

CAPS

Platinum

Life Skills



MASKEU MILLER
LONGMAN

H. Amato • J. Calitz • S. Heese • L. Shaw

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MASKEW MILLER
LONGMAN

Contents

Term 1

Study area: Personal and Social Well-being

Chapter 1:	Positive self-concept	4
	What is self-concept?	4
	Building a positive self-concept	5
Skills focus:	Reading	6
Chapter 2:	Giving and receiving feedback	8
	Positive and negative feedback	8
Skills focus:	Reading	10
Chapter 3:	Coping with emotions	12
	Different emotions	12
	Manage emotions in a positive way	13
Skills focus:	Reading	14
Chapter 4:	Relationships with peers, older people and strangers	16
	Safe and unsafe relationships	16
Skills focus:	Reading	18

Study area: Creative Arts

Performing Arts		
Chapter 6:	Dance, drama and music	28
	Understanding and reading music	28
	Making music	30
	Moving your body – music and dance	32
	Mime and our senses	34
	Sing and appreciate different music	37
Visual Arts		
Chapter 7:	Appreciate and create visual art	38
	Colour and emphasis in art	38
	Using art materials	40
	Work with clay	42
Formal Assessment:	Personal and Social Well-being	44

Study area: Physical Education

Chapter 5:	Movement sequences	20
	Warming up and cooling down	20
	Rotation (Rolling)	22
	Balance	24
	Locomotion (Moving)	25
	Elevation (Jumping)	26

Physical Education **46**

Creative Arts **47**

Term 2

Study area: Personal and Social Well-being

Chapter 8:	Discrimination, stereotype and bias	50
	The difference between discrimination, stereotype and bias	50
	The rights of the child	51
Skills focus:	Reading	52
Chapter 9:	Child abuse	54
	Different types of child abuse	54
	How to deal with abuse	55
Skills focus:	Reading	56
Chapter 10:	Dealing with violent situations	58
	Violence at home, at school and in the community	58
	Responding to violent situations	59
Skills focus:	Reading	60
Chapter 11:	Age and gender in different cultures	62
	Relationships between elders and children	62
	Responsibilities and contributions of males and females in cultures	63
Skills focus:	Reading	64

Study area: Physical Education

Chapter 12:	Target games	66
	Throwing and passing skills	66
	Different types of target games	68
	Indigenous games	69
	Kicking	70
	Dribbling and control	71
	Movement performance	72

Study area: Creative Arts

Performing Arts

Chapter 13:	Dance, drama and music	74
	Move in different ways	74
	Movement and dance	76
	Understand and create music	80
	Mime and your senses	82
	Different music genres	83

Visual Arts

Chapter 14:	Appreciate and create visual art	84
	Lettering, patterns and body art	84
	Use letters and patterns to decorate a surface	86
	Make a mask	88

Formal Assessment: Personal and Social Well-being

Physical Education

Creative Arts

Term 3

Study area: Personal and Social Well-being

Chapter 15:	Festivals and customs from various religions	96
	Hindu, Islamic and Jewish festivals and customs	96
Skills focus:	Reading	98
	Festivals and customs of Christianity, Buddhism and African Traditional Religion	100
Chapter 16:	Safety measures at home and in the environment	102
	Harmful household products and medication	102
Skills focus:	Reading	104
Chapter 17:	Water is an important basic need	106
	Water is important	106
	How can we save water	107
Skills focus:	Reading	108
Chapter 18:	Healthy eating for children	110
	What we need to eat to be healthy	110
	Factors that influence what and how much children eat	111
Skills focus:	Reading	112

Study area: Creative Arts

Performing Arts

Chapter 20:	Dance, drama and music	120
	Sing songs and read music	120
	Moving your body	122
	Become a character	124
	Appreciate and reflect on a performance	129

Visual Arts

Chapter 21:	Appreciate and create visual art	130
	Shape, colour and patterns	130
	Paint insects or reptiles	132
	Make a sculpture	134

Formal Assessment:	Personal and Social Well-being	136
---------------------------	---------------------------------------	------------

	Physical Education	138
--	---------------------------	------------

	Creative Arts	139
--	----------------------	------------

Study area: Physical Education

Chapter 19:	Rhythmic movements	114
	Slow and controlled rhythmic movements	114
	Faster rhythmic movements	116
	Learn a dance	117
	Movements with a partner	118
	Group dance	119

Term 4

Study area: Personal and Social Well-being

Chapter 22:	Local health problems	142
	Tuberculosis and diarrhoea	142
Skills focus:	Reading	144
	Causes of health problems, symptoms and treatment	146
Chapter 23:	HIV and AIDS	148
	Stigma about HIV and AIDS	148
Skills focus:	Reading	150
Chapter 24:	Substance abuse	152
	Types of drugs	152
	How drugs affect the body and the mind	153
Skills focus:	Reading	154

Study area: Physical Education

Chapter 25:	Athletics and swimming	156
	Field athletics	156
	Track athletics: Running sprints and longer distances	158
	Swimming	162

Study area: Creative arts

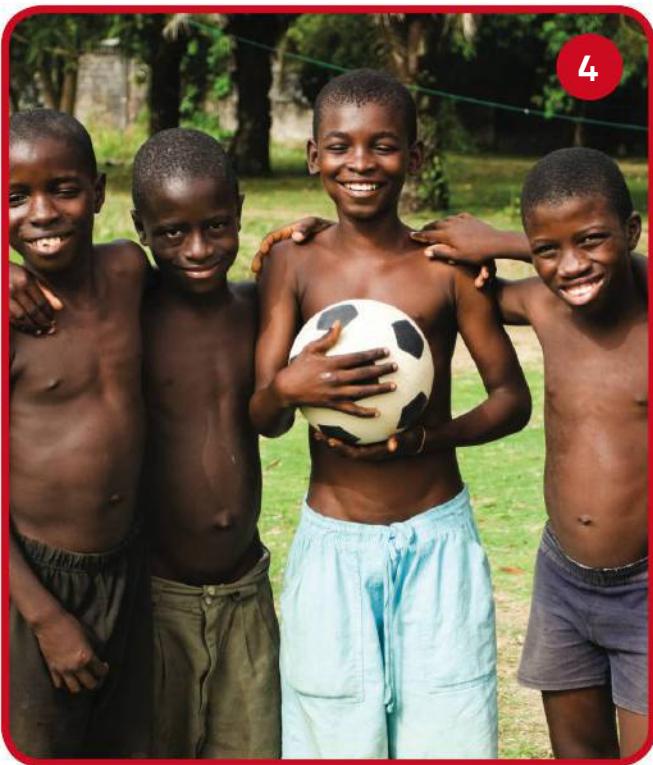
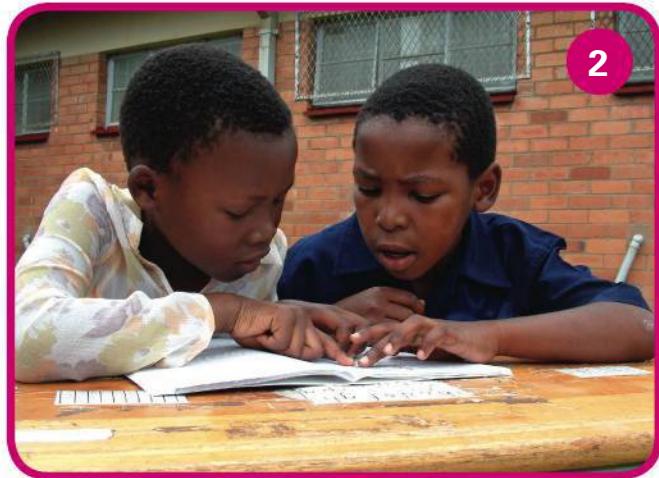
Performing Arts		
Chapter 26:	Dance, drama and music	164
	Sing and make music	164
	Dragons, songs and poems	168
	Celebration dances	170
	Watch a performance with understanding	173
Visual Arts		
Chapter 27:	Appreciate and create visual art	174
	Space, shape and texture	174
	Create an image of an aeroplane or bird	176
	Make a sculpture of recyclable materials	178

Formal Assessment:	Personal and Social Well-being	180
	Physical Education	182
	Creative Arts	183

Glossary	184
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1

Term 1



2



6

What do you know?

1. Do you feel happy and contented just being who you are?
2. Do you like to help people when there is something that they don't understand?
3. What do you think might have happened to make this person sad? What do you think the other girls are saying?
4. What do you like about having a good friend? Discuss with a partner.
5. Can you do a handstand?
6. Can you dance like an elephant? Or move like a feather?
7. Which colours should you mix together to get the colour orange? And purple? And green?



7

Content covered in Term 1

Chapter 1: Positive self-concept; **Chapter 2:** Giving and receiving feedback; **Chapter 3:** Coping with emotions; **Chapter 4:** Relationships with peers, older people and strangers; **Chapter 5:** Movement sequences; **Chapter 6:** Dance, drama and music; **Chapter 7:** Appreciate and create visual art; **Formal Assessment**

Positive self-concept

Study area

Personal and Social Well-being

Key words

- **self-concept** – how you see yourself

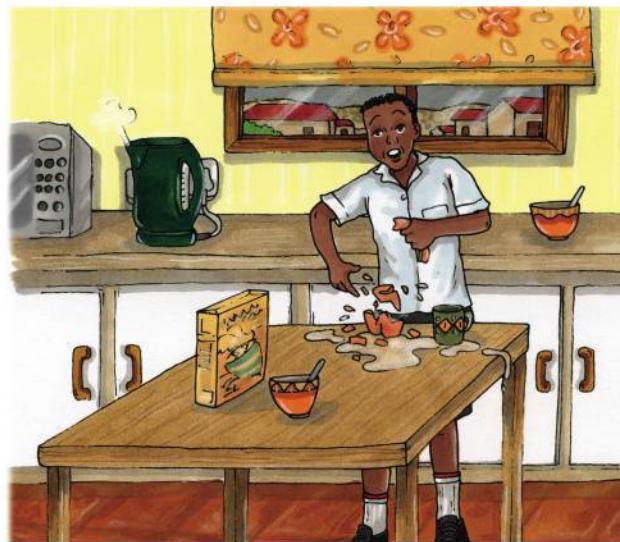
What is self-concept?

