwater drain.

Illegal dumping is dumping waste in any place without permission from the local council or other authority. Illegal dumping harms people and their environment. It must be reported to the municipality.

Vegetable peelings and other kitchen waste can be **composted**. It is put in a compost heap where it breaks down to make compost. Compost improves soil in a garden and provides food for plants.



Municipal waste collection services

Local councils, or municipalities, have a duty to provide waste collection services. They take waste to municipal rubbish dumps, called **landfill sites**. Landfill sites must be built and managed correctly to reduce pollution.

A landfill site is a big pit. A lining at the bottom of the pit stops chemicals and polluted water leaking into the soil and underground water.

1. Waste collection trucks empty the waste in one part of the pit. A layer of soil is put on top of the waste. This stops the waste blowing away in the wind. It also protects birds and animals from the waste.

2. Layers of waste and soil are added until that part of the landfill site is full.
3. When the whole landfill site is full, grass and trees can be grown over it.

Landfill sites keep growing. What will happen when the waste takes over all the space?

One way to avoid unnecessary pollution is to do more with less. Be careful about what we buy and what we throw away, and reuse what we can.

Life in our garden

A garden is an example of how people, plants and animals are connected to each other. Plants and animals depend on each other for food and shelter.

Look back – look forward



Sedzani murahu – sedzani phanda

My healthy garden

A garden is an example of a circle of life. A healthy garden needs animals, and different types of plants that grow well together.

1. What is happening in this garden? Find the connections between plants and animals.
2. Imagine you had a garden. What type of plants would you grow?
3. What type of animals would you like to see in your garden?
4. What would you do to make your garden a healthy place for people, plants and animals?
5. Draw a picture of your garden. Tell a classmate about it.



In your journal

Write or draw how you feel in a garden.



Some insects eat our vegetables, but there are birds that eat those pests.



In our gardens we can grow some plants for medicine and some for food.

We can grow plants that attract helpful animals, and plants that keep unhelpful animals away. So we do not have to use dangerous chemicals to kill pests.

We can grow plants that survive times of drought.

To protect ourselves from harmful germs we always wash our hands after playing or working in the garden.



Chickens eat our vegetable peelings.



We made garden tools from plastic milk cartons.



Bees, and other insects, pollinate flowers so fruit can grow.



Earthworms eat dead plants and leaves. Earthworms are important for healthy soil. Their tunnels let air into the soil.

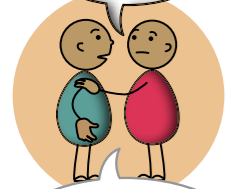
We use our kitchen waste to make compost. We cover any bare soil with mulch, a layer of dry grass and leaves. Compost and mulch help to keep water in the soil.



Trees for our health and wellbeing

Trees provide us with food, shelter, shade and improve the air we breathe. Trees and other plants can also affect people's emotions.

Try to feel what someone else is feeling



Lingedzani u pfa zwine munwe muthu a khou zwi pfa

Our gifts from trees

1. Let's read the story **Our tree, my friend**.
2. How does the story make you feel?
3. Do you think people can be friends with trees? Give a reason for your answer.
4. What are some of the gifts that the tree, Mpopano, gave the child?
5. What did the child do to help Mpopano?
6. Why do you think Mpopano was cut down?

Mpopano, *Celtis africana*

Do you know other names for this tree? Why do you think it is also known as the white stinkwood tree?

Mpopano, is an **indigenous** tree. That means it is a type of tree that grows naturally in South Africa.

It can survive in a drought, when there is no rain. Its strong wood is used to make furniture. When the wood is cut it has an unpleasant smell. Parts of the tree are used for medicine. Rope can be made from the bark, on the outside of the tree.

On **Arbor Day**, people in many countries celebrate trees. In South Africa, Arbor Day is in the first week of September. People plant indigenous trees during that week.



Our tree, my friend

Do you have a friend you can lean on? Do you have a friend who is always there for you and listens to all your fears and joys? I knew a tree that was like a friend to me. The tree lived near my home. Makhulu, my grandmother, told me the tree's name was Mpopano.

I played in the tree, climbing in its branches. On a clear day I could see the houses in the next village, far away.

If there was any litter around the tree, I picked it up and put it in our rubbish bin. I kept our special place clean because I did not want other people to use it as a rubbish dump.

Sometimes if I felt sad or worried, I hugged Mpopano's strong branches, and listened to the music of the moving leaves. It made me feel better.

There was always something interesting to watch on and around Mpopano. In autumn the leaves turned yellow. By winter all the leaves had fallen and I could see each twisting branch clearly against the sky. In spring the leaves grew again and butterflies came to lay their eggs. In summer, I sat in the shade of the tree and watched all the different birds come to eat the yellow fruits.

Then, one day I went to visit Mpopano but all that remained was a smelly stump. Someone had cut down our tree. I cried like I had never cried before. Mpopano, my friend, was gone.

Our gifts for our environment

Our environment gives us the gifts of air, water, food, shelter, beauty and inspiration. In return we can reduce waste and pollution. We can also care for the plants and animals that share our environment.

As our towns, farms and factories develop, there is less land for wild plants and animals. One way to care for wild plants and animals is through **nature conservation**. This includes looking after **nature reserves**. Mpilo lives in a nature reserve called iSimangaliso Wetland Park, in KwaZulu-Natal. Let's read his story.

Mpilo's Story

'iSimangaliso' is an isiZulu word. It means 'a miracle' or 'something wondrous'. iSimangaliso Wetland Park is a UNESCO World Heritage Site. So that means it is a special place that must be protected for everyone in the world. 'iSimangaliso' is the perfect name for our nature reserve.

I saw something wondrous here one night – a beautiful turtle came out of the sea, walked up the beach and made a nest in the sand. After swimming thousands of kilometres through the ocean she had come home to lay her eggs. Did you know that sea turtles return to their birthplace to lay their eggs?

Turtles are my favourite animals. My feeling of joy when I see them is one of their gifts to me. They also give me the opportunity to learn about their lives from the scientists who come to study them. Another gift from the turtles are the visitors who buy my tree seedlings. I grow indigenous trees from seeds and sell them to raise money for our Tree for School Fees project.

In return for what turtles give me, I give them three gifts:

1. I help the volunteers who protect the turtle nests on the beach.
2. I never drop litter because it can pollute the sea.
3. I tell people why they must not have parties on the beach, or bring their dogs, or walk close to the turtle nests until the young turtles have safely gone to the sea.

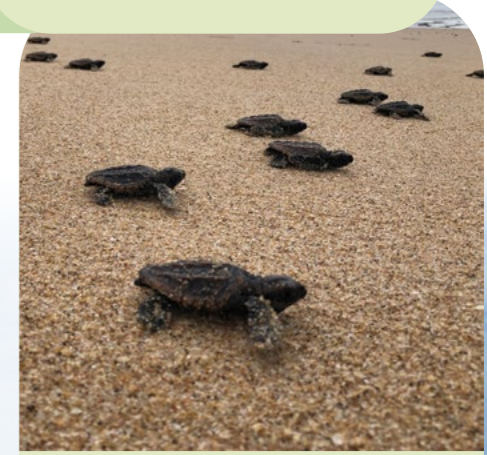
On the next page, you can read some of the interesting things I learnt about turtles.

iSimangaliso Wetland Park is one of the few areas in the world where leatherhead and loggerhead turtles lay their eggs. Through the iSimangaliso Turtle Monitoring Programme, scientists from the Nelson Mandela University and people in Ezemvelo KwaZulu-Natal Wildlife, work to find out more about turtles and what we can do to protect them.

Sea turtles need our protection because many do not survive their time in the ocean. Some are hurt by ships, some are poisoned from pollution. Many turtles die from eating plastic. In the water, plastic bags look like jellyfish which turtles like to eat.



This picture shows a loggerhead turtle laying her eggs. After about 55 to 60 days, young turtles hatch from the eggs.



In this picture, young loggerhead turtles are on their way to the ocean.

Make something to show what you think it is like



Itani tshinwe tshithu u sumbedza zwine na humbulela zwi hanio

My gifts for a healthy environment

1. Draw a picture to celebrate your favourite animal.
2. Write three gifts that your chosen animal gives you.
3. Write three gifts that you give the animal - what you do to protect and care for the animal.
4. Share your work with the class.



Uhlakanipile

Trust and listen

An actor needs good listening skills. Actors also need to trust each other, so they can work well together in a drama.

1. Can I trust my ear and the things I hear?

- Choose a learner to be an actor called Dazzle. This person stands in front of the class and tells everyone to do the actions below. How well do you listen to Dazzle?

Dazzle says...

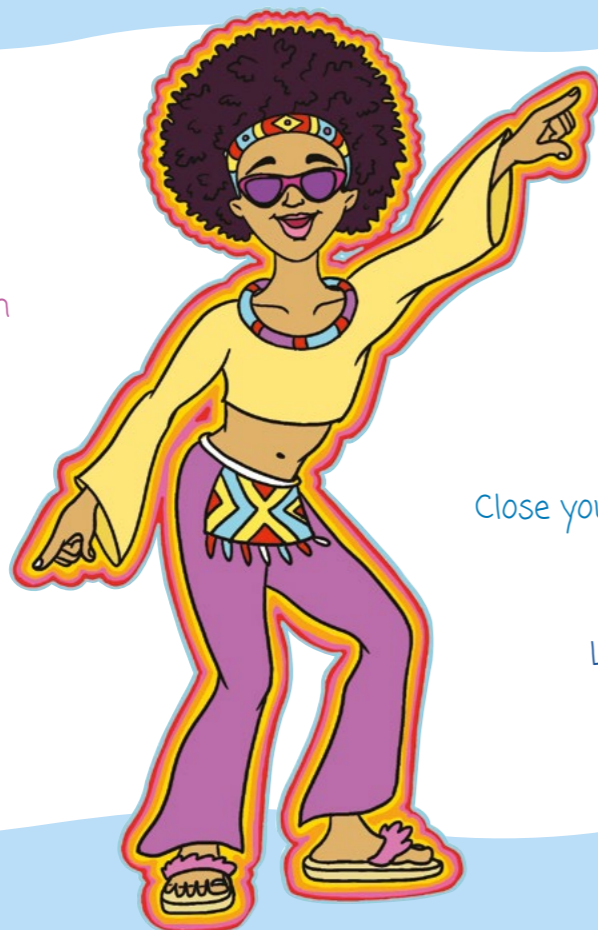
Yawn

Stretch

Shake your body

Shake your hands

Stretch up



Stand on your toes

Bounce

Jump

Freeze

Close your eyes

Listen to the softest sound outside the classroom

- Another learner stands up and calls out actions. At the same time, Dazzle calls out different actions. Listen to Dazzle, do what she says, not the other learner. Try not to get confused!

2. Lead with a magic thread

Part of trust is being comfortable both leading and following. Imagine a magical spider who can control a human by the nose.

- One of you will be a human and the other person a spider.
- The spider shoots their magic thread onto the person's nose and then leads the person slowly through the space around, beneath and over all the obstacles.
- Swap roles.

Think about: When under the spider's control, what do you feel? Are you scared of the spider, or are you interested in it?

When you are the spider, what kind of magical spider are you? Are you kind and loving? Or a teasing, playful spider? Tell other learners how you feel when you are the spider.

3. The trusting fall

Find three people who are about the same height as you. Person 1 and 2 face each other. Person 3 stands between them, about one step away from both of them. Person 3 can move further away, one small step at a time, as they get more confident.

- Person 3: close your eyes and fall towards Person 1 or 2. Trust that your friends will gently catch you. Try to fall forward and backward a few times.
- Take turns to be Person 3.

Persons 1 and 2: be trustworthy and catch Person 3. If this is difficult, stand closer together and Person 3 must lean rather than fall.

Warm up and play

1. Walk to the beat

Keep a steady beat with your feet. Walk around the room while one learner keeps the beat on a drum, a bell or an ankle rattle.

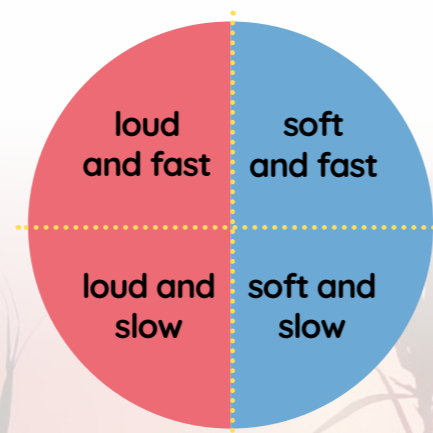
- Walk in a relaxed way, but keep the beats steady ... **Right Left Right Left Right Left ...**
- Walk as if you are a soldier marching ... **Right Left Right Left Right Left ...**
- Walk as quietly as you can so that nobody knows you are there, but keep your footsteps regular (steady) ... **Right Left Right Left Right Left ...**
- Play follow-my-leader, with people taking turns to make up a different style of walking. Keep the footsteps regular ... **Right Left Right Left Right Left ...**
- Walk in your usual way, but clap your hands once with each footstep.
- Then clap twice with each footstep.
- Continue walking, but clap on the **Right** footsteps only.
- Do a final round of walking, clapping on the **Left** footsteps only.