A positive **self-concept** means you like and respect yourself. This means that you are beginning to know what you like and dislike. It also means that you stand up for your rights and what you think is important.

A negative or low self-concept means you have a low opinion of yourself. For example, if you believe that you will always fail no matter how hard you study, then you might not try very hard to succeed. If you do not try to succeed, you may get low marks, and this will make you feel even worse about yourself.

What adults and your peers say about you can make a big difference to your self-concept.

You are so stupid and clumsy! Can't you even hold a jug of milk without dropping it?



That jug must have been heavier than you thought. Come, let's clean up the mess. I'll help you.

ACTIVITY 1.1

Look at the picture and answer the questions

1. How would the boy feel if an adult spoke the words in the speech bubble on the left?
2. How would the boy feel if an adult spoke the words in the speech bubble on the right?
3. a) Which way of speaking builds up the boy's self-concept?
b) Give a reason for your answer.

Building a positive self-concept

Many people have low **self-esteem** or a low self-concept. Look at the table to see the seven points that show you how you can build self-esteem.

Key words

- **self-esteem** – self-confidence or self-worth

• Take good care of yourself	Get enough rest. Exercise. Eat healthy food.
• Make time for fun	Playing, laughing and having good friends help us feel happy. This is good for our self-concept.
• Practise honesty	Your self-concept relies on who you know you are. If you are untruthful, you will think less of yourself.
• Have goals	Think about what you want and then take steps to achieve this. Even reaching a small goal will boost your self-esteem.
• Take a stand	Be willing to stand up for what you value and for what you believe in. You can do this without hurting other people's feelings.
• Celebrate your successes	When you achieve something you have decided to do, feel proud of yourself. Knowing you have done this increases your self-respect and your self-concept.
• Focus on who you are	Continue to grow and learn new things. Remember who you are and what others say doesn't matter.

ACTIVITY 1.2 Write about personal success

Think about something that you wanted to do and that you achieved or had success with. It can be something small or big. Write about it.

Skills focus: Reading

Dr Feelgood



Dr Feelgood waved to one of his patients. "Good bye!" he called as the older man left, smiling and waving.

Mr Bones in the pharmacy wondered: "Why do none of Dr Feelgood's patients ever buy medicines from me? He must be telling them to go somewhere else."

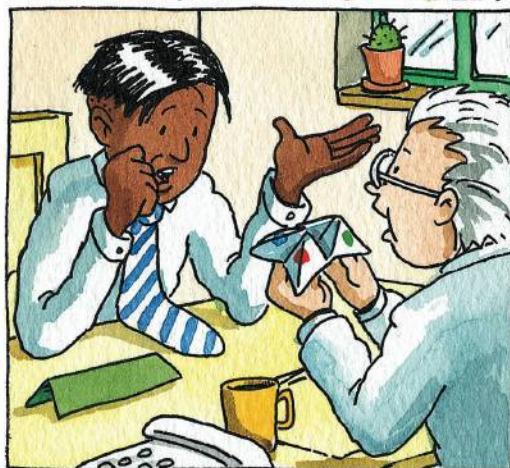


Mr Bones asked Dr Feelgood, "Tell me why you are sending your patients to another pharmacy to get their medicines." Dr Feelgood took out a piece of paper folded into a square.

"Choose a colour," he told Mr Bones "and then a number."

Dr Feelgood lifted the flap under the number. He read: "Tell me one thing you are good at."

Mr Bones could not think of one thing. "Nothing," he said.



Dr Feelgood continued, "I have seen you reading stories and playing with your little son. I would say that you are a good father." "Well," said Dr Feelgood, "I believe that many people no longer **realise** how special they are. They forget what they are good at and they listen to **negative** things that other people say. This makes them sick. I remind them how special they are and they immediately start to feel better."

“So that’s why they are not buying my medicines!” said Mr Bones. “I thought you were telling them not to buy from me.”

“I wouldn’t do that,” said Dr Feelgood. “But why don’t you make these paper squares and sell them with your medicines? Then people will come into your **pharmacy**. ”

“That is an excellent idea,” said Mr Bones. “Can I do that?”

“Of course you can, Mr Bones”, said Dr Feelgood.



Think about what you read

1. Why do you think Mr Bones could not think of anything he was good at?
2. How did Dr Feelgood help him?
3. How did Mr Bones feel when he realised there was something he was good at?

Dictionary skills

1. Write the dictionary definitions of the words in bold text.
2. Find a word in the story that means ‘outstanding’ or ‘brilliant’.
3. Find a word in the story that means ‘straightaway’.

Giving and receiving feedback

Study area

Personal and Social Well-being

Key words

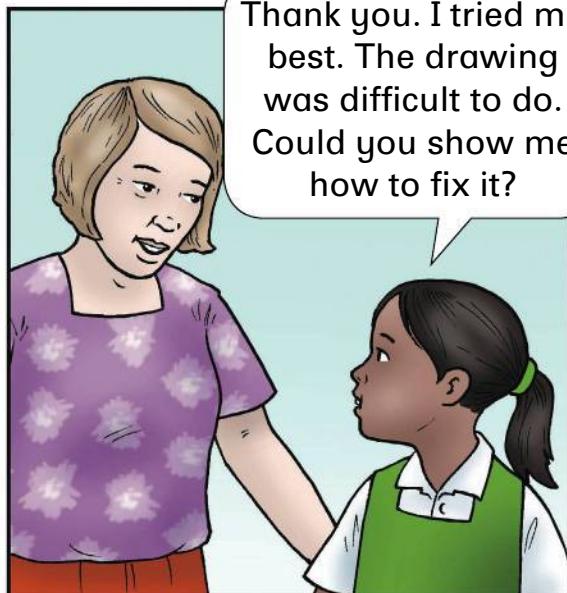
- positive** – helpful, encouraging or constructive
- feedback** – response or comment
- negative** – bad, harmful or damaging

Positive and negative feedback

What people say to others is important, but the way they say it is also important.

The teacher says what she likes about the project and what is good about it. Then she says what could be changed or fixed. The learner feels **positive** about what is right about the project and so feels more confident about fixing what is not right. If the teacher doesn't first say what she likes about the project, the learner might feel that everything is wrong and that she can't do anything right.

Your project is very neatly done and I like the colours you have used, but your drawing on page 3 is not accurate.



Thank you. I tried my best. The drawing was difficult to do. Could you show me how to fix it?

When the learner feels that not everything about the project is bad, it is easier to ask for help. Remember, when we give someone **feedback** we should try to say something positive first.

When we receive **negative** feedback we should remind ourselves of the things that are good and then try to fix or sort out the things that are not right.

If someone has given us positive feedback, we need to let the person know that we have noticed that. What did the learner say to the teacher to let her know this?

ACTIVITY 2.1 Give and receive feedback

Work with a partner.

Prepare and then act out for the class a good way to give and receive feedback in the situation below:

You are playing a netball or soccer match against another school. A person on your team misses when shooting for a goal.

ACTIVITY 2.2 Write what you would say in each of the situations

1. It is civics day at school. Everyone can come to school in ordinary clothes. Someone in your class has forgotten. He or she has come in school uniform.
 - a) How do you think the person may be feeling?
 - b) What could you say to make the person feel better?
 - c) If you were that person, what would you want someone to say to you?
2. The class is going on an outing. Everyone needs to bring money to buy lunch. Someone has forgotten to bring money.
 - a) How do you think the person may be feeling?
 - b) What could you say to make them feel better?
 - c) If that person were you, what would you want someone to say to you?
3. Everyone has to assess a friend's project. Some learners' projects are neat. The project you have to assess is untidy, has stains on it and there are a few spelling mistakes.
 - a) How do you think the person may be feeling?
 - b) What could you say to be truthful but not discourage your friend?
 - c) If that person were you, what would you want your friend to say to you?

Skills focus: Reading

A teacher's response

Thembi put her project on the teacher's table. She had tried very hard to do her best work. Her teacher called her.

"Thembi, I can see that you have tried very hard to do a good project. I want to help you with a few things that you did not do **properly**. Then you can fix them and hand in the project tomorrow morning."

"Thank you, Miss Pono. I did try hard to do my best. I will fix these things and hand in the project tomorrow."



In Mr Molefe's class, Andile handed in his project. He knew his facts were good and that he had answered all the questions but he wished he had a neater handwriting. He tried so hard but his work always looked **messy**. He also wished he had money to buy a nice plastic cover for his project. He thought it would help it to look better.

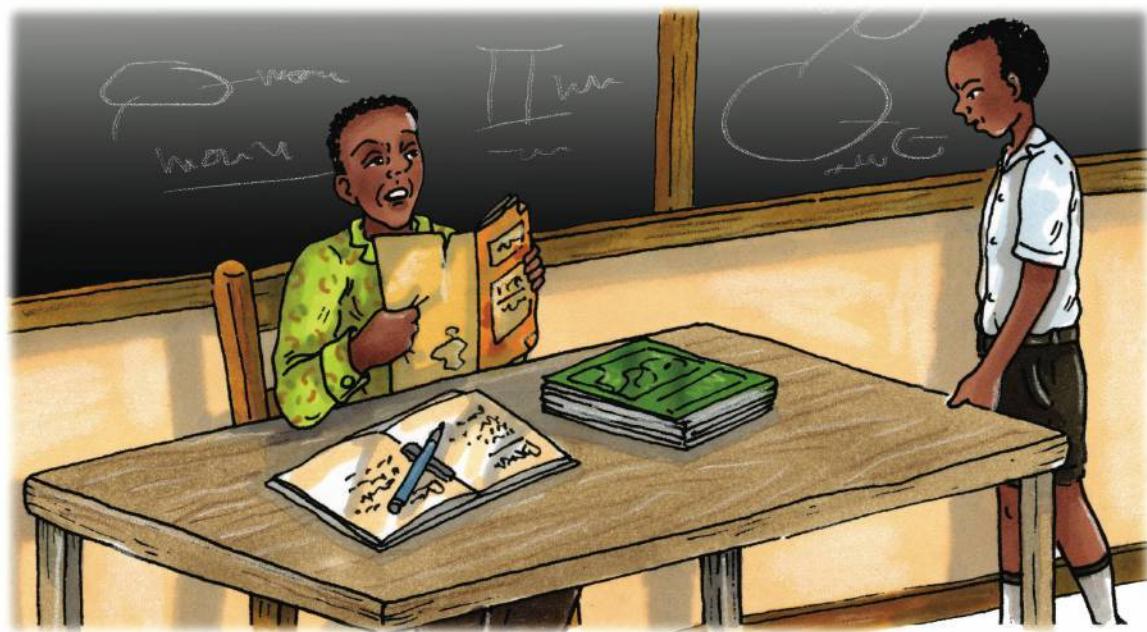
"Andile, is this your project?" asked Mr Molefe.

"Yes, sir," Andile answered.

"Why is it such a mess?" asked Mr Molefe. "Did you do this five minutes before school started this morning?"

"No, sir," Andile answered.

"Well, I can't see you passing this project," said Mr Molefe as he threw the project onto the pile of projects on his table.



Andile felt terrible. He wished he had never even done the project. Then he wouldn't have to hear Mr Molefe say this. He knew the information in the project was good. He wished Mr Molefe had looked more carefully before he made that **comment**. And he wished Mr Molefe had not spoken in front of the whole class.

Think about what you read

1. What did Miss Pono say about Thembu's project that was positive?
2. Did Thembu feel happy about fixing that part of the project that was not right?
3. Did Mr Molefe say anything positive about Andile's project?
4. How did Andile feel after Mr Molefe had commented on his project?
5. Did Andile feel happy about doing more work on the project?
6. What could Mr Molefe have said if he wanted to give positive feedback?

Dictionary skills

Write the dictionary definitions of the words in bold text.

Coping with emotions

Study area

Personal and Social Well-being

Key words

- emotions** – what we feel



Empathy

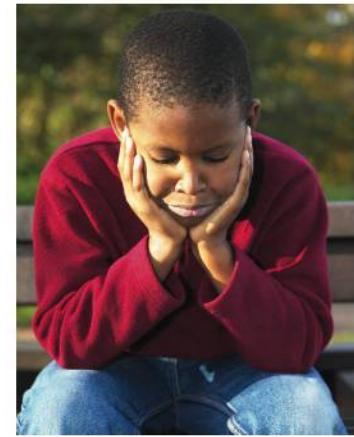
Different emotions

People feel different **emotions** all the time.

Sipho's grandmother died yesterday. She had an asthma attack and could not get to the hospital in time. Sipho does not have a mother or father. He lived with his grandmother.

Sadness and anger

I feel sad and angry. Why couldn't the ambulance get here in time? Why did they take so long? If they had come quickly she would still be alive. I hate them for not coming quickly. I need my grandmother. How will I live without her?



Sadness and anger

Empathy

I know how Sipho feels. My grandfather died last year. He was my father's father. My father died when I was a baby so my grandfather was like my father. I felt as if my whole world had broken down.



Compassion

Compassion

I can just imagine how Sipho must be feeling. I am sad to see him being so sad. I have been caring for him. I just wish I could do more for him. I wish I could take the sadness away from him.

ACTIVITY 3.1 Write about emotions

Work in pairs.

1. Write down other emotions you know.
2. Share these with the class.

Manage emotions in a positive way

Talk to a friend	Eat healthily and exercise	Know yourself	Write in a journal	Find help if the feeling doesn't go away
<ul style="list-style-type: none">It is good to talk to a friend or someone you can trust and tell them how you are feeling.Sometimes friends help you realise that everyone feels the way you do at one time or another.	<ul style="list-style-type: none">Being healthy helps people cope with emotions in a more positive way.	<ul style="list-style-type: none">Think about when you last felt this way. Remind yourself that what you are feeling will pass.	<ul style="list-style-type: none">If you write down how you feel it sometimes helps you to sort out your feelings.Keep the journal where no one can read it. When you feel better, read what you wrote about your feelings.	<ul style="list-style-type: none">Talk to a teacher or an adult you trust.Phone Childline for help if you are struggling to cope with what you are feeling. Their telephone number is 080 005 5555.

ACTIVITY 3.2 Draw a picture in order to remember

- At the top of your workbook page, write the heading 'Skills to manage emotions'.
- Draw an outline of your hand and then cut out the drawing.
- Write out each of the five skills in the table above on the fingers of your cut-out hand.

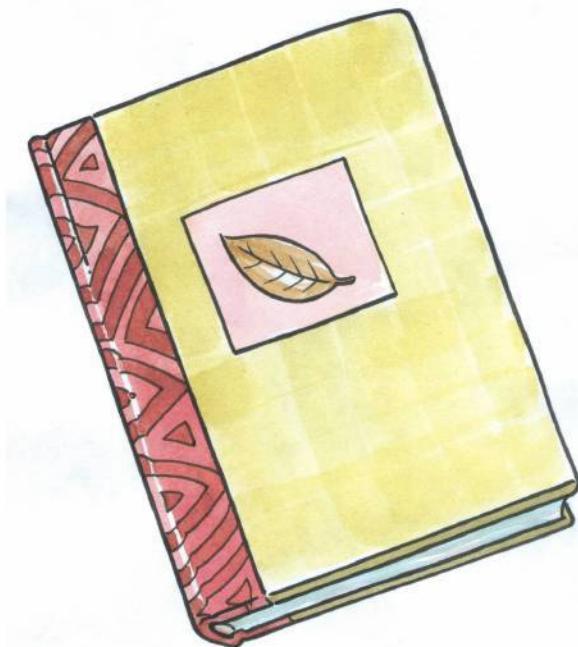
ACTIVITY 3.3 Write a story about the importance of friends

Write a true or made-up story about how a friend helped you through a time of great sadness, disappointment, or upset. Make sure that your story includes details about what happened to make you feel the way you did. Include details about how your friend helped you and how you felt in the end.

Keeping a journal

Keeping a journal is similar to keeping (writing in) a diary. A diary is kept to record day-to-day events. A journal is a book in which you write down your feelings and thoughts.

When you keep a journal all that matters is honesty with yourself about what you feel. Neatness, spelling, punctuation and grammar don't matter. You can use an old book that still has blank pages in it or you can buy a special book that you keep only for your journal.



Some people throw away the page in their journal after writing down their private thoughts. Other people keep the journal as a **permanent** record. It is interesting to read your old journal entries to see which thoughts or feelings are repeated in your life. Sometimes you can see how much you have grown as a person. If you don't want others to read your thoughts, keep your journal in a private place.

Find a private and quiet place when you record your thoughts in your journal. Think of a **recent** situation that has affected you either in a good or a bad way. Write a sentence or two about your feelings, describing the incident in as much detail as you can remember.

Spend some time thinking about how and why you are feeling the way you do. See if you can **pinpoint** any other thoughts or feelings.

Think about the way you behaved. Would you like to change this in any way? Did you lose control by what you said or did? Would you like to change this in the future? How can you plan to improve this?

Write down any **solutions** or different points of view that you may have thought of as you were keeping your journal.

Sakeenah's journal

Tuesday

Ruby came here again. She has been fantastic. I feel I can cope when I see she has survived without her mother. I feel SO angry and SO sad at the same time. I wish I could kill her for leaving us but I would do anything for her to come back. Am I going mad? I hate knowing that she is happy somewhere else and we are here. Ruby says it gets better when you get used to it. I don't WANT to get used to it!!!

Think about what you read

1. How can writing a journal help you?
2. How important is Sakeenah's friend to her at this time?
3. How do you know this?

Dictionary skills

Write the dictionary definitions of the words in bold text.

Relationships with peers, older people and strangers

Study area

Personal and Social Well-being

Key words

- **relationship** – friendship, contact with that person
- **peer** – a person your own age



Safe and unsafe relationships

We can have **relationships** and be friends with people of different ages. We need to feel safe in a friendship.

A relationship with a friend

I had a friend, Sindiwe. I could never believe what she said. She always made me feel unsafe. I stopped being friends with her. I am much more confident now. Friends should make you feel safe.



A relationship with an older person

My grandmother and I are very close. Even though she is much older than me so is not my **peer**, I can talk to her about anything. She listens and understands. She gives me advice when I ask. She doesn't tell me what to do the whole time. I'm so lucky to have someone like her in my life.

A relationship with a stranger

I work on Saturdays to earn extra money. I meet strangers all the time. I'm friendly but I never give them information about myself. I never tell them my surname. I don't tell them where I live or give them my phone number. I would not feel safe if I did that. My cousin gave her cell number to someone she had only just met. Now he keeps calling her and gets angry when she won't meet him.



Benefits of good and safe relationships

We can have relationships with people our own age. We can also have good relationships with older people or with younger people. In good relationships we feel safe and we are confident. We grow as people and we feel secure. We are happy and we can share that happiness.



Unsafe or bad relationships

In unsafe or bad relationships we feel unsure and unsafe. We know we cannot always trust the person. We are on our guard. If we can, we should move away from these relationships. If we can't move away from the person who makes us feel unsafe, then we must try to have other people around us when we are with them.