2. Dynamics and tempo

Dynamics is how loud or soft the music is. Tempo is how fast or slow the beat is.

Sing any song changing the dynamics and tempo as shown in this circle.

Talk about how each change makes you feel.



Reading music

We can write down a story for someone else to read, we can also write down a song for someone else to read, sing or play.

There are different ways to write music. These are called notation systems. Some of them are easy to read and some are more difficult.



Church motet notation



Animal notation



Pulse notation



Staff notation

Music notation needs to show rhythm and melody. It can also show the dynamics and tempo (How loud or how soft? How fast or how slow?).



A notation system shows that music has a beat. It has a timeline to help musicians keep a beat. Look at the timeline below. Each upright line represents one pulse of the music.

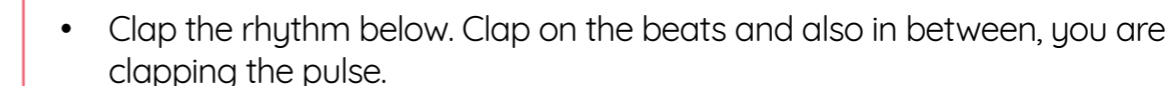
R L R L are the beats. The R L R L means Right Left Right Left – the best way to keep the beat is by walking. Count the pulses in, with a count of four.

I. Write a timeline

- Write a timeline with your class.
- Ask someone to be a conductor and use a stick to point to the beat lines. Everyone else keeps the beat with their Right and Left feet.
- The conductor will do a 'count in' – 1 2 3 4 – and then point to each R and L beat in turn.
 - The beats tell you the tempo (speed) of the music.
 - **Note:** When you get to the sign :|| go back to the first beat on the line without losing a beat. Practise that a few times.
- Start again with a count in. Clap with the 'O's as in the notation below. Clap with the right foot beat and be silent on the left foot beat.

- Now clap a new pattern with an O on each R and L beat as below. The tempo (speed) of the music has not changed but you are now clapping twice as many claps as before.

The conductor is the person who directs a performance. They need to be able to read music to conduct well.



- The conductor rubs off one or two of the O signs. Clap the new rhythm-pattern. The conductor listens carefully and keeps conducting until everyone is clapping it correctly.
- Change conductors. The new conductor changes the pattern, for example, takes out an 'O'. The conductor says 1234 (the count in) then everyone claps the new rhythm. When everyone gets the rhythm correct, it can be changed again.
- Keep playing the game to practise reading a timeline and keeping a beat.

Here is an example of a complex rhythm pattern. Can you clap it?

2. Guess the song

- A conductor leads the class in clapping this rhythm. It is the rhythm of very famous song.
- Keep on clapping the rhythm until someone guesses the title of the song.

Rhythm	O	O	O	O	O		O		O	O	O		O
		--		--		--		--		--		--	
Foot beat	R		L		R		L		R		L		R



Song rhythms

1. Use a timeline to conduct a song

- Copy this timeline.
- Choose a simple song that you know.
- Write the rhythm of your song on your timeline.
- Conduct your songs. Count the group in and ask them to clap the rhythm. Ask them to guess the song's name.
- Take turns so everyone conducts their song.

Rhythm	--- --- --- --- --- --- --- --- --- --- --- --- --- --- ---
Foot beat	R L R L R L R L

2. Write animal notation

The timeline below is for the first line of *Nkosi sikelel' iAfrika*. The animal notation shows how long each note is (how many beats in a note).

- Copy this timeline, with the animal notation.
- Write a timeline for three more lines of this song. With a partner, add the animal notation for each line.

Sing the rhythm slowly, use the animal words (rab-bit, dog, cow), and keep the 'walking beat' with your feet. To help you, point to the beat lines on the timeline as you sing.

Did you guess the title of the song on the previous page? It was the wonderful South African anthem, *Nkosi sikelel' iAfrika*.

The **pulse** of a song is the smallest unit of time in the song. In this song the pulse is a 'bit' of a Rab-bit.

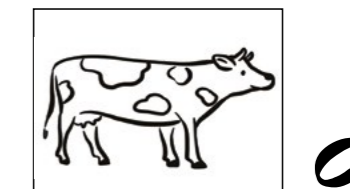
Nkosi sikelel' iAfrika									
Rhythm									
Pulse	1	2	3	4	1	2	3	4	1
Foot beat	R	L	R	L	R	L	R	L	R

Staff notation

Staff notation is a way of writing music that is used around the world. Millions of songs have been written using this notation. For that reason we need to learn to read and write it.

Staff notation works in the same way as the animal notation, but instead of animals, it uses symbols.

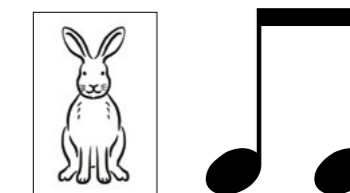
In staff notation



A cow is a minim.



A dog is a crotchet.



A rabbit is two quavers joined together like this.

Golden Rule

This rule never changes!

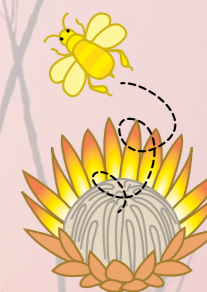
One minim sounds as long as two crotchets.
One crotchet sounds as long as two quavers.



One quaver is a 'rab' or 'bit'.

3. Write staff notation

- With your partner, write the staff notation (draw the quavers, crotchet and minims) above the animal notation on your timeline for *Nkosi sikelel' iAfrica*. Do this for each of the four lines of the song.
- Share your timeline with another pair. What is the same? What is different?
- Sing the song softly to check your notation.





Let us rest

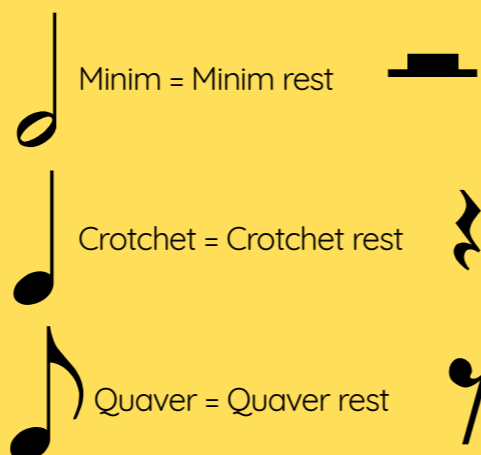
Rests in music

In music, a silence is as important as a sound.

Use your voice to make a long sound. Can you hear that there is no rhythm to the sound?

To make a rhythm pattern you need silences to break up the sound.

A silence in music is called a **rest**. In staff notation, each note has its own symbol for a rest. The rest is as long as its note. For example, a crotchet rest means silence for one beat.



In singing and in playing wind instruments, rests make an interesting melody. They also give the singer or musician time to breathe.



1. Sing without rests

- Sing the first three lines of *Nkosi sikelel' iAfrika*, following the notation, without stopping to take a breath. By the middle of the third line you may run out of breath.
- Some rests need to be written in the notation so the singer can breathe. These come at the end of each line, marking each line as a new sentence.



2. Rests in *Nkosi sikelel' iAfrika*

With your partner, read the notation you wrote for *Nkosi sikelel' iAfrika*. Sing the song together and add rests where you think they are needed. Compare your notation with another pair.

The last note in the line could be a minim lasting two beats, but then you will not have time to breathe to sing the second line. If you make it a crotchet and write a crotchet rest for the last beat, you can take a breath.

Here is the first line of *Nkosi sikelel' iAfrika*.

Nkosi sikelel' iAfrika

Rhythm

Foot beat



3. Write a song with rests

- With a partner, choose a song that you both know well and that other learners will also know.
- Copy the timeline from the top of page 176.
- On the timeline, write the rhythm of your song.
- Write rests in your rhythm where you need to take a breath. The rests also make the notation easier to read.
- Share your notations with another pair. Read the rhythm of the song in their notation. Can you guess the song?



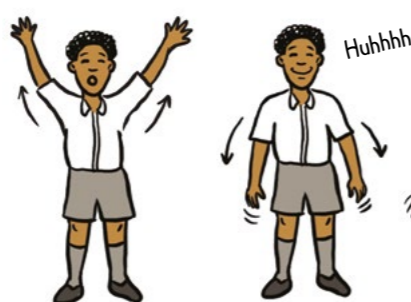
Get ready to sing

1. Warm up your voice

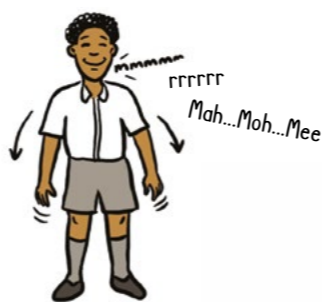
- Swing one arm in big circles about five times.. Then swing your other arm in circles.
- Play with breath.



Breathe in as you swing your arms up above your head, and then yawn, breathe out, as you bring your arms down. Repeat.



Breathe in and swing your arms up, and sigh out as you swing down. Repeat.



Repeat, using a range of simple sounds: 'hummmmmm', 'rrrrrrr' (coming down from high to low): 'Mah', 'Moh', 'Mee'.

- Jog heavily around the room saying 'huh, huh, huh, huh' on a low note. Imagine your voice is dropping through your feet into the ground. Then skip lightly with arms above your head, saying 'hee, hee, hee, hee' on a high note.



- Stand tall and focus on something in the room. Hum quietly on a middle note and enjoy the buzzing on your lips: 'mmmmm'.

On the next breath, hum into a low, long 'ooo'. On the next breath, hum into 'ooo', into 'ahh'.

Sing this on a comfortable note: 'MMMM-OOOOOO-AAAHHHH'.



Animal walk

Doh is G
Moderato

Is | d : s . d | r : s | m : - | : | m . m : r . m | f : r | s : - | : - |

Gi- raffe holds her head up high. Ea- gle spreads her wings to fly.

Is . s : f . m | r . m : f . r m : d | s : s | t : s | t : r | d : - | : - |

Ca- ter -pi- llar, ca- ter- pi- llar loves to crawl and hedge- hog curls up small.

The rest gives you time to breathe.

2. Sing the Animal walk song

Clap the rhythm of the song. Read the animal notation to help you.

- How many beats are in each bar?
- How many beats is the rest?

Clap the rhythm and say the lyrics of the song.

- Practise the pitch: sing these five notes of the tonic sol-fa: do re mi fa so.
- Sing the five notes again, in any order.
- Sing the melody of the song by singing the tonic sol-fa written above the notes.
- Sing the song again and do the actions of each animal.
- Sing the song in unison (all together) or sing it in canon, with different groups starting at different times. If you sing it in four groups, each group must start the song on the third beat of the bar that contains the word 'high'.

The song uses only five notes of the tonic sol-fa: (d, r, m, f, s).





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 learn about in Performing Arts.

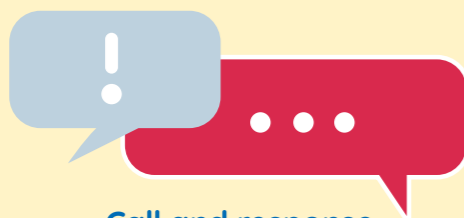
Basic music terms

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

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

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

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



Call and response

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

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

Chord: two or more notes sounded together.

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

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

Dynamics: 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 somehow catchy.

Lyrics: the words of a song.

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

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

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

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

Pitch: how low or how high a note is.

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

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

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

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

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

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

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

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

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

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

Tonic sol-fa

This is a notation system for teaching music, especially for singing. It is a method of singing scale tones with syllables. The syllables are

do, re, me, fa, so, la, ti, do.
(Doh is also often called 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 to keep the beat using our feet: Right Left Right Left!

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

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

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

Types of voices

Soprano

A high female (or boy's) voice

Alto

A low female (or boy's) voice

Tenor

A high adult (male) voice

Bass

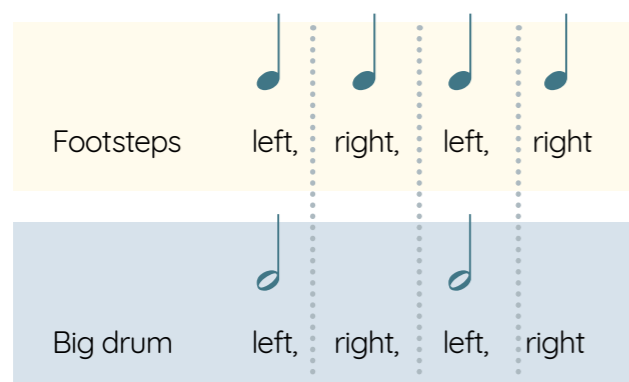
A low adult (male) voice





Music time values

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



If a drum is struck only with every second footstep (or 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 note	 quarter rest
quaver	 eighth note	 eighth rest	 eighth note	 eighth note



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

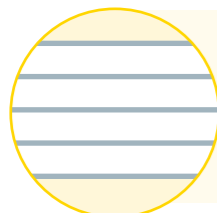


Two quavers next to one another are linked together!