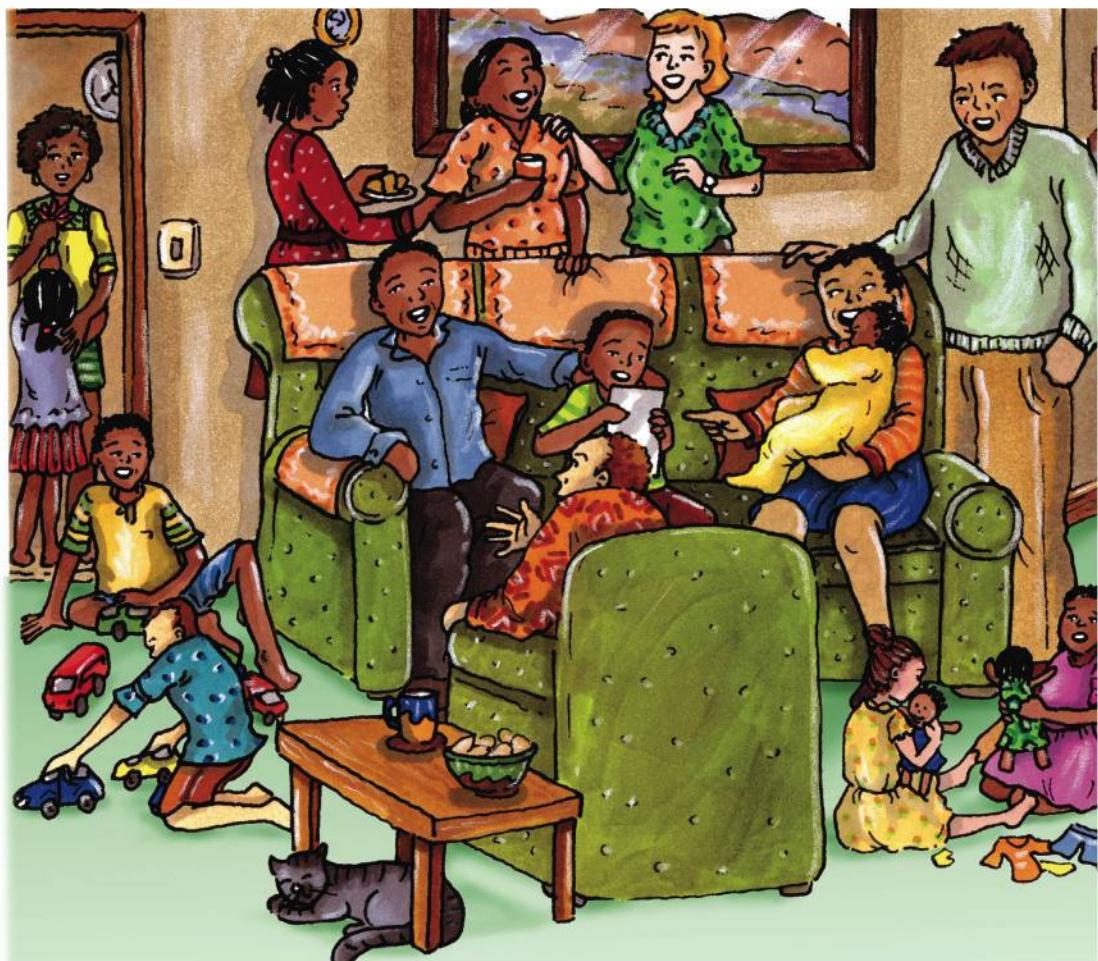


ACTIVITY 4.1 Write about relationships

1. Describe a good and safe relationship. It can be with someone your own age, or with an older person.
2. Describe a bad and unsafe relationship. Explain why it is unsafe.

Skills focus: Reading

A happy time



What a family gathering we had! It was a big **celebration** because my grandparents have been married for fifty years. Everyone was invited. There were so many people. I had a wonderful time. My uncle came from Durban and my other uncle came from Mthatha. Their children also came and we had so much fun meeting them, playing with them and talking to them. The children were actually strangers because we had not met them before but we knew where they belonged so it was easy to be friends. The neighbours came and so did family from East London.

We had such nice food to eat and everybody had a story to tell. I listened to my uncle telling us about what it was like growing up in my grandparents' house. He made us laugh so much with all his stories! Then my mother started telling stories about growing up with my uncle and we laughed even more.

I was so happy at the **anniversary** celebration. I felt safe with all the people there even though I did not know some of them. My one uncle had too much to drink and became noisy but my other uncle spoke to him and so he went to bed.



My grandparents had a happy time. I think they liked to see the whole family and their friends together again.

Think about what you read

1. Can older and younger people be friends?
2. Are all relationships safe and good?
3. What did the person who wrote the story enjoy the most about the celebration?
4. If all the families and friends wanted to come to the grandparents' anniversary celebration, do you think the people in this family had good relationships with each other?

Dictionary skills

Write the dictionary definitions of the words in bold text.

Movement sequences

Study area

Physical Education

Key words

- **stretching** – making something bigger or longer by pulling

Safety



The right way to stretch is:

- to be slow and relaxed (Do not bounce or move quickly.)
- to hold each stretch for at least 20 – 30 seconds
- to breathe slowly and naturally. (Do not hold your breath.)



Warming up and cooling down

Stretching

1. Stretches for the whole body



2. Stretches for the side of your neck



3. Stretches for the back of your neck

4. Stretches for your shoulders and arms



5. Stretches for your calf (part of the leg below the knee)



6. Stretches for your thigh (part of the leg above the knee)



7. Stretches for your legs and back



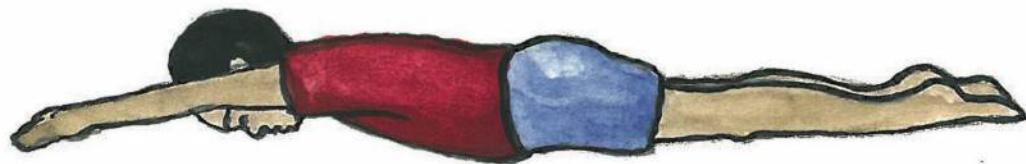
Did you know?

Before exercise, sportspeople always do exercises to warm up their muscles. After the match, they cool down by stretching. Warming up and cooling down stops you hurting your muscles when you exercise.

Rotation (Rolling)

There are many ways in which you can roll. Look at the pictures below.

1. Pencil rolls



2. Tummy roll



Safety



Don't put strain on the neck when you do a forward roll. The head must be tucked in. It is best to roll on your shoulders.

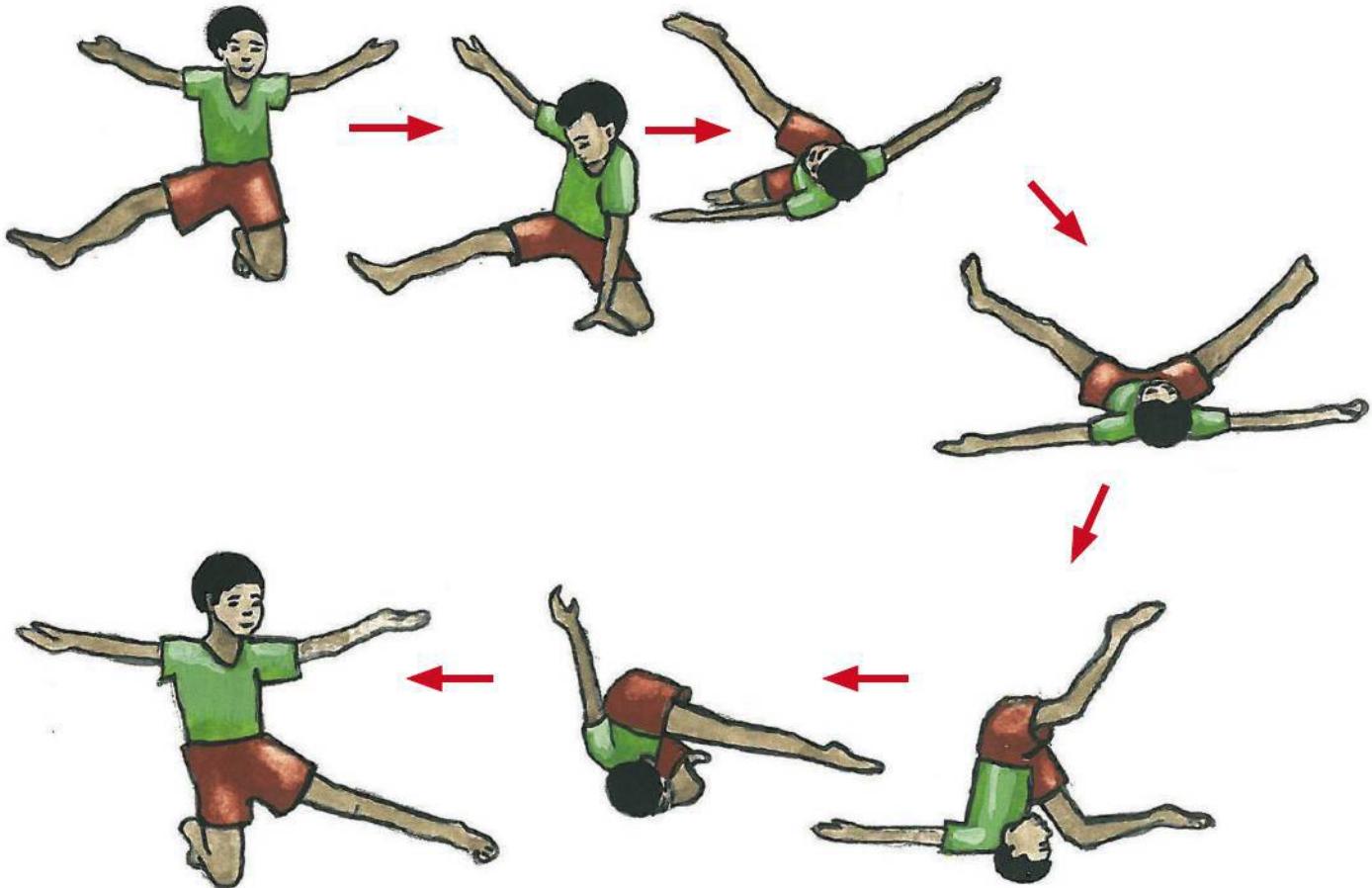
3. Forward roll



4. Egg roll



5. Side roll



Balance

To balance means to keep steady with your weight equal on either side. We balance all the time simply by standing. Some balances are harder because there is only one body point on the ground, such as when you stand on one foot.

Simple balances



Simple stomach balance



Simple seat balance
with arm support

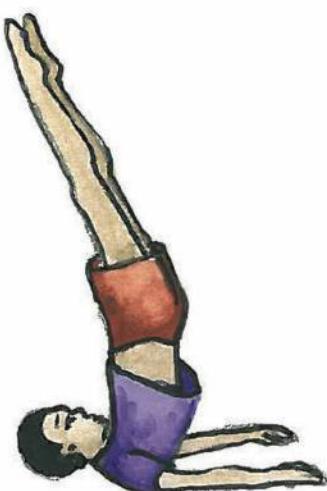


A different stomach
balance



Simple back balance with
legs and arms extended

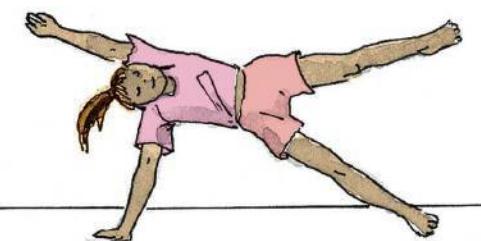
More complex balances



Shoulder balance
with arm support



Arabesque



Sideways balance



More complex seat balance

Locomotion (Moving)

We can move in many different ways. We can run, walk, skip, gallop, roll, climb and crawl.

Look at some ways of moving.



Crawling, stomach up



Crawling, stomach down



Cartwheels



Walking on knees



Walking on hands and legs in different directions

Safety

You need to think about how to hold your body and how to balance your weight so that you don't wobble or fall over.

Key words

- **weight** – the heaviness of something, mass

Elevation (Jumping)

When you jump, you are using your muscles to lift your body off the ground. There are different things you have to do to jump.

1. Getting ready



Move or swing the arms.



Push off from the toes.

2. The jump



Keep up the head, chin and chest. Point fingers and toes.

Safety



- You can damage your muscles if you try to do too much when you are not fit. Slowly build up the time you spend on a skill. Slowly build up the number of times you repeat an activity. Also be careful how intensely (hard) you use your body.
- Never wear jewellery while exercising as it can cause injury, such as choking.

3. The landing



Land firmly on your feet. Bend the knees to receive the **weight** of your body. Keep the hips close to the ground so that you don't fall over.

Jumping in different ways



A star jump



A pike jump



A turning jump



A tuck jump



A leap



A rabbit jump

Did you know?

The Masai tribe in Kenya is famous for being able to jump high after having both feet on the ground.

Walking correctly

- Relax your shoulders and keep them back and down.
- Bend your arms 90 degrees at the elbow, and then swing in time with the opposite leg. This balances the body.
- Check that your hips are level, and that your knees face forward.
- Tuck your bottom under your body.
- Walk with steps of equal length.
- Put down your heel first. Then roll your foot towards the ball of your foot. Finally, push away from the ground, going forward from your toes.



Dance, drama and music

Study area

Creative Arts:
Performing Arts



This is a treble clef

Key words

- **semibreve** – a music note worth four beats
- **minim** – a music note worth two beats
- **crotchet** – a music note worth one beat
- **quaver** – a music note worth half a beat
- **rhythm** – a pattern of music beats

Understanding and reading music

We warm up our bodies for dance and for sport, and our voices for speaking and singing. Instruments are warmed up too before we play them.

ACTIVITY 6.1 Warm up your body

1. The whole class stands in a circle.
2. The first person is going to clap out a **rhythm** (three or four beats). Each person in the circle must copy the rhythm, one by one, until everyone has done it. Concentrate so that you know when it is your turn. Listen to the rhythm and the beat so that you clap in time.
3. Now change the direction in the circle. This time you must use four claps, two finger clicks and one thigh slap.
4. Form pairs. Each pair in the circle must face each other and work out a short sequence of claps, clicks, slaps and foot stamps with some movement.
5. When you and your partner have practised a few times, show your sequence to the class.

Musical notes are a way to write down a sound. Musical notes show the length of time a note must be played or sung and its sound.

- This note is called a **semibreve**. Each semibreve is worth four beats.
- This note is called a **minim**. Each minim is worth two beats.
- This note is called a **crotchet**. Each crotchet is worth one beat.
- This note is called a **quaver**. Each quaver is worth half a beat.
- When two or more quavers are next to each other they can be joined to look like this.

Music notes that are silent are called **rests**. Rests tell the player or singer to be silent for a certain length of time. Rests also come in different values.

— This is a minim rest.

A rhythm is a group of beats which make a pattern. A rhythm can be short or long. It can be made up of quick notes and long notes. A song is a rhythm with a tune.

You can make up your own rhythms. This is called improvising. Rhythms can also be passed from person to person by remembering.

Some rhythms have been around for hundreds of years. Musical rhythms don't always have to be written down.



Key words

- **improvise** – to make up as you go along
- **rest** – a music note that is silent for one, two or four beats

ACTIVITY 6.2 Move in time to the different beats

1. March around the room. Clap on your first step (1) and keep silent for step (2). **1, 2; 1, 2; 1, 2.**
2. Now stamp on your first step (1) and take two light steps after (2, 3). Count as you do it: **1, 2, 3; 1, 2, 3; 1, 2, 3.**
3. Repeat as above but this time stamp on (1) and step softly for steps:
1, 2, 3, 4; 1, 2, 3, 4; 1, 2, 3, 4.
Count out aloud.



ACTIVITY 6.3 Find objects to make music

1. Look for any instruments you may have at home. If you don't have musical instruments at home, look for items you can use to make a sound. You can make a shaker from a closed plastic bottle with a small amount of dry sand inside.

Did you know?

Clapping a rhythm is the easiest and simplest way to make music. There is even evidence that cavemen and women made music before musical instruments were used. They used body percussion just like we do today.

Did you know?

People living in North Africa used to send secret messages by playing rhythms on drums. Other tribes far away would hear them and get the message. This way of sending a message is called 'talking drums'. This used to be the quickest way to send a message.

i**Did you know?**

If you stand up straight and tall you can breathe better. This is because your lungs have space to get nice and big when you breathe in. Have you noticed that singers always stand up to sing? This is so they can have good breath control.

Making music

Breathing is very important in singing. You use your lungs naturally to move air in and out of your body. If you concentrate and focus on the way you breathe, you can improve your breathing. Better breathing means better singing.



This is Beyoncé, a famous pop music singer. She is standing with good posture so she can sing well.

ACTIVITY 6.4 Practise breathing



1. Find a space in the room where you aren't touching anyone else.
2. Stand with your legs slightly apart and your arms at your sides. Look straight ahead. Make sure your back is straight and that you don't push out your stomach. This is good posture.
3. Pretend that you are going to ski down a mountain. Swing your arms and bend your legs slowly and rhythmically. Breathe in and out deeply as you swing your arms.
4. Pretend that you are very tired. Take three deep, slow breaths. Lift your arms up as you breathe in and bring your arms down as you breathe out. Make a 'sighing' sound when you breathe out. Repeat this three times.
5. Breathe in deeply, and when you breathe out, begin to hum. Keep your lips closed lightly so that you can feel the hum buzzing on them. Repeat this three times.
6. Hum three notes: one high note, one middle range note and one low note.

Learn more about music

- **Dynamics** is the changing volume in a song. Music and songs would be very boring if they were the same volume or loudness from beginning to end. Dynamics can be loud or soft.
- **Pitch** is the highness or lowness of a note. Music would also be very boring if all the notes were the same pitch. If a note is high, we say it has a high pitch. If a note is low, we say it has a low pitch. You can also get medium-pitched notes.
- A **rhythmic pattern** is when a set of beats make a pattern which is repeated.
- A **mood** in music is created by the pitch and dynamics. A mood is a feeling or emotion. You can get different moods in music – happy moods, sad moods, scary moods and angry moods.
- **Tempo** is the speed the music is played – quickly or slowly or anything in between.

Key words

- **dynamics** – the volume (soft or loud)
- **pitch** – how high or low a note is
- **rhythmic pattern** – a group of notes being repeated
- **mood** – a kind of emotion or feeling
- **tempo** – the speed (fast or slow)

ACTIVITY 6.5 Copy your teacher

Use your found or made instruments. You can use your desk or body percussion.

- a) Your teacher will lead you as you explore different dynamics and tempos to create mood or feeling.
- b) Listen carefully, copy your teacher and see what mood or feeling you get.

ACTIVITY 6.6 Create your own mood music

In groups of four or five learners, decide on a mood or a feeling.

- a) Make up some music with your instruments to express that mood or feeling
- b) Each group will perform their piece. The rest of the class must try to guess the mood or feeling.

Key words

- **focus** – being able to concentrate on something
- **time** – anything to do with the speed or beat of a piece of music.

Moving your body – music and dance

Concentration and **focus** are very important in performing arts. Focus is being able to think about one thing and nothing else. If you are focused on what you are doing, you will not be distracted and you will do your task well.

ACTIVITY 6.7 Play musical statues

Find a space where you are free to move and dance.

- a) Your teacher will put on some music.
- b) Dance to the beat of the music.
- c) When the music stops, stand very still. The last person to stop moving is out.



These children are playing musical statues.

When we talk about **time** in music, we are referring to the beats or the speed.