Music notation

Notation is a way of writing music down so people can play or sing it. Here is an example of staff notation.



Staff

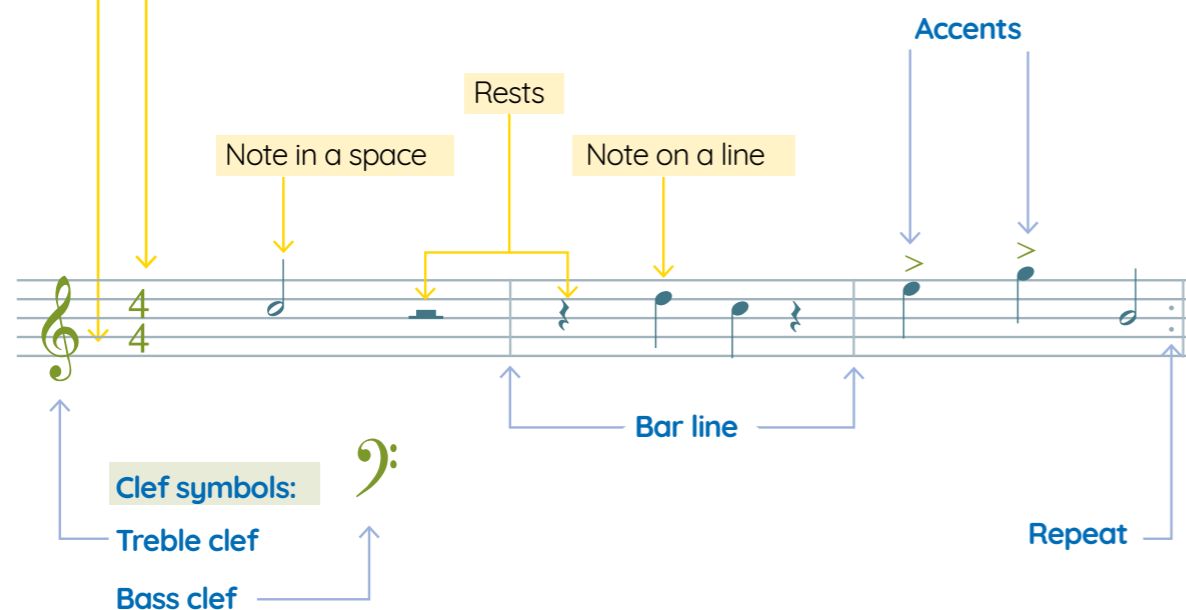
The staff (or staff) is a set of five horizontal lines and four spaces that each represent a different musical pitch.

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.



Dynamics

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

f for *forte* (loud)

mf for *mezzo-forte* (medium loud)

p for *piano* (soft)

cresc. for *crescendo* (gradually getting louder)

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

Scales

A scale is made of seven consecutive notes, for example, the C major scale is composed of C, D, E, F, G, A, B. The interval between the first note of your C major scale and the next C is called an **octave**.

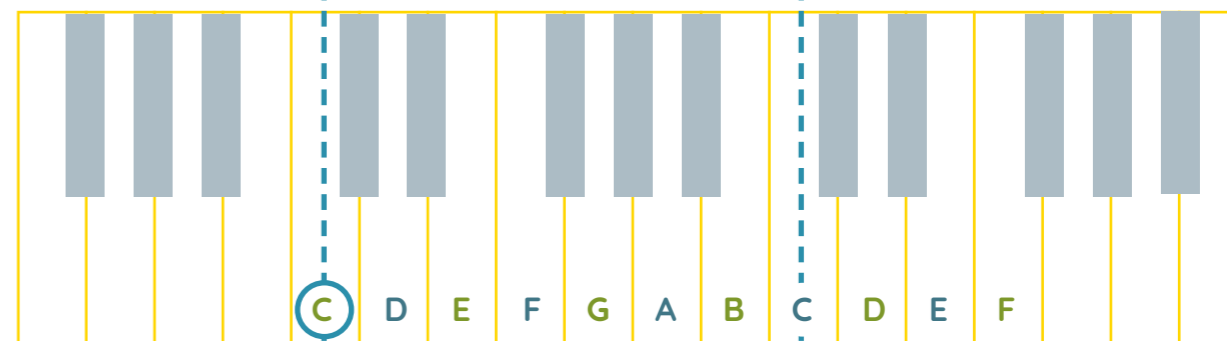


C D E F G A B C D E F

Tonic sol-fa

do re mi fa so la ti do

The C scale on a keyboard



Octave

Body shapes

What is posture?

Posture is how we hold our body when standing, sitting or lying. Each of us has a slightly different posture. Our posture shows how our bodies have adapted to the different things that we do. Tension can affect posture over time.

- What does your posture show about you?
- What do these characters' postures show about them?



When we have a 'neutral posture' there is no unneeded tension in the body.

This posture helps our muscles to work better. It improves our breathing and helps to prevent injury. A neutral posture can increase your confidence and your ability to move.

Wow! My spine feels long and I feel free to move easily.

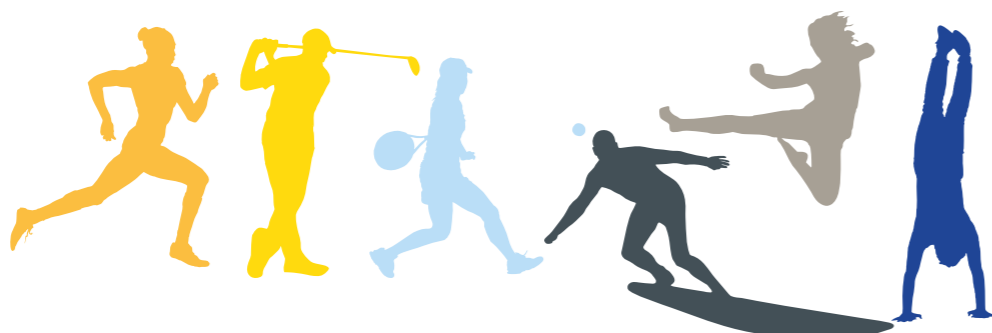


1. Show a body shape from a sport

Make a posture, or body shape, from a sport you know.

- Ask your partner to guess what sport you are showing.

Remember that to help prevent injury, keep your spine as long as possible, regardless of what posture you are using.



2. Volleyball body shapes

Imagine you are a professional volleyball player. Try these volleyball postures or body shapes.

Bump

Bump an imaginary ball off your forearms. Move your arms forwards and upwards as a unit. Use bent knees so that the energy for the bump comes from your legs. Freeze. What do you notice about this posture?



Underhand serve

Hold the imaginary ball in one hand and swing with the other to hit the ball up in the air and over the net from underneath.



Overhand serve

Bounce the imaginary ball up, jump and use the heel of your palm or clenched fist to hit it down over the net on the other side.



Catch

Put your hands in position, ready to catch the imaginary ball.

What else do you notice about this posture?



I keep my spine long and my body free while moving.



Move like a tennis player

A fun way to warm up for dance is to pretend to play a sport. The movements can also inspire a dance sequence.

1. Tennis warm up

- Imagine you have a tennis ball in one hand. Pretend (act out) to throw the ball up and catch it five times.
- Use one hand to bounce the ball on the ground. Then bounce it with your other hand.
- Try different ways to bounce the ball. For example, use your foot, elbows, shoulders or head.
- To bounce the ball, which body parts move? Which body parts stay still, do not move?
- Imagine you have a tennis racquet in one hand. Pretend to throw a ball up in the air with your other hand and then hit the ball with your racquet. Which parts of your body move?
- Imagine a tennis ball in the air to the side of your body. Use your racquet to hit it.
- Then the ball comes towards the other side of your body, hit it again. Did you move and use your racquet in a different way?

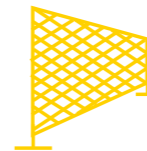


Our words

Isolate is when you use one part of your body independently of the rest of the body.



What parts of the body do you need to **isolate** when you play tennis?



2. Play imaginary tennis

- Stand opposite a partner. Imagine you are on a tennis court, with a net between you. Use your tennis racquets to hit the ball to each other. Watch the ball travel through the air, travel, stretch or jump to reach it and hit it back to your partner.



Try different jumps to hit the ball as it travels through the air. When you jump, always land softly, bending your knees.

- What parts of your body do you move to play the game?
- What do you do to keep your balance, so you do not fall?

Create a movement sequence

With your partner, choose your favourite tennis moves and put them together in a sequence. Perform your sequence to another pair of learners.

What parts of your body are most tired after playing imaginary tennis?



Balance and gesture

In dance, we can balance on different body parts and use gestures to help us tell a story.

1. Balance

- With your group, choose a team sport.
- Imagine playing the game and act it out in slow motion.
- Think about your balance. Move with control so you do not fall over.
- Watch the other players so you know what is happening in the game.



2. Gesture

A gesture is a movement of one part of the body that tells us something.

- What gestures do you make every day? Share what they mean with your group.
- Look at the gestures in each of these pictures. Talk about what they mean.



- Imagine the goalkeeper lets in a goal in a soccer game. What gestures do the other teammates make? Try out the gestures in slow motion.

3. Act it out

Create a Team A and a Team B. Choose one person to be the referee.

One player from Team A has accidentally kicked a player from team B, which is not allowed in the game. The referee shows the red card to send the player off the field.

- What do Team A players do to show they disagree with the referee and feel angry about the decision?
- What do Team B players do to show they support the referee and feel joyful about the decision?
- Think about what you do when you disagree with someone. Use only gestures to show that you disagree.



Being a good sportsperson means being polite whether you win or lose. Sometimes gestures can show bad sportsmanship.

4. Gestures in dance

Some types of dance use particular gestures. For example, Indian dance and ballet use gestures that can tell a whole story in one movement.

- What do you think the gestures in these dance pictures mean?





Statue pictures

We can keep our bodies still, in one position, like statues, and make a picture that tells a story.

1. Make statues

A sculptor is an artist who makes three-dimensional artworks. They try to make the front, back and other sides of the artwork interesting for people to look at. Some sculptors make statues out of clay, wood or stone.

- Work with a partner. Decide who will be the sculptor and who will be the statue.

The sculptor: Gently mould or shape the statue's body into an interesting position or pose.

The statue: Let the sculptor move your body into an interesting position, then stay still (freeze).

- Look at the other statues in the room. Choose two, or more, statues that can look interesting together. Put them together to make a statue picture, or frozen picture.
- What is happening in your picture? Give it a name or title.
- Clap your hands. Each statue in the picture moves. Clap your hands again and the statues stop moving and stay still.
- Talk about your statue picture. What, if anything, can you change to make the meaning clearer?



Actors use body language, gesture and facial expressions to tell stories.



We write one tableau, but two or more tableaux. Both words are pronounced "tab low".

2. What is a tableau?

A **tableau** is a group of people in a still, or freeze, position. They make a statue picture that tells a story, like a scene in a drama.

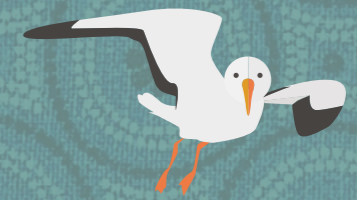
- Look at this painting. What is happening in it?
- Make a tableau of the scene in the painting.



At the clinic, George Pemba, 1979



Create tableaux



Choose one of these titles for your tableaux:

A school outing

A day in the park

A day at the beach

The shopkeeper and me

My grandparents and me

Friends forever

1. Positive tableau

- Make a happy, positive tableau.
- Use only your body positions and facial expressions, no objects or props.
- Who are you in this picture? Make sure that everybody in the tableau understands their role in the picture.

Tips for tableau

- Combine the statues in interesting ways to create a strong tableau.
- Use different levels: High, medium and low.
- Where is the point of focus? Where do you want the audience to look?

You do not have to be a human figure. Some people can represent objects, like a chair, a table, a door or anything that helps make the picture clear.



- Ask another group to look at your tableau. What can they see in it? Did they see everything you wanted to show in the picture? What did they not see?
- What, if anything, can you change to make your tableau clearer?

2. Negative tableau

- Change the mood of your tableau to something negative. What can go wrong in the scene to make it negative? For example, something broke, or two people had a disagreement.
- Practise your negative tableau.

Tips for tableau

- How does your character feel?
- How did they react to what went wrong?
- Keep your words to yourself.
- Don't move; it is a still, frozen picture.
- Make your tableau interesting to look at from all sides.



3. Put them together

- Make the positive tableau and hold it for 10 seconds. Then in slow motion move quietly to the negative tableau and freeze.
- Perform your tableaux in a space where people can walk around you and see the tableaux from different angles. Let the other group guess what happens in the stories.