The speed of the music is called the tempo. We can have a fast tempo or a slow tempo.

ACTIVITY 6.8 Clap in three time and four time

1. Stand in a circle.
2. Clap in three time: ONE two three, ONE two, three, ONE two three, etc.
3. Clap in four time: ONE two three four, ONE two three four, ONE two three four, etc.
4. Now walk in three time, counting as you step.
5. Repeat for four time.

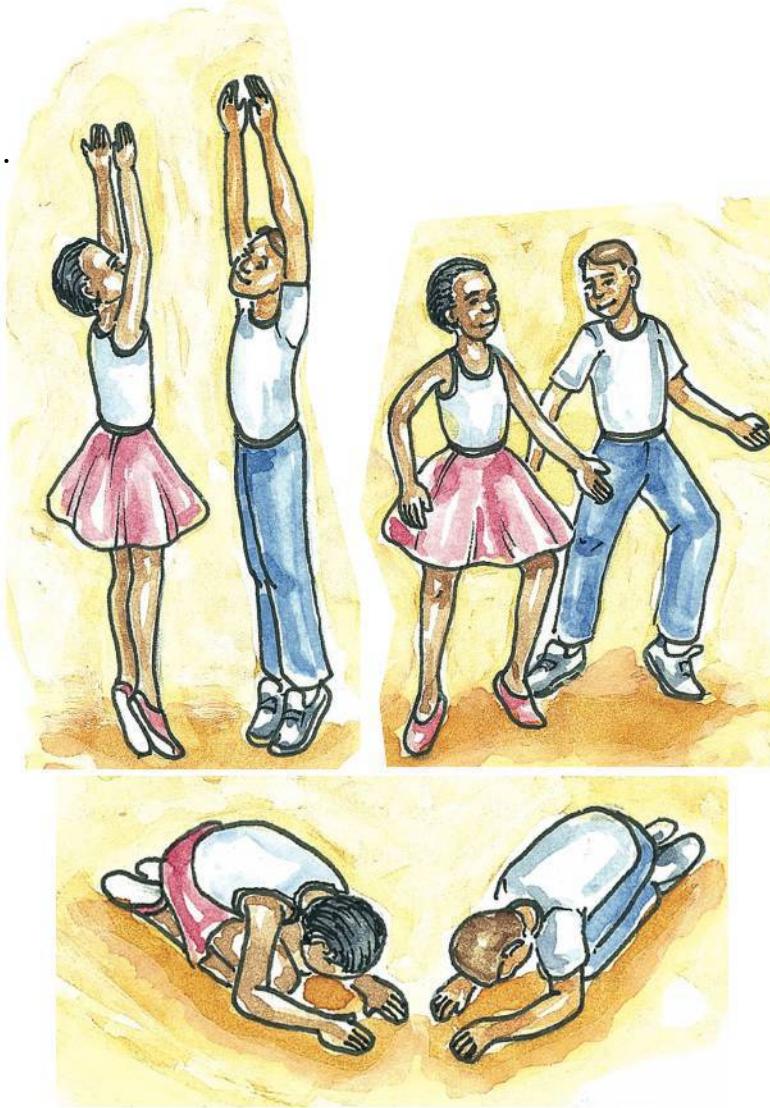
We can move our bodies in many different ways once they are warmed up. We can move our bodies in different **directions** like forward, backwards, sideways, upwards, downwards and diagonally. We can also move our bodies with different **force**. We can move them strongly or gently, smoothly or with jerking movements. We can also move our bodies different times. We can move them fast or slowly. We can even move our bodies at different levels. If you stand up straight you are moving at a high level. If you roll on the floor, you are moving at a low **level**.

ACTIVITY 6.9 Move to the beat – in three time

Your teacher will teach you a dance that uses different time, levels, directions and force.

1. Count the beats out aloud as you do the moves.

- Step 1 – Reach to the right (1,2,3).
- Step 2 – Reach to the left (1,2,3).
- Step 3 – Turn around (1,2,3).
- Step 4 – Turn the other way (1,2,3).
- Step 5 – Gallop forward (1,2,3).
- Step 6 – March backward (1,2,3).
- Step 7 – Slide to the right (1,2,3).
- Step 8 – Slide to the left (1,2,3).
- Step 9 – Push to the front (1,2,3).
- Step 10 – Pull backward (1,2,3).
- Step 11 – Reach to the sky on toes:
 arms up (1,2,3).
- Step 12 – Jump on the spot (1,2,3).
- Step 13 – Sit on the floor (1,2,3).
- Step 14 – Lie down (1,2,3).
- Step 15 – Roll to the right (1,2,3).
- Step 16 – Curl into a ball (1,2,3).
- Step 17 – Crawl to the front (1,2,3).
- Step 18 – Fold down over knees,
 head down (1,2,3) to end.



Key words

- **direction** – moving in different directions: forwards, backward, sideways etc.
- **force** – using your body gently or in a strong, forceful manner
- **level** – using different levels of height, up high or low down

Mime and our senses

ACTIVITY 6.10 Warm up

1. Stand with your legs slightly apart. Slowly roll your spine down, one bit at a time, until you can touch your toes. Then slowly roll back up again. Repeat this five times. Remember to breathe as you go.
2. Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle three times in one direction, then three times in the other direction.
3. Stretch your arms above your head and swing them round to the right, down to the bottom and back up to the top. Repeat this three times. Do this three times in the opposite direction.
4. Look straight ahead and drop your one ear to your shoulder: hold it there for a count of five. Repeat on the other side.
5. Now look back over your shoulder and hold for five. Repeat over the other shoulder.
6. Stand on one foot and lift the other one. Roll your ankles three times in one direction and three times in the other direction. Repeat for the other ankle.



ACTIVITY 6.11 Move in different ways

1. Stand in a big circle.
2. Your teacher will teach you the steps.
Step 1 – four steps right
Step 2 – four hops forward towards the centre of the circle
Step 3 – four slides backward
Step 4 – four steps left
Repeat.
3. The teacher will keep time for the class in a slow four-beat pattern.
4. Once you have got the dance steps, you are going to do the dance with different variations:
Variation 1: slowly
Variation 2: quickly
Variation 3: high (Stand on tiptoes with your arms up in the air.)
Variation 4: low (Do the whole dance on haunches or with your knees very bent.)
Variation 5: smoothly (Move as if you are dancing underwater.)
Variation 6: jerkily (imagine something keeps stinging you)
Variation 7: strongly (Imagine you are a heavy elephant doing the dance.)
Variation 8: gently (Imagine you are a light dancing feather.)

Each person is born with five **senses**. Our five senses are:



sight



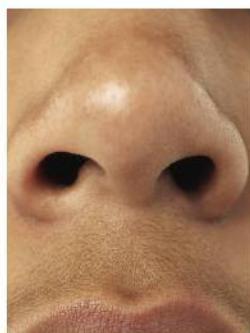
hearing



taste



touch



smell

Key words

- **senses** – taste, touch, smell, hearing and sight.

Key words

- **mime** – to act out a story without saying words

We use our senses every day. Some people only have four senses because one sense has been damaged. Usually, if someone loses a sense, the other four senses become stronger. We can use **mime** to tell a story. Mime is doing a drama without any words or sounds.

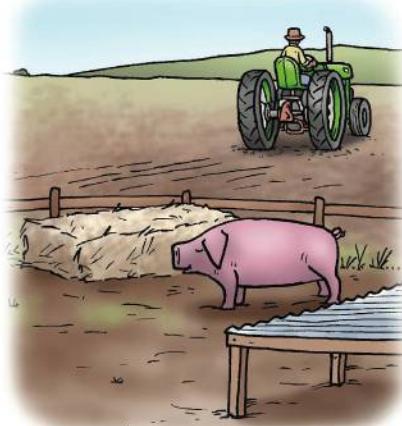


ACTIVITY 6.12 Mime

1. Find your own space where you can move freely.
2. Remember that you can't talk. You must use lots of facial expression.
3. Act out the situations your teacher gives to you.

ACTIVITY 6.13 Make up a mime

1. Your teacher will put you into groups.
2. Make up a mime about something which happens on the farm as discussed with your teacher.
3. Your mime needs to show you using all five senses.
4. Your mime also has to show you using your body in different ways e.g.:
 - fast and slow
 - pushing, pulling and lifting
 - on high and low levels
 - in different directions like backwards, forwards and sideways.
5. Practise your mime and your teacher will assess you when you perform it for the class.



There are lots of different things on the farm. There is squishy mud, prickly hay and hot sun. There are loud tractors, smelly animals and yummy fresh eggs.

Sing and appreciate different music

You will learn a few songs as a warm up. They can be sung in **unison**. This means that everybody sings the same thing at the same time.

Sometimes songs can be sung in **canon**. When people sing in canon it means that two groups sing the same song but start it at different times. This means that the song will overlap. Each group has to listen to the other people in their group so that they keep singing the correct part. You have to concentrate very hard when you sing in canon.

You will learn a **call-and-response** song. This is when one person, who is the leader, sings something and the rest of the class sings something back to the leader.

ACTIVITY 6.14 Warm up: Sing in canon and call and response

Your teacher will teach you some new songs.

In canon

Willie Willie Valie
Die aap sit op die balie
Ploef, plaf
Val hy af
Willie Willie Valie

Call and response

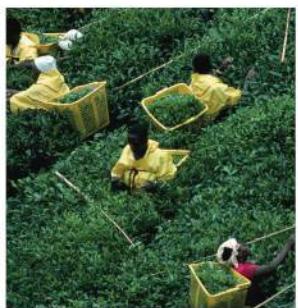
Shay shay coolay
Shay shay coolay
Shay shay cofisa
Shay shay cofisa
Cofisa la la
Cofisa la la
La la kee la la
La la kee la la

Key words

- **unison** – at the same time
- **canon** – singing the same song which overlaps
- **call and response** – a song where one person sings something and the rest of the group answers

Did you know?