Character postures



1. Lead with a body part

- Stand facing your partner, on opposite sides of the room.
- Walk towards your partner with one part of your body in front. For example, push your chin out and lead with that. Your partner copies what you do, like a reflection in a mirror. Both of you meet in the middle of the room.
- Talk with your partner about the posture. For example, did pushing your chin out affect the other parts of your body? What did it make you feel or think about the character you played?
- Walk in your usual way to the place you started from.
- Your partner chooses a body part to lead with, and walks towards you. You mirror your partner. Talk about the posture.

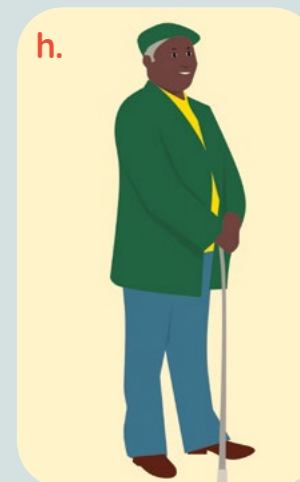
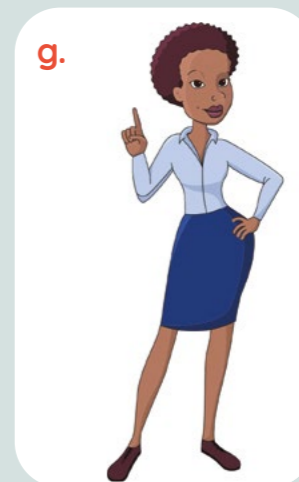
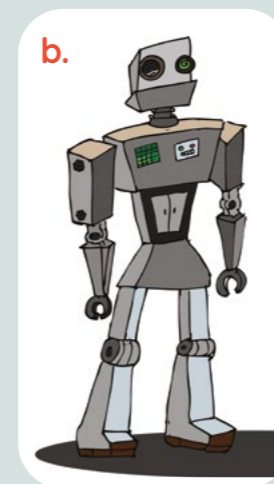
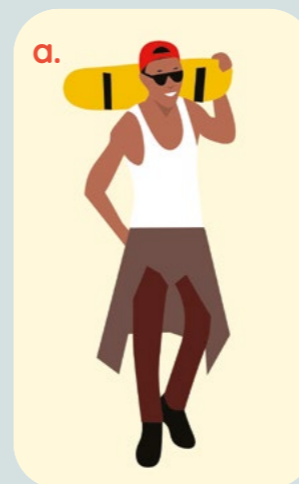


2. Posture makes the character

- Look at the postures of the characters in the pictures below.
- Choose one of the postures. Use the posture as you walk around the room.
- Guess which posture your classmates use in their walk.

With a partner

- Act like each of the characters, in any order. Your partner guesses your character from your posture. Try to act out each of the characters quickly, in less than one minute. Then swap over.
- Was each character clear? If not, what can you do to make it clearer?





Mime moves



To **mime** is to tell a story without words. A mime artist uses body movements, gestures and facial expressions to create an imaginary situation. Sometimes they use sounds, but not words.

1. Magic marble warm up

- Imagine there is a marble in the palm of your hand.
- Imagine it moves around in the palm of your hand.
- Imagine it gets hot and slips under your skin.
- The marble moves through different parts of your body. As it moves, move that part of your body.
- It goes from your hand to your wrist – make circles with your wrist, into the elbow then your shoulder, shake shake shake, twitch and shrug.
- Now it rolls around in your neck, circles around in your head, wobbles down your spine, into the hips – big circles, down one leg – shake your legs, and it goes into the foot – shake shake shake, and it goes back up the leg, into the hips again, and down the other leg and into the foot – shake, shake, shake!
- Then it travels back the way it came until it gets to the palm of your hand. Slow your movement down as the marble pops out of the skin.
- Put the imaginary marble in your pocket for another day.



2. Where am I? Walk and freeze

Everyone walk around the room without bumping into each other.

Imagine you are walking in a forest. What is the ground like underneath your feet? What is around you? Let your body show what is happening. Is there a big tree in your path that you have to walk around? Maybe a low branch that you have to walk under? Perhaps a bird flies up near your feet, or a spider web brushes your face. Show these things in your movements.

Freeze. Be still, hold your position. Look at others around you in the classroom. What do their body positions tell you about where they could be? Now stand in a neutral position, body straight and relaxed. Can you feel the difference in your body?

Mime these

Walk in a busy city.

Hear the noise, feel the activity, smell the car fumes, see the people.

Walk on the moon.

Feel the weightlessness, hear the silence of space, see the earth in the distance.

Walk over a beach. Feel the sand between your toes, feel the heat through your feet, so hot it gets painful. Then feel the relief when you get to the cool water.

3. What is in the box?

- Sit in a circle with your group. One person starts by imagining that they are holding a box. What size is the box?
- Take an imaginary object out of the box. Use your hands and facial expressions to show what the object is. Is it big or small? How heavy is it? Is it easy to break? What is its shape and texture?
- When your friends have correctly guessed what the object is, put it back in the box and pass the box to the next person. They will open the box and take out something else.

4. Reflect on mime

- Was it easy to see what the object in the box was?
- What made it clear?



Stories without words

1. Shape warm up

- One person calls out the name of an object or animal. Then they count from 10 to 0.
- Use your body to make the shape of the object or animal, before the count gets to zero.
- Do people make different shapes for the same object or animal?



2. We are a machine

- Choose a place:
Taxi rank • Beach • Shop • Train station • Soccer match • Car wash
- Imagine being in that place. What sounds can you hear?
- One person in your group does an action with a sound. They repeat it, they do the same thing again and again.
- One by one, each person in the group adds their own action and sound that are repeated. Each of you is part of a machine made of repeated actions and sounds.

Here is an example for 'shop': one person puts money in the till ("Thank you!"), another packs shopping bags (thud, clonk), someone else takes a packet off the shelf (swish). Each person repeats their action and sound again and again. It is not a story, you are creating a sound and action machine.



3. Create a mimed story

A story usually includes a **character** (the person the story is about), the **place** where the character is, and an **object** (something the character used, ate, or played with). Let's create a story and tell it using actions, not words.

- Write down a character, a place and an object, write each on a separate piece of paper. For example, **nurse**, **beach**, **apple**.
- Put the papers in three piles: 1) characters, 2) places, and 3) objects.
- One person from your group takes a paper from each pile.
- Use what is written on the papers to create your group's story. Make the story short, you only have about two minutes to tell it.
For example, a **nurse** walks along the **beach**. She sees a child eating an **apple**. The child starts to choke. The **nurse** gives the child first aid.
- Mime the story (use actions, not words):
 - Imagine what you touch, taste, hear, smell and see in the story. Use your body to show these things. For example, taste the apple, smell the sea air, hear the birds in the sky.
 - Use your body to create the characters. Use posture, facial expression and attitude. Think about how your character walks and moves.
 - Begin your story with a tableau, a frozen picture. End your story with another tableau.

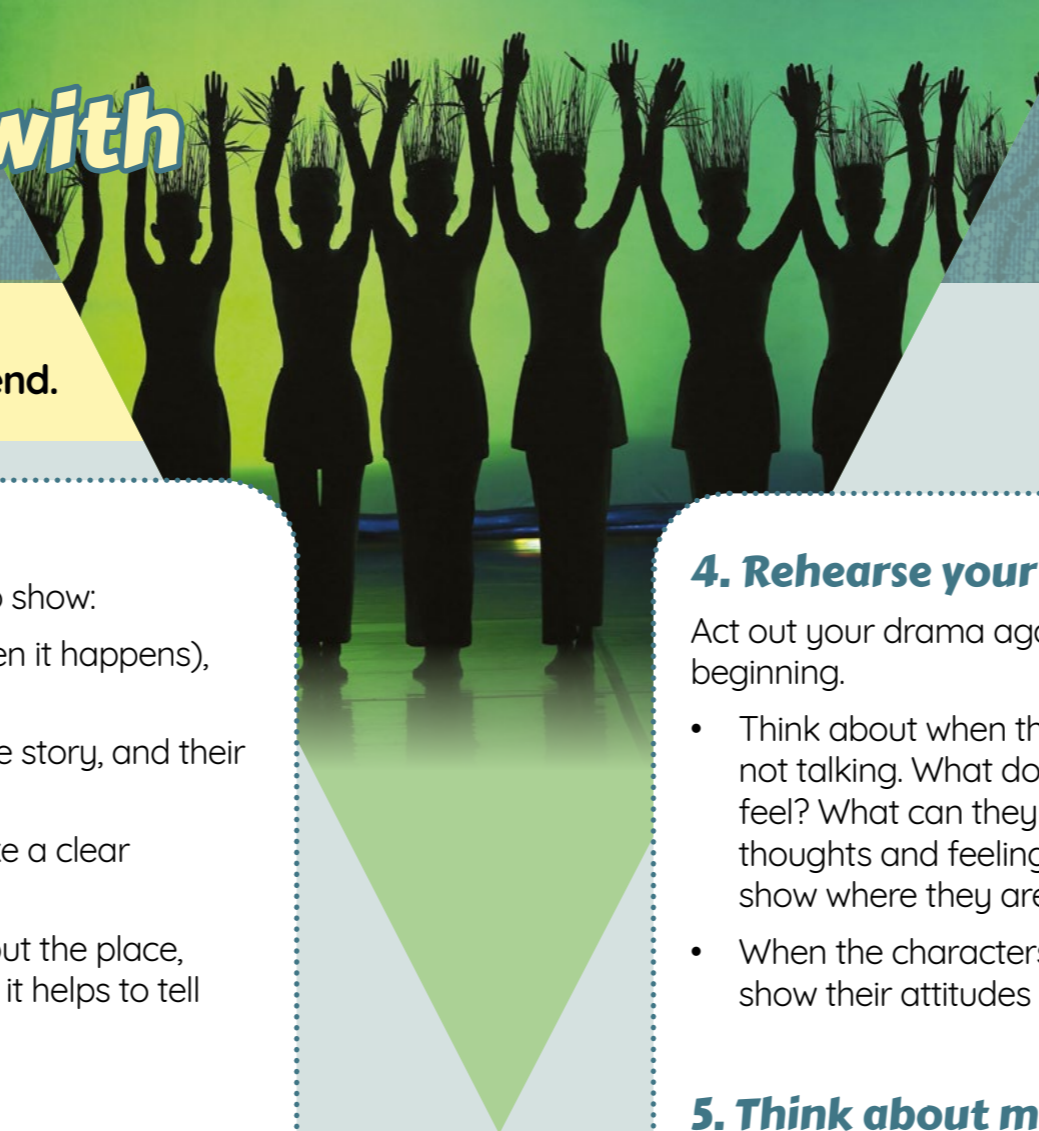
4. Watch and reflect

- As you watch the other groups' mimes identify the character, place and object.
- What, if anything, can the group do to make the mime clearer?
- Remember to give feedback that is helpful and does not hurt people's feelings.



Create a drama with tableaux

We can create a drama that uses mime, tableaux and words. All dramas need a clear beginning, middle and end.



1. The beginning

- Create a **positive tableau** to begin your drama. It will need to show:
 - the **place** (where the drama happens), and the **time** (when it happens), the time of day, month or year;
 - the **characters** – how they feel and look at the start of the story, and their relationship with other characters in the scene.
- Stay still in your tableau (freeze) for about 15 seconds to make a clear beginning to the drama.
- Then, bring the scene to life and use mime to show more about the place, time and what is happening. Use words (dialogue) only when it helps to tell the story or when the characters need to talk to each other.

2. The middle

- Create a **negative tableau** based on the same situation. What has changed? Usually there is some conflict involved in this change. For example, the characters may have a disagreement or the environment may create a conflict (like the wind that blows away the picnic umbrella).
- Hold the tableau for 15 seconds. Then bring this tableau to life. How will you show what has changed? What dialogue is needed to make the audience aware of this?
- Act out the scene again from the beginning. Start in a tableau, then let the scene come to life. Play through to the point the conflict happens.

3. The end

- Make a tableau to show how the conflict is resolved.
- Bring this tableau to life, decide the dialogue you need to tell the story.
- Finish the story. Decide what you need to show in the tableau at the end of the drama.

4. Rehearse your drama

Act out your drama again, from the beginning.

- Think about when the characters are not talking. What do they think or feel? What can they do to show their thoughts and feelings? What actions show where they are or what they do?
- When the characters talk to each other, what do they do to show their attitudes and feelings?

5. Think about mood

- What is the mood of your drama? Does the mood change from the beginning to the middle where there is conflict? Is the mood different at the end when the conflict is resolved?
- What type of sounds can you use to show these moods?
- Choose instruments to play during the drama. Remember that you can also use body percussion and your voice.

Rehearse your drama several times. Make sure that all the elements are there. Consider: character; dialogue; physicality (posture, gesture, mime); time; space; mood; music; and storyline.

Use the questions on the next page to give feedback on the other dramas.



Choose an interesting title for your drama. Now you are ready to perform the drama to your classmates.