Call-and-response songs have been used for thousands of years in Africa. They are often used when a group of people are working.



ACTIVITY 6.15 Listen and reflect

Your teacher will play you two pieces of music.

1. One of these pieces of music is African and uses African instruments. The other piece is a classical piece of music which uses instruments that were invented in Europe. Listen carefully to the music.
2. Discuss the music afterwards with your teacher.



Appreciate and create visual art

Study area

Creative Arts:
Visual Arts

Key words

- **related colours** – colours that are next to each other on the colour wheel
- **complementary colours** – colours that are opposite each other on the colour wheel
- **emphasis** – when something is shown as being special or more important

Colour and emphasis in art

In this chapter you are going to learn more about how you can mix an endless range of colours. You will also learn how artists use colour to emphasise certain parts of an artwork.

You will also make your own artworks.

Look around you. Can you see how many colours there are? How many can you name? Do you notice some colours more than others?

In Grade 4 you learnt that primary colours are *red*, *yellow* and *blue*.

Secondary colours are mixed from two primary colours. They are *purple*, *orange* and *green*. What happens when you mix up these colours in different amounts and combinations? You will see that every time you will get a new colour! All these colours form the colour wheel.

When colours are placed next to each other, they do different things to each other.

Related colours are similar, and blend in well with each other.

Complementary colours are opposites. They contrast with each other and make each other stronger when they are next to each other. The contrast creates **emphasis**.



The green part blends in with the blue-green background. The effect they have together is calming and peaceful.



The orange-red part jumps out from the blue-green background.

Shapes next to each other

Emphasis can also be achieved by arranging shapes and objects in a certain way. The artist can put shapes next to each other in a way that will make our eyes go to the point that the artist wants to emphasise. This is called the **focal point**.

Key words

- **focal point** – the point that we pay most attention to

ACTIVITY 7.1 Look at and talk about pictures

Work in pairs.

1. Look at *The Guardian Angels* by Zwelethu Mthethwa.
2. Discuss these questions with your partner:
 - a) What do you notice first in the artwork?
In other words, what is the emphasis?
 - b) What makes you notice it first? Is it the position, or the colour, or the size – or all of these?
3. Find the following in the artwork:
 - a) the primary colour
 - b) the secondary colour
 - c) related colours
 - d) complementary colours.



focal point

The lines of the arms and heads draws your eye to the focal point.

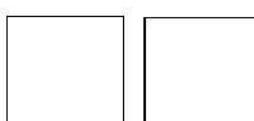
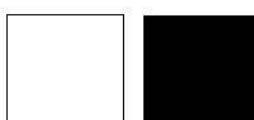
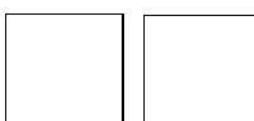
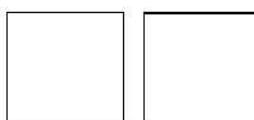


The Guardian Angels by Zwelethu Mthethwa

Using art materials

Key words

- **2D** – two-dimensional or flat



Paintings and photographs are flat. We call this type of surface two-dimensional or **2D**. Artists have to find ways of making a flat artwork look alive and interesting. They can do this by using contrast and emphasis.

ACTIVITY 7.2 Learn to mix colours

Work in groups of four, sitting at a table.

1. You will need tempera paint, paintbrushes, a jar of water, a piece of blank A4/A3 paper, newspaper.
2. Draw sixteen squares on your piece of paper in pairs as shown alongside.
3. Paint the pairs of colours listed below in squares next to each other. For example, paint one square yellow-orange and paint the square next to it blue-purple.
 - yellow-orange and blue-purple
 - red and green
 - yellow-green and red-purple
 - blue and orange
4. Paint another two pairs of complementary colours.
5. Now paint a pair of related colours.
6. Now try mixing black. Black is mixed from a lot of red and blue, and with a little yellow.
7. Now try mixing a primary and secondary colour. What colour do you get?
8. When your paint is dry, write the colours of each square over the paint.

ACTIVITY 7.3 Warm up

1. In pairs, think of a sport or game that you have played, or have seen others playing.
2. Each pair has a turn to go to the front of the class and mime the action of the sport or the game. Try not to copy each other.
3. The rest of the class guesses what sport or game they are showing.



Photographers also use colour and emphasis to express a mood or feeling.

ACTIVITY 7.4 Paint a picture of your friends

Work on your own.

You will need pencils, oil pastels or crayons and blank A4/A3 paper.

1. Think of yourself and your friends playing a game or playing sport.
2. Start drawing. Make your drawing big – let it fill your page.
3. Think of the following:
 - a) How can you emphasize certain things? Think of colours, shapes and the focal point.
 - b) If you need to, you can ask someone to mime again the action in the sport so you can see what it looks like.
4. When you have finished the drawing of you and your friends playing a sport or a game, you can paint the background.
5. Put up your drawings in the classroom so that everyone can see them.
6. Talk about the colours, and the shapes, and how they make the pictures interesting.

Key words

- **3D** – three-dimensional or having length, width and depth

Work with clay

You can walk around a sculpture and look at it from all sides. Some sculptures can look very real. A sculpture is three-dimensional or **3D**. Unlike in a film, we cannot see the figure of a sculpture moving. The artist has to try to show movement through using textures and shapes.



Look at the artwork. How has the artist used colours, shapes and textures to suggest movement?

The Playmakers by Ernest Ulman stands outside the Joburg Theatre.

ACTIVITY 7.5 Make a sculpture of you and your friends in action

Work on your own.

You will need earthenware clay, newspaper, a sharp stick and a feather.

1. Think about what games or sports you and your friends play.
2. Your artwork will show you and your friends in action. You can use the same idea that you used for your painting or you can come up with a new idea.
3. Think about what your figures will be doing, such as running together, doing handstands, skipping or kicking a ball. Choose an idea that you can shape out of clay.

4. **Wedge** your clay ball.
5. **Model** your figure. Remember to keep a picture in your mind of how the body moves.
6. Keep looking at your sculpture from all sides as you work. Move the figure around and work on all sides.
7. Add details and texture to your sculpture by scratching or pricking with a small stick, or by pressing the feather into the clay's surface.
8. Scratch your initials in small letters on the bottom of your artwork.
9. When your sculpture is complete, put it safely on a shelf to dry. The clay will become hard.
10. Write your name and the title of your artwork on a piece of paper.

Key words

- **wedge** – knead the clay to remove air bubbles
- **model** – to shape
- **knead ('need')** – to press with the knuckles of your hands

How to wedge clay

Throw your ball of clay down hard. Then **knead** the clay. Cut the clay in half with a nylon thread to see whether there are any air bubbles left. Repeat until there are no air bubbles.



ACTIVITY 7.6 Reflect on what you have made this term

Look at the two pieces of artwork you have completed this term. Copy the following headings and write a few sentences under each heading.

*Title of my work
What I like about my artwork
How I used contrast in my artworks
What I enjoyed doing
Materials I used
What I found difficult
What I would do differently next time*

Case study

Section A

1. Match the correct ending from the frame to each sentence

- a) A positive self-concept means _____.
- b) A low self-concept means _____.
- c) What people say to you _____.

(3)

you have a low opinion of yourself	you like and respect yourself	makes a difference to your self- concept
------------------------------------	-------------------------------	--

2. Answer the questions:

- a) Is the way that we say things to people important?
- b) Give an example to support your answer to the question above.

(2)

3. Answer the questions:

- a) Name two emotions that you have experienced.
- b) Write three ways to manage emotions in a positive way.

(5)

4. Answer the questions:

- a) Can relationships with friends be bad?
- b) What could you do if you were in a bad relationship with a friend?
- c) Can young people have good relationships with older people?
- d) Is it important to feel safe in a friendship?
- e) What does it mean to feel safe in a relationship?

(5)

15 marks

Section B

Choose one of the letters on page 45 and write a response. You will need to remember what you have learnt about building people's self-esteem, appropriate ways of giving and receiving feedback and ways to manage emotions in a positive manner.

Your reply must not be longer than 100 words. Use the table to guide you.

Dear Editor

I have two older sisters. Whenever they need new clothes, my mother gets them some. But I never get new clothes because I always have to wear their old clothes that are too small for them. I don't think that's fair. My mother says she will buy me new clothes when I have nothing to wear. But I never have nothing to wear because I always have my sisters' old clothes.

What can I do?

Frustrated

Dear Editor

I am thirteen years old. When I was two, there was a fire in my house and I got burnt. I was in hospital for three months. My face and my arms were badly burnt. I have skin grafts on my face. At school the children have started making fun of me. They tease me and tell me I look like an alien or a monster. It hurts me so much. I want to cry all the time. I don't want to go to school any more. I don't even want to go to the shops any more.

Please help me!

Zuki

Dear Editor

My name is Mark. My best friend is Jason. Yesterday, Jason stole a chocolate from the shop near our house. He showed it to me. When I said it was wrong to steal, he said it wasn't stealing, it was just taking. But that IS stealing, isn't it? Should I tell on him? He is my best friend. I am worried because he said I must also take something if I want to be his best friend. I don't want to steal.

What should I do?

Mark

The reply:

	Mark
• is addressed to the person who wrote it	2
• is neatly written	3
• has no spelling mistakes	3
• is signed "from the Editor"	2
• is no more than 100 words	2
• does not include unnecessary information	3
• deals with the problem that the person has written about	3
• provides at least one suggestion on how to deal with the problem	4
• includes something to build the person's self-concept or self-esteem	4
• has something positive to say about the situation or gives negative feedback in an appropriate way	2
• recognises the emotions that the person may be feeling	2

TOTAL 30 marks

Movement sequences

- During Physical Education lessons your individual, paired and group movement performance sequences will be assessed.
- Your sequences should contain rotations, locomotion, balance and elevations.
- Your sequences should show consistency and control.
- Your sequences should always have:
 - a good start and a clear end
 - a variety of rotation, locomotion, balance and elevation movements
 - changes in speed levels and direction
 - linking movements that are smooth and continuous.