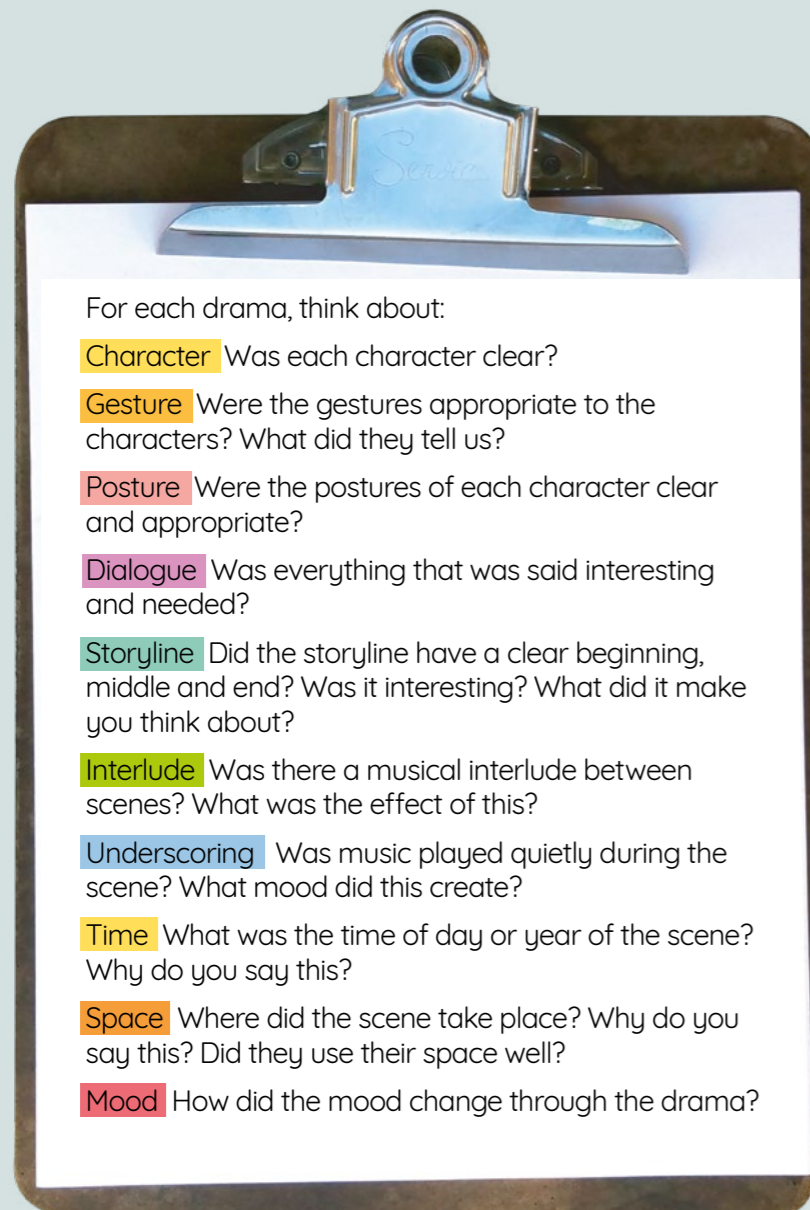


Our drama skills

Let's use what we know about drama to think about our performances and give each other some helpful feedback.

1. Watch, listen and reflect

- Read the drama words and questions on the clipboard below.
- Watch and listen to each group's drama carefully. Then use the questions on the clipboard to write down something about the drama.



Our words

Underscoring is sound or music played quietly, to add mood and atmosphere to a scene.

An **interlude** is a pause in the story, for example when one scene changes to another. Sometimes music is played in the interlude.

2. The kind compliment

- Share your reflections with another group, give them feedback. Use your notes and take turns to share something.
- What do you think they did well? What was interesting and kept you watching?
- What do you think was not clear? What can be changed to make it clearer next time?
- Finish your feedback with a compliment, some praise. Tell the group what you liked best about their drama.

Be kind when you give feedback. Feedback is to help us do better, not to make us feel we cannot do something.





Fabulous fish

There are many amazing animals that live in water. What types of animals do you know that live in water?

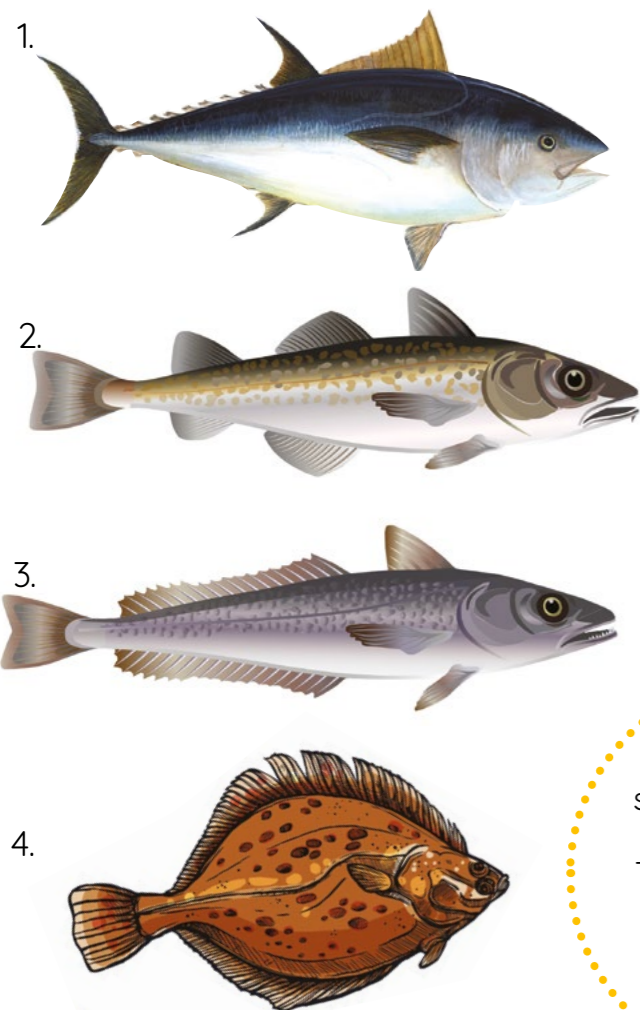
1. Our wonderful waters

Fish that live in warm water look different from fish that live in cold water. Some fish can live in cold and warm water.

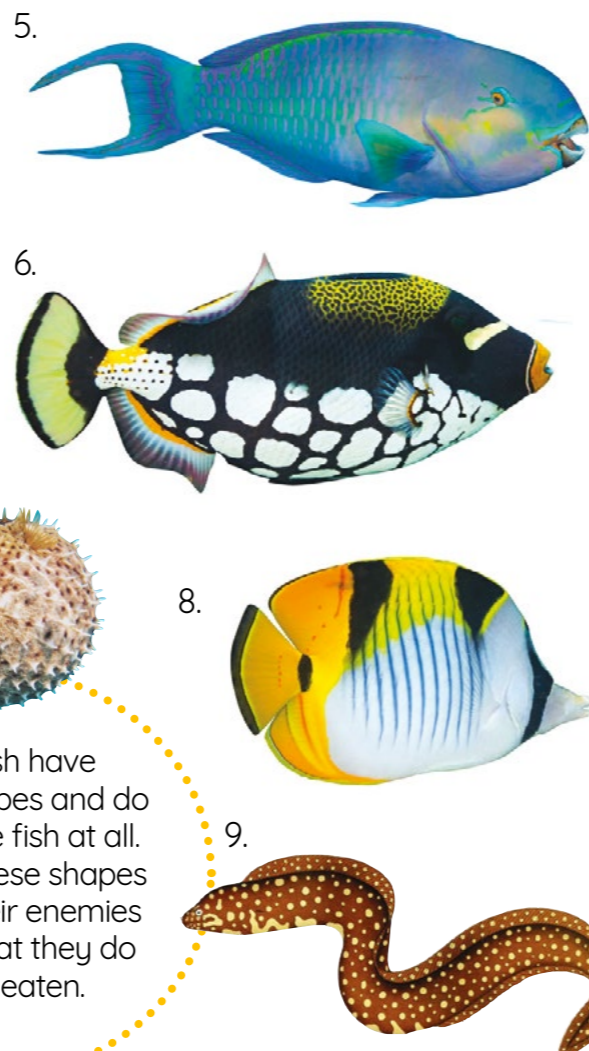
- Look at the fish from the cold Atlantic Ocean on the West Coast of South Africa. Look at the fish from the warm Indian Ocean on the East Coast of South Africa.
- What is different about the shapes, colours and patterns on their bodies?

Fish have fins to keep them upright and help them swim. They also have gills that help them breathe in the water.

Atlantic Ocean fish



Indian Ocean fish



Some fish have strange shapes and do not look like fish at all. They use these shapes to scare their enemies away so that they do not get eaten.

2. Draw a fish

- Choose one fish from the cold Atlantic Ocean or one fish from the warm Indian Ocean.
- Draw the fish as **accurately** as you can.

3. Find the art elements

The fish on these pages all have the elements of art that you learnt about this year.

- Choose one fish and one of these art elements: **line, shape, tone, form, texture** or **colour**.
- Show your partner where you see the art element on the fish.

Our words

Accurately means making sure that all the details are correct.

Meet an artist

Craig Bertram Smith loves to draw and paint the fish that live in South African oceans and rivers. His artworks look like the real fish.

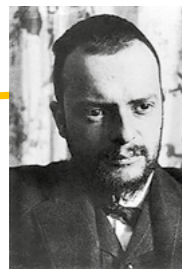


Copyright - Craig Bertram Smith

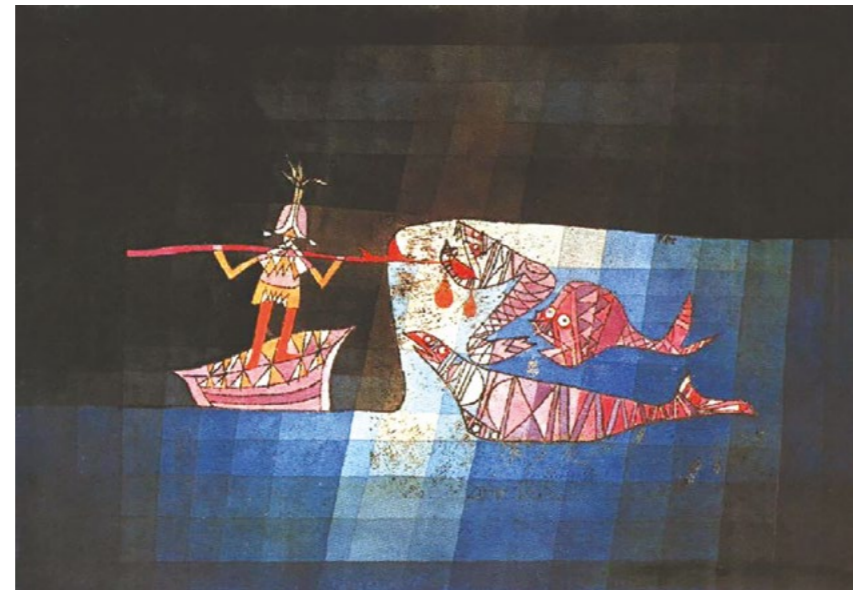
- Which art element has Craig Bertram Smith used in his painting that he has not used in his drawing?

Fish magic

Paul Klee was an artist who drew and painted fish that are fun and magical.



Paul Klee was from Germany. He was very good at music and played the violin. He decided to be an artist instead of a musician. He created over 10 000 artworks.



Paul Klee, *The Seafarer*, 1923



Paul Klee's painting, *The Goldfish*, 1925



A photograph of a goldfish

1. Find the differences

Look at the pictures of goldfish above.

- Compare Paul Klee's painting with the photograph of the goldfish.
 - What is different about the shape of the fish? What is the same?
 - What is different about the colours of the fish? What is the same?
- Why do you think the photograph of the goldfish looks more three-dimensional than Paul Klee's goldfish?



Paul Klee, *Fish Magic*, 1925

2. Treasure hunt

Find these things in Paul Klee's *Fish Magic* painting:

- A man with two faces
- A clown looking out of the picture.
- A clock
- The sun and the moon
- A green plant.

3. Talk about *Fish Magic*

1. How many fish can you find in this painting?
2. Which fish did you see first? What made you look at it?
3. Do the fish in this painting look like real fish?
4. In what way are these fish different to the fish that Craig Bertram Smith drew and painted? Look carefully at the painting.
5. What else do you see in *Fish Magic*?
6. Where has Paul Klee used cold colours in the painting?
7. Where has he used warm colours in the painting?
8. What other elements of art can you see in the painting? Where are they?

Our words

Magical means something is beautiful or delightful in a way that makes it different to ordinary life.

Mysterious means something difficult or impossible to understand, explain or identify.

Do you think this is a **magical** or **mysterious** picture? Give a reason for your answer.

Challenge yourself!

Make your own fun, mysterious and magical picture called 'Fish Magic'.

Use any art materials that you have to draw with.



Fish on a plate Part 1

We can draw a picture with a pencil or paint it with a brush. We can also **engrave** a picture. To engrave we use a sharp tool to scratch into something. Let's make a multi-crayon engraving on a paper plate.

Engrave means to make a mark or a line in a surface.

Our words

What is an engraving?

An engraving is a picture made by scratching into a surface. The first engravings were made long ago by artists who scratched into rock. What types of animals can you see in this rock engraving?



1. Make a thick layer of wax

The surface for your engraving will be a layer of wax on a paper plate.

- Use a **yellow** wax crayon to colour in a big circle on your plate. Make a thick, smooth layer of wax.



- Use a **green** wax crayon to make a layer of wax on top of the yellow circle. In what way has your green colour changed the yellow colour?



- Use a **blue** wax crayon to make a layer of wax on top of the green circle. What happens to the colour of the circle as you add the blue?



- You will need**
- A paper plate
 - Yellow, green, blue and black wax crayons
 - A tool to scratch with, for example a stick or the pointed plastic top of a pen

Be careful when you are colouring. Do not press too hard. You do not want the wax layers to lift off the plate.

2. Choose your fish

- Imagine a fish that you would like to draw. Look at page 208 for ideas.
- Use your scratching tool to draw your fish. Scratch into the layers of wax on your plate. Fill the whole wax circle with your fish. Include its fins, tail, eye, body patterns and textures.

Safety first

Be careful when you use your scratching tool so you do not hurt yourself or anyone else.



If you make a mistake, use it to be creative!

If you make a mistake with a scratching tool, try to turn the mark or line into a pattern or texture on the fish. You can also carefully try to cover the mark with the wax crayon again.

If you make a fish that is too small and you have a lot of space around it make some more fish to create a school of fish. A group of fish is called a school of fish.



Fun fact

The galjoen is the national fish of South Africa. You are not allowed to sell a galjoen if you catch one, because it is on the list of endangered fish in South Africa.

Fish on a plate Part 2

3. Create an inside border

- Use a black wax crayon to make a border 1 cm wide around your fish.
- Use your scratching tool to engrave a pattern in the wax border. Draw the same lines and shapes again and again, to create the pattern. Think of lines and shapes that remind you of water.

For some ideas, look at the Greek patterns used on vases and plates in the box below.



- Yellow, green and blue paint, oil pastels or crayons

4. Create an outside border

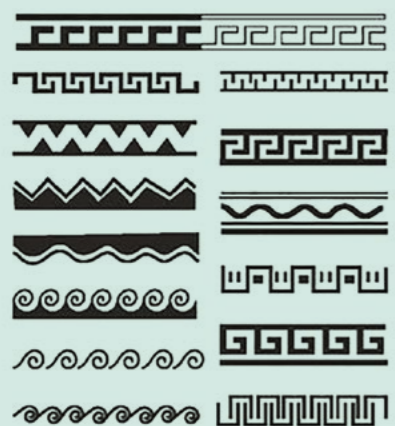
- Decorate the outer border of your plate. You can use paint, pastels or crayons. Use the related colour family of yellow, green and blue. You can use tints and shades of these colours.



A wax crayon border

Examples of patterns from Greece

GREEK PATTERNS



Red-figured fish plate. This plate was painted by artists in Greece more than 2 000 years ago.

Fun fact

The art that was made in Greece thousands of years ago was often inspired by the sea.

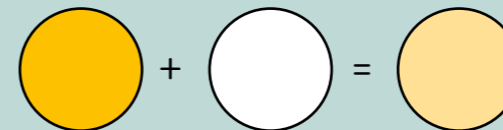
Where is Greece on a map of the world?



Tints and shades of colour

Here are two ways to create more colours with paint or crayons.

- Mix some white into your colours to create tints.



- Mix some black into your colours to create darker shades.



A painted border

Fish on a plate Part 3

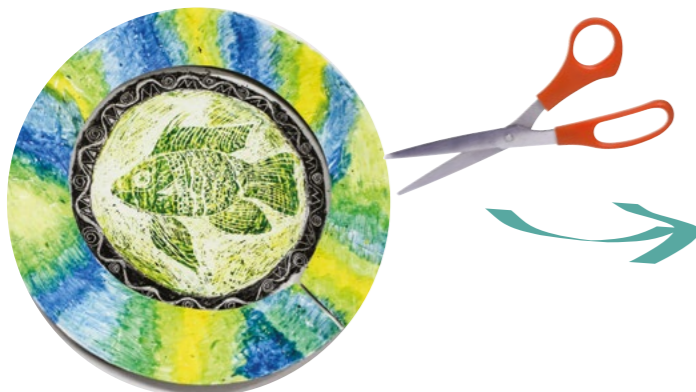
5. Add more decoration

Try these ideas for the border of your fish picture.

A weaving technique using wool or string

Choose two contrasting colours of wool or string, for example red and black. Follow the steps below to weave the wool or string into your plate.

- Use scissors to cut from the outside edge of your plate up to the black and white border. Make cuts about 1 cm apart around the edge of the plate, to make a fringe.



- Cut a piece of wool or string about 1.5 m (150 cm) long of each colour. Fold each piece in half and tie a knot at the end.
- Tie the wool/string around a piece of fringe on the border of your plate. Weave the rest of wool/string through the fringe. Do the same with the second colour.



- When you get to the beginning again, turn the plate over. Tie the ends of the string/wool together or use tape to stick them to the back of the plate.



- Wool or string in different colours
- Magazines
- A pair of scissors
- Glue

A collage border using coloured paper

Collage is when we make an artwork by sticking pieces of paper or other material on to a surface.

Follow the steps below to making a border using collage.

- Choose some colourful pages from a magazine. Cut or tear the pictures into strips.
- Place the strips around the edge of the plate to make a border.
- Use glue to stick the strips in place on the back of the plate.
- Cut out a circle of paper and stick it over the strips on the back of the plate to make it neat.



The idea for the border on this plate was inspired by these pictures. They show different types of seaweed that grow under water.





Fantastic fish creatures

Fish have inspired artists around the world. Here are some examples of the meaning of fish in different artworks.

talk
about it

- Which of these pictures have you seen before?
- How do you feel when you look at them? Are they fun, scary, strange or interesting?
- Read about each picture.

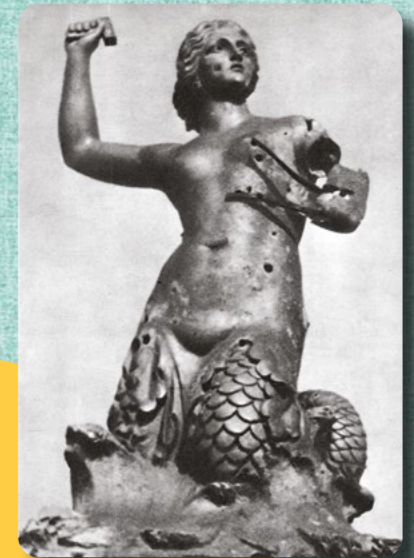
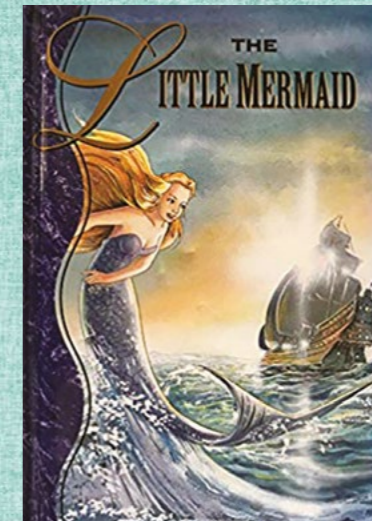
Some of the earliest paintings of fish were made in South Africa by the San people. Here are examples of fish they painted on rock surfaces.



Matsya is one of the forms of the Hindu god, Vishnu, shown as half-man, half-fish.



In Japan, there is an old story about a hero called Oniwaka. He uses his supernatural strength to fight a giant carp that has eaten his mother. This is a woodcut print by the artist Tsukioka Yoshitoshi (born in 1839, died in 1892).



Mermaids (female) and mermen (male) are characters in stories and fairytales.

Hans Christian Andersen was Danish (someone who comes from Denmark). He wrote a famous story called *The Little Mermaid*.

- Do you know any stories about mermaids or mermen?



This sign of the fish was used as a symbol by Christian people hundreds of year ago.

Jackson Hlungwani

The South African artist, Jackson Hlungwani, carved sculptures of fish out of wood. Some of his sculptures are in museums and art galleries.

Jackson Hlungwani first displayed his sculptures in special places in his village. He made his sculptures to teach people about God.

Jackson was a preacher in his community as well as an artist. Jackson's 'church' was not in a building, but outside in the natural environment. He belonged to the African Zionist Church.



More examples of Jackson Hlungwani's fish sculptures



1. Observe, imagine, move and draw

- What are Jackson Hlungwani's sculptures made from?
- Choose one of the fish sculptures shown on these pages. Think about its size, shape and texture. Imagine what it feels like to touch it.
- Write three sentences to describe the sculpture.
- Imagine that you are that fish. Think about how you move, the colour you are in the water, the type of sounds you make. Move like the fish, travel around the room.
- Write words that describe the movement, colours and sounds of the fish.
- Use a pencil and half an A4 page, to draw the sculpture. Draw the shape, texture and as many other details as you can.



A fish sculpture by Jackson Hlungwani

2. Become an art dealer

- With a partner, look at the fish sculptures on these pages. Talk about what is interesting or special about them.
- Choose one of the sculptures. Imagine you are an art dealer, a person who sells art. Your partner wants to buy an artwork for their home. Tell your partner about the sculpture and the artist, encourage them to buy it.
- Did you sell the sculpture?
- Swap over.



Create a fish kite Part I

A kite is a toy that can fly in the wind. Most kites are made on a frame covered with paper or other material. They are attached to a long string that is used to control them as they fly.

Kites come in different shapes and sizes. Some kites look like animals.

- What type of kites have you seen?



In Japan, people fly windsock kites called 'koinobori', which means 'carp streamer'. The kites look like fish. They are flown to celebrate Children's Day on the 5 May every year. They symbolise the happiness of children.

1. Make the body for a windsock kite

- Roll a sheet of paper up tightly to form a paper stick. Secure it with tape.
- Roll the top of another piece of paper around the stick and glue or tape it down. In Part 2 this will form the mouth of your fish.
- Draw eyes and gills on your fish. Draw the fish scales and any other patterns you want on your fish. You can use different colours.



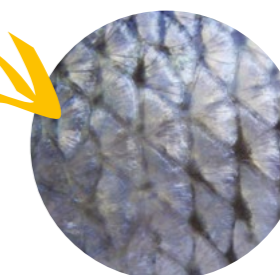
For the body and fins of the kite:

- any light-weight paper such as newspaper or newsprint

For the mouth of the kite:

- a rolled paper stick or a wooden stick that is strong but can be bent into a circle; or thin wire; or a reed from the brush of a broom
- Tape or paper glue such as a glue stick
- String
- A stick to hold when you fly your kite
- Colour kokis, crayons, paint or oil pastels

A close-up photograph of fish scales.



2. Add the tails and fins

- Cut three pieces of paper to make fins – two fins on the side of the fish, and one fin for the tail.
- Cut each fin into strips to make streamers that blow in the wind when you fly your kite.
- Use glue and/or tape to stick the fins to the body of your fish.



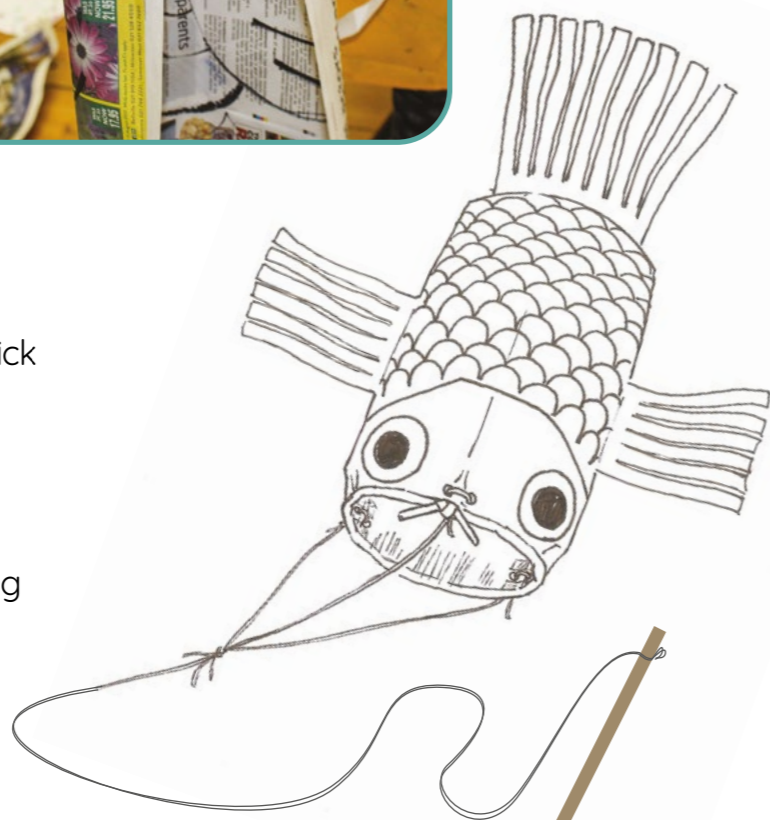
Create a fish kite Part 2

3. Make the mouth of the fish

- Bend the stick at the top of your fish to make a circle. Tie the two ends in a knot or join them together with tape.

This is the mouth of your fish. The wind blows through this opening as you pull your kite through the air.

- Tape, or glue, the sides of your fish together.



4. Add string and a stick to control your kite

- Make three small holes under the stick in the mouth of your fish. Space the holes equal distance apart.
- Thread string through the holes. Tie the pieces of string together.
- Tie the end of the long piece of string to a stick.

5. Fly your kite

- Hold your stick and run with your fish.
- The air will move in through the mouth and your kite will fly.
- If there is a gentle wind blowing, run into the wind and your kite will fly higher.



If there is not much wind, wrap some of the long string around the holding stick. As the kite flies higher, let out some more string.



Fun fact

Windssocks are used at airports to show the direction the wind is blowing. Aeroplanes always take off into the wind.



Swimming



Swimming strengthens the muscles in our shoulders, arms, legs and core. Even strong swimmers need to follow water safety rules.

Before practising swimming, let's check what we know about water safety.

- Remind yourself about safety rules at a swimming pool, read page 40.
- Remind yourself about the power of water and flood safety precautions, read pages 45 and 47.
- Remind yourself about safety by the sea, read pages 48–49.

Give a reason for each of the safety rules in the box below.

What other water safety rules can you add? Think about what you learnt in Term 3 about water safety.

Safety rules for swimming

- Only swim if there is an adult to watch you.
- Walk around the swimming pool, do not run.
- Never push someone into the water or jump on someone in the water.
- Do not swim if you are tired or cold.
- In a river, do not swim where the water is deep and flowing fast.
- Never swim in a stream or river after it has rained or if a storm is coming.
- At the beach, only swim in the area between the flags put up by the lifeguards, and if the lifeguard is on duty.
- If a person is drowning, throw them a stick or a buoy to help them float. Do not jump into the water to help them.



Warm up

Do some jumping jacks and star jumps.

Glide

Pull in your stomach. Lift your chest and shoulders off the ground. Count for 10 seconds. Move your arms up and down.

Keep your stomach pulled in. Lower your arms and shoulders. Lift your legs and feet off the ground. Try to move them up and down.

Dish hold

Pull in your stomach. Lift your shoulders, arms and legs off the ground. Count for 10 seconds. Move your arms backwards and forwards. Then kick with your legs.

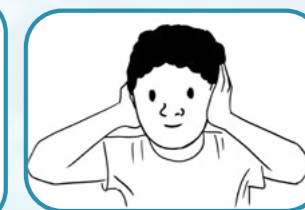
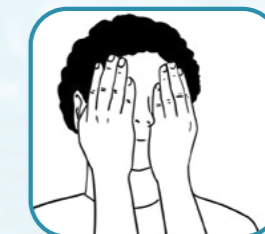


Prepare for swimming

When a swimmer is under water, they feel the water pressing around their body. If their head is under water they must hold their breath so they do not drown. A swimmer must lift their head out of the water to breathe.

Do these activities to imagine what it feels like to be under water.

- Put your hands gently over your closed eyes.
- Put your hands over your ears.
- Practise holding your breath:
 1. Breathe in through your nose for 4 seconds. Fill your lungs with air.
 2. Hold your breath for about 6 seconds, or as long as you can.
 3. Breathe out loudly through your mouth.



Cool down

Knee hug

Lie on your back with your knees bent. Put your arms around your legs and slowly bring your knees towards your chest. Feel a gentle stretch in your lower back.



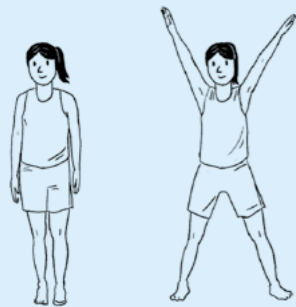
Swimming movements



The four types of movement sequences we use to swim are: backstroke, breaststroke, freestyle and butterfly.

Warm up

Do some dynamic stretches to warm up.

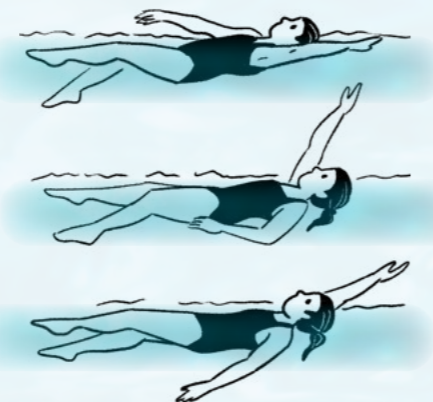


Jumping jacks or star jumps

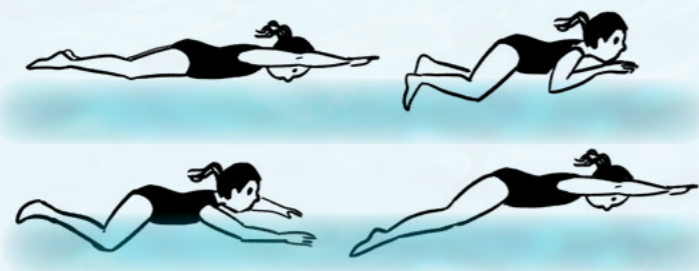
Swimming strokes

To do **backstroke**, swimmers lie on their backs and look up at the sky. They do not put their faces in the water.

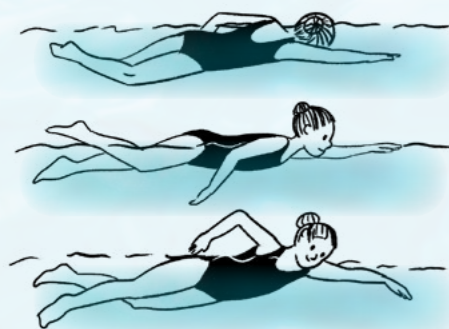
For **breaststroke**, **freestyle** and **butterfly**, swimmers lie on their stomachs. Their heads and faces go in the water. They have to hold their breath when their heads are in the water, and breathe out when their heads come out of the water.



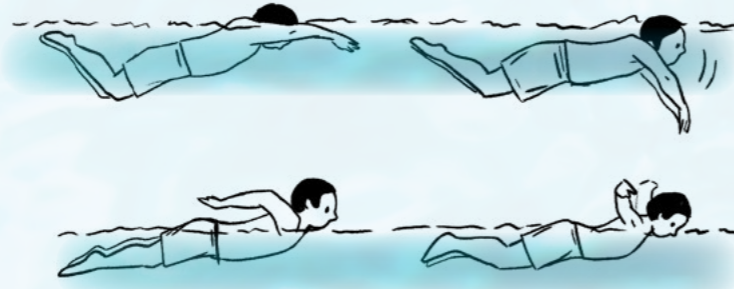
Backstroke



Breaststroke



Freestyle



Butterfly



Practise swimming strokes

Lie on a table or strong box, so your arms hang off the sides.

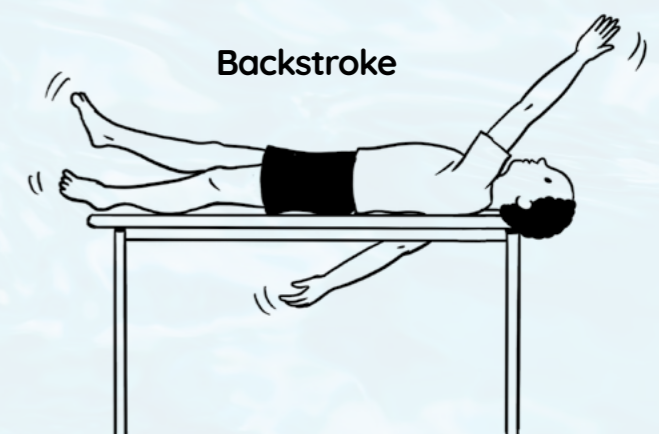
1. Do the arm movements for a swimming stroke.
2. Practise doing the leg movements.
3. Try to do the leg and arm movements together, at the same time.

Practise doing the other swimming strokes.

Take care of your head and neck.



Freestyle



Backstroke

Cool down

Child's pose

Sit on your heels, move your knees apart but keep your big toes touching each other. Move your hands in front of you as you push your shoulders down to the ground. Hold this position for 15 to 20 seconds. Then walk your hands around to the right. Feel a stretch along the side of your body. Then walk your hands over to the left. Feel a stretch along the other side of your body.



Field and track athletics



Field and track athletics include sports like running, walking, long jump, high jump, javelin and discus throwing. Like other sports people, athletes need to exercise to stay fit and strong.

Warm up

Dynamic stretches

Do some dynamic stretches, see page 105.

Fun fitness course

Station 1 Step-ups

Slowly step up and down. Do this for 20 seconds. Then do it again, starting with the other leg.



Station 2 Run to the mountain

Run to the marker. Lie down on your front. Then the next person on your team runs to the marker, and lies down. When everyone in your team is lying down climb the mountain.



Station 3 Climb the mountain

Put both hands on the ground. Take big steps with your legs. How many steps can you take in 20 seconds?



Station 4 Lift your body over the porcupine

Raise your body onto your hands and feet. Pull your stomach muscles in, push your hips up. Walk sideways on your hands and feet.



Station 5 Crocodile walk down the mountain

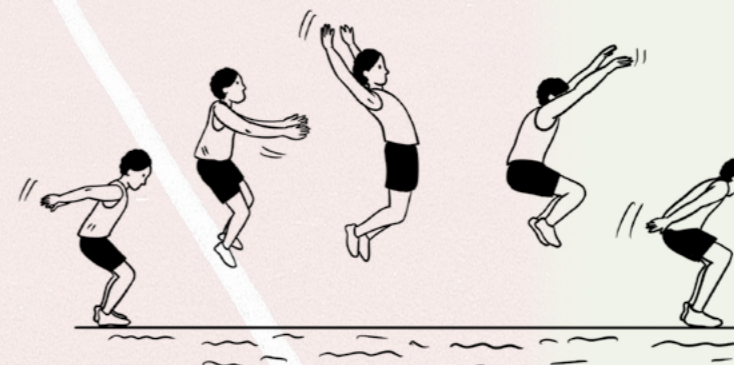
As your partner holds your legs off the ground, balance on your hands. Walk forwards on your hands. If you can, try doing wheelbarrow push-ups.



Long jump

Learn to do a long jump:

1. Get ready	Bend your knees, swing your arms back and forward.
2. Take-off	Swing your arms forward and jump up into the air.
3. Flight	Your speed will carry you forward. Use your arms to help you.
4. Landing	Land with feet close together, and bend your knees.



Jumping too much on a hard surface can damage our knees and legs. Athletes land in sandpits for long jumps, and on a safety mattress for high jumps.

High jump

Practise jumping over hurdles that are 3 m apart. For every hurdle you clear give yourself a point.



Cool down

Do some static stretches. See pages 106-107.



Forward bend



Outer thigh stretch

Field athletics



There are three types of throwing activities in athletics: shot put, discus, and javelin. Each activity strengthens an athlete's muscles in different ways.

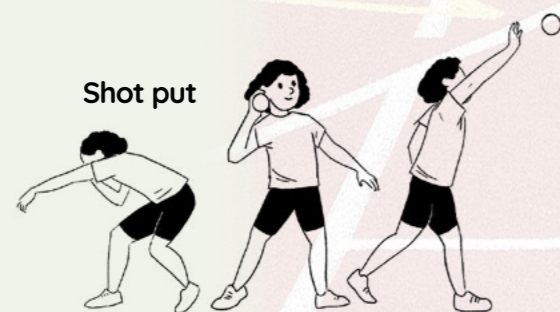
Warm up

Do some dynamic stretches, see page 105.

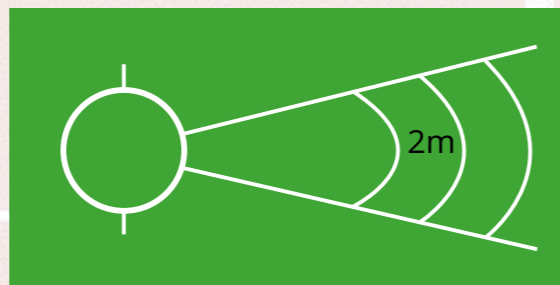
Shot put

In shot put, an athlete puts a heavy ball as far away from them as they can. The ball is called a 'shot'. The athlete pushes, rather than throws the shot, using powerful muscles in their legs, back, shoulders and arms.

Use a beanbag to practise 'putting' a shot. Follow the moves in the picture.



Shot put



Layout for shot put

In women's shot put the shot weighs about 4kg. In the men's game it weighs about 7kg.

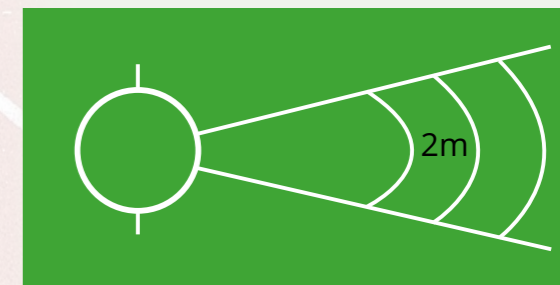
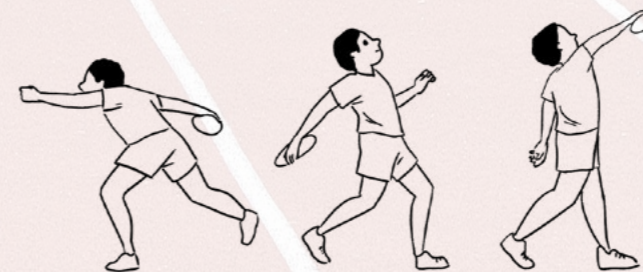


Discus throw

A discus is like a heavy, round plate. The athlete puts their throwing hand on top of the discus, holding it at the edges. They move in a circle, spinning around, and then let go of the discus, throwing it as far as they can.

Use a paper plate or frisbee to practise throwing a discus.

Discus throw



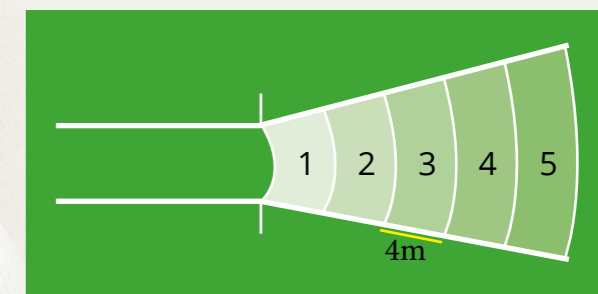
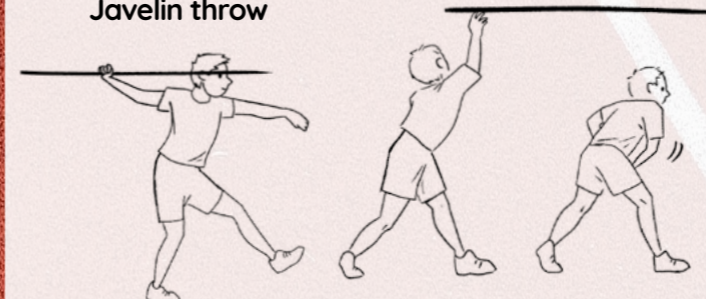
Layout for discus throw

Javelin throw

A javelin is like a spear. To throw a javelin, the athlete holds it in line with their eyes, parallel to the ground. They run, turn sideways, take their arm back, bending their elbow, and throw it forward. The power for the throw comes from the rest of their body, not only their arm.

Use a long stick, like a broom handle, to practise throwing a javelin.

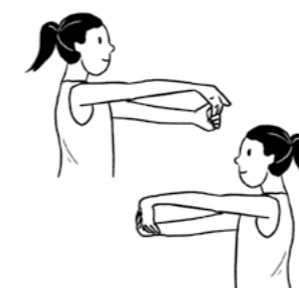
Javelin throw



Layout for javelin throw

Cool down

Do some static stretches. See pages 106-107.



Wrist stretch



Hamstring stretch



Groin stretch

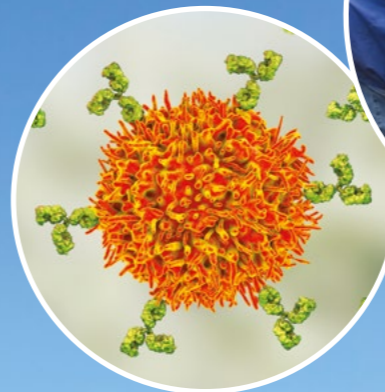
It's a wrap

- Which pictures in this book will you remember?
- What activities did you enjoy most? Choose five of your favourite ones.
- What skills can you do best?
- What skills do you need to practise more?
- What feedback would you like to give your teacher?



In your
journal

Write or draw something
about the good times and the
challenges in Grade 4 .



Acknowledgements



The development of the *At the Crossroads Life Skills* and *Life Orientation* textbooks and Teacher’s Guides (Grades 4 to 12) involved collaboration between many partners, writers, designers, reviewers, and coordinators. We thank all those who have been involved with the project.

Series Editor Patricia Watson, Department of Basic Education

Phase Editors Intermediate Phase: Rachel Adatia, Thulani Sibeko, Esther Ramani and Leah Marais; Senior Phase: Diane Favis, Leah Marais and Bhuti Nkosi; Further Education and Training Phase: Sally Clark, Una Seery and Trevor Waller. All phases benefitted from the editorial feedback from subject advisors as coordinated by Jerry Zitha and Martha Bernard-Phera

Project Guiding Document Patricia Watson, André Croucamp, Rachel Adatia, Sally Whines, Yumnah Hattas and Desmond Ntshalintshali

Teacher Guides generic section: Diane Favis, Patricia Watson, John Ostrowick and Sally Whines and Teacher Guide grade specific sections for Intermediate Phase: Rachel Adatia, Thulani Sibeko and Leah Marais; Senior Phase: Diane Favis, Leah Marais and Bhuti Nkosi; Further Education and Training Phase: Trevor Waller. All phases benefitted from the editorial feedback from subject advisors as coordinated by Jerry Zitha and Martha Bernard-Phera

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Noma-Gcina Mtshontshi, Ntombikayise Zulu, Risuna Wisdom Nkolele, Themba Mahlangu, Thompho Rambuda

Design & Images

Adam Rumball, Alicia Arntzen, Arline Stoffberg, Brian Switala, Candice Turvey-Green, Emma Bosman, Francis Burger, Jenny Hattingh, Keabetswe Makgoane, Landi Terblanche, Melinda Bosch, Michele Dean, Nkosinathi Khumalo, Rita Potenza, Rizelle Haartmeier, Robert Machiri, Sally Whines, Sarie Potter, Tatjana Godoy

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Special thanks to:

The curriculum strengthening team that supported the DBE to develop the Competency Framework led by Cheryl Weston: Shirley Eadie, Cathryn Moodley James, Sharon Grussendorff, Leketi Makalela, Andre Croucamp, Lauren Tracey Temba, Shafika Isaac who cocreated the Competency Framework for DBE

Gauteng Department of Basic Education officials and teachers who attended workshops and shared their experience of Life Orientation in the classroom and ideas to inform the textbooks

Schools that took part in photo shoots and illustrations: Emadwaleni High School, Greenside High School, Pretoria Tech High School, Queens High School, Thatha Ezakho Primary School, Vista Nova School

Kara Heritage Institute and the houses of traditional leadership that informed the indigenous knowledge priority

MindBurst Workshop for sharing their experience of developing and facilitating critical thinking skills with schools. The skills scaffold and the project lenses are based on their work

The South African Human Rights Commission (SAHRC), particularly Commissioner Ameermia and the Access to Justice Programme

Discovery Vitality who hosted the Physical Education ‘Big Ideas’ specialist workshop

Soul City for permission to draw on their extensive archive of Soul Buddyz materials

The European Union for funding the initial phase of the project

The National Collaboration Trust, particularly Godwin Khosa, Peter Kimingi, Sandile Mkhonto, Kanyisa Diamond, Tsitsi Magwiro, Hlayisani Mabutana and Thabo Motshweni

The senior managers of Basic Education, particularly Dr Granville Whittle, Mamiki Maboya, Patricia Watson, Moses Simelane, Rufus Poliah, Seliki Tlhabane, Cheryl Weston, Mark Chetty, Bulara Monyaki, Pule Rakgoathe, Martha Bernard-Phera, Jerry Zitha, Likho Bottoman, Sifiso Ngobese, Given Mabena, Neo Sediti, Muzi Ndlovu, Sibongile Monareng

Organisations who have contributed to the project, including those who participated in workshops and provided resource materials to inform the textbooks:

Adopt-a-School Foundation
African Centre of Excellence for Information Ethics
African Storybook Project
Aids Accountability International
Altus Sport
Amnesty International
ASSITEJ
British Council
Cape Peninsula University of Technology: Centre for International Teacher Education
Class Act
Constitution Hill: Education Outreach
Constitutional Literacy and Service Initiative (CLASI)
Cool to be Me
Department of Arts and Culture
Department of Cooperative Governance and Traditional Affairs
Department of Basic Education: Life Orientation Education Specialists across the nine provinces
Department of Health
Department of Higher Education and Training
Department of Justice and Constitutional Development
Department of Social Development
Department of Sport and Recreation South Africa
Department of Transport
Discovery Vitality
Durban Gay Centre
Durban University of Technology: International Centre of Nonviolence
ENSAfrica
Equal Education Law Centre
Eskom
Facing History and Ourselves
Flemish Association for Development Cooperation and Technical Assistance (VVOB)
Foundation for Human Rights (FHR)
GALA (Gay and Lesbian Memory in Action)
Gauteng Department of Education
Gay and Lesbian Network (GLN)
Gender Dynamix
GIZ – Deutsche Gesellschaft
Grassroot Soccer
Higher Education and Training HIV/AIDS Programme (heads)
Human Sciences Research Council (HSRC)
I.B.I ART
Inclusive Education South Africa
Institute for Security Studies
Intel South Africa Corporation
Iranti-org
Kara Heritage Institute
Kenya Institute of Education
King David High School

Know Your Constitution Campaign (KYC)
Learning Matters
Lifesaving South Africa
Macsteel Maestros
Mapungubwe Institute for Strategic Reflection
Media in Education Trust Africa (MIET Africa)
Mindset TV Network
Motsepe Foundation
Move-It Moving Matters
Nal’ibali Reading Clubs
Namibia Ministry of Education
National Education Collaboration Trust (NECT)
National Sea Rescue Institute (NSRI)
Masihlangane Communications CC
Milk SA
Momentum Metropolitan Holdings Limited
Nelson Mandela Children’s Fund
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North-West University
Phaphama Initiatives
Phoenix College of Johannesburg
Physical Education Institute of South Africa (PEISA)
Railway Safety Regulator (RSR)
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Special Olympics South Africa
Sport for Social Change Network (SSCN)
Sports Science Institute of South Africa (SSISA)
Street Law
Swiss Agency for Development and Cooperation
The Global Hope: The Chicago School of Professional Psychology

The Institute for Justice and Reconciliation
The Other Foundation
Triangle Project
Tshwane University of Technology
United Nations Educational, Scientific and Cultural Organization (UNESCO): Quality Physical Education
United Nations Children’s Fund (UNICEF)
United Nations Human Rights: Office of the High Commissioner
Unity Actions
University of Cape Town: Children’s Institute of South Africa
University of Cape Town: Exercise Science and Sports Medicine
University of Johannesburg School of Education
University of KwaZulu-Natal: DST-NRF Centre in Indigenous Knowledge Systems (CIKS)
University of Kwa Zulu-Natal: School of Education
University of Pretoria: Centre for Sexualities, AIDS and Gender
University of Pretoria: TUKS AIDS Reference Group
University of South Africa (UNISA): Department of Inclusive Education
University of Stellenbosch
University of the Free State
University of the Western Cape: School of Education
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Text acknowledgements

Lesson 8.2 There are various versions of the story ‘Sands of Forgiveness’, the original author is unknown.

Lesson 8.6 Explanation of the symbols in South Africa's coat of arms adapted from *My Country South Africa*, Department of Basic Education, Pretoria, 2008, pp.17–21.

Lesson 9.6 For the complete Interfaith Prayer for the World, by Claudene Oliva, 21 January 2015, see https://www.uua.org/worship/words/meditation/184735.shtml accessed 27 June 2024

Lesson set 10 Info Page G ‘A story of sweet water’ adapted from *Innovation in Local and Global Learning systems for Sustainability: African Heritage Knowledge in the Context of Social Innovation – Learning contributions of the Regional Centres of Expertise on Education for Sustainable Development*, p.30. (United Nations University Institute of Advanced Studies (UNU-IAS), Yokohama, Japan, 2013.

Lesson 10.3 Many thanks to Chad le Clos for permission to include his quotation.

Lesson set 12, Info Page J ‘Germs spread when we sneeze and cough’ adapted from *Soul Buddyz Clubs Unit Guides* Numbers 1&2, 2016, p. 4, by Glynis Clacherty, with permission from the publisher Soul City Institute for Social Justice (formerly Soul City Institute for Health and Development Communication).

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