Rubric for assessing Physical Education task

	Level			
	Limited	Adequate	Proficient	Excellent
Outcome of movement performance	Movement performance needs much attention and practice. A few movements and requirements missing. (0–1 mark)	Movement performance needs some attention, refinement and practice. Some movements missing. (2–3 marks)	Efficient, effective and appropriate movements. Most movements are included. (4 marks)	Exceptional level of skill; movements always produce the desired outcome. (5 marks)

Participation

Each term you will also be assessed on how often you participate in your Physical Education lessons.

Rubric for assessing frequency of participation

	Level/Marks			
	Limited	Adequate	Proficient	Excellent
Frequency of participation	0–20% (0–4 marks)	21–50% (5–10 marks)	51–75% (11–15 marks)	76–100% (16–20 marks)

Visual Arts

You will be assessed on your painting of your friends (Activity 7.4 on page 41). You will be assessed on your attitude to making art. Your teacher will consider whether you worked hard and with enthusiasm; whether you tried to do new things and whether you could follow instructions.

Rubric for assessing Visual Arts task

	Excellent	Proficient	Adequate	Limited
Learner made a drawing of friends playing sport	9–10	7–8	5–6	0–4
Learner was able to mix a variety of colours	9–10	7–8	5–6	0–4
Learner was able to emphasise important parts	9–10	7–8	5–6	0–4
Learner painted a suitable background	9–10	7–8	5–6	0–4

Performing Arts

Your teacher will assess your ability to understand and count out musical beats and your ability to follow, remember and perform the movements of the dance sequence from Activity 6.9 (on page 33). You do not have to be an expert at music or dance. Trying your best and showing commitment and enjoyment will be considered too.

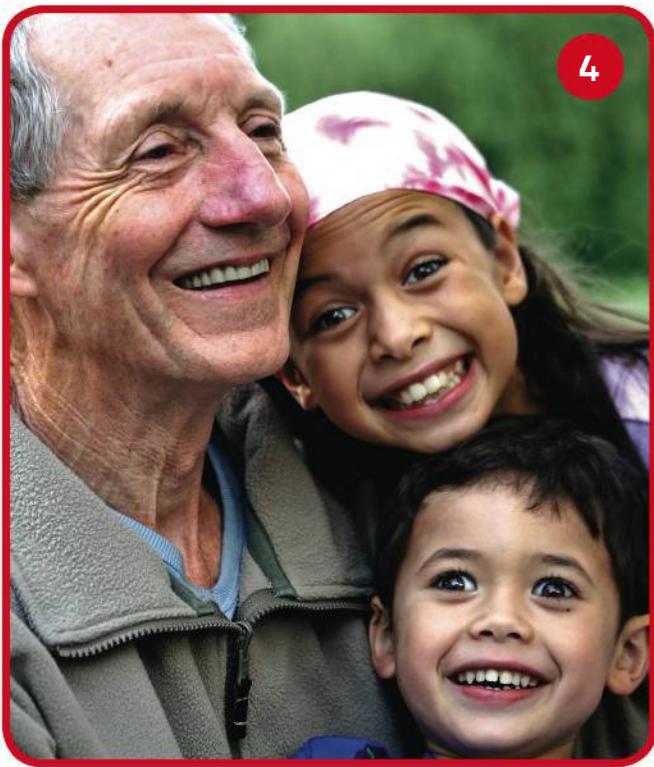
Rubric for assessing Performing Arts task

Criteria	Excellent	Proficient	Adequate	Limited
Learner is able to clap or walk out the different musical beats	9–10	7–8	5–6	0–4
Learner is able to follow and successfully perform the dance taught in Activity 6.9	9–10	7–8	5–6	0–4
Learner participates with enthusiasm and commitment	9–10	7–8	5–6	0–4

2 Term 2



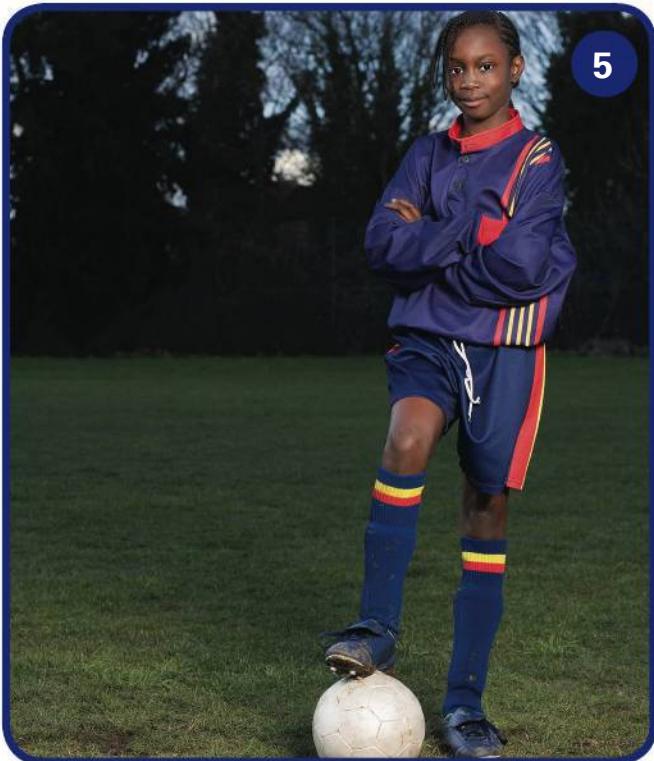
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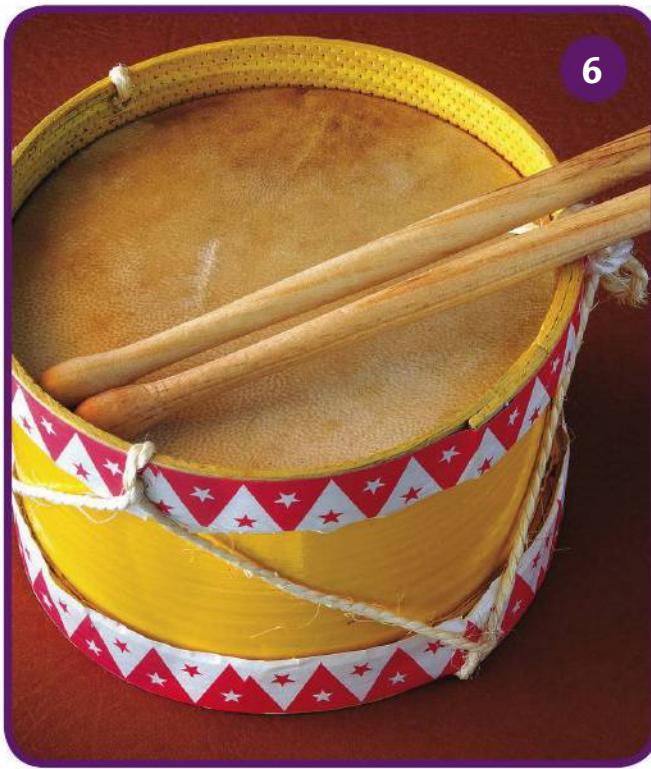
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5



3



What do you know?

1. Do you know what to do when someone you know is being discriminated against?
2. Do you know what number to phone if you have been abused?
3. How can you stop a fight from getting violent?
4. Are you good friends with older people?
5. Can you dribble a soccer ball?
6. Can you sing and play a musical instrument at the same time?
7. Have you ever made a mask?



Content covered in Term 2

Chapter 8: Discrimination, stereotype and bias; **Chapter 9:** Child abuse; **Chapter 10:** Dealing with violent situations; **Chapter 11:** Age and gender in different cultures; **Chapter 12:** Target games; **Chapter 13:** Dance, drama and music; **Chapter 14:** Appreciate and understand visual art; **Formal Assessment**

Discrimination, stereotype and bias

Study area

Personal and Social Well-being

The difference between discrimination, stereotype and bias

We should avoid discriminating against people, using stereotypes or being biased towards people.

A **stereotype** is when another person or a thing matches a fixed idea that someone has about that other person or thing. The other person or thing is labelled or categorized in a certain way.

Discrimination happens when people are judged or treated in a different way because of differences such as race, gender, wealth, skin colour and religion.

Bias is an inaccurate way of seeing or reporting things. This is often because people prejudge things or favour one thing above another. Words are often used to make the listener or the reader think in a certain way.

ACTIVITY 8.1 Match the definitions above to the pictures

Explain the reason for your choice.

You want to do what?
Don't you know that
only girls do ballet?
Boys don't do ballet!



Oh, that goal was pure luck. There wasn't any skill in that one. Definitely not!



I'm sorry. You won't be able to come in. We don't have space for people in wheelchairs.



The rights of the child

According to the law, children have basic rights. One of the **Children's Rights** state that no child should be discriminated against because of his or her colour, race, gender, language, religion, political opinion, nationality, disability, or for any other reason.

ACTIVITY 8.2 Talk about discrimination and stereotyping in your school or neighbourhood

1. Talk about ways to protect these children.
2. Talk about ways to change people's behaviour towards them.
3. Suggest where they can go to find help.

Did you know?

Children's Rights are from The Children's Charter of South Africa. These rights include the right to be protected from violence; to have a safe family life; to be kept healthy and to be protected from hard labour, and so on.



ACTIVITY 8.3 Write about each situation

1. When your friend is involved in something bad that happens in the playground, is it difficult to tell the teacher exactly what happened?
2. A popular person breaks a class rule and you don't tell the teacher. Would you also not tell the teacher if a less popular person breaks the same rule?
3. Have you seen someone in your class or neighbourhood discriminating against or stereotyping children? Write about it.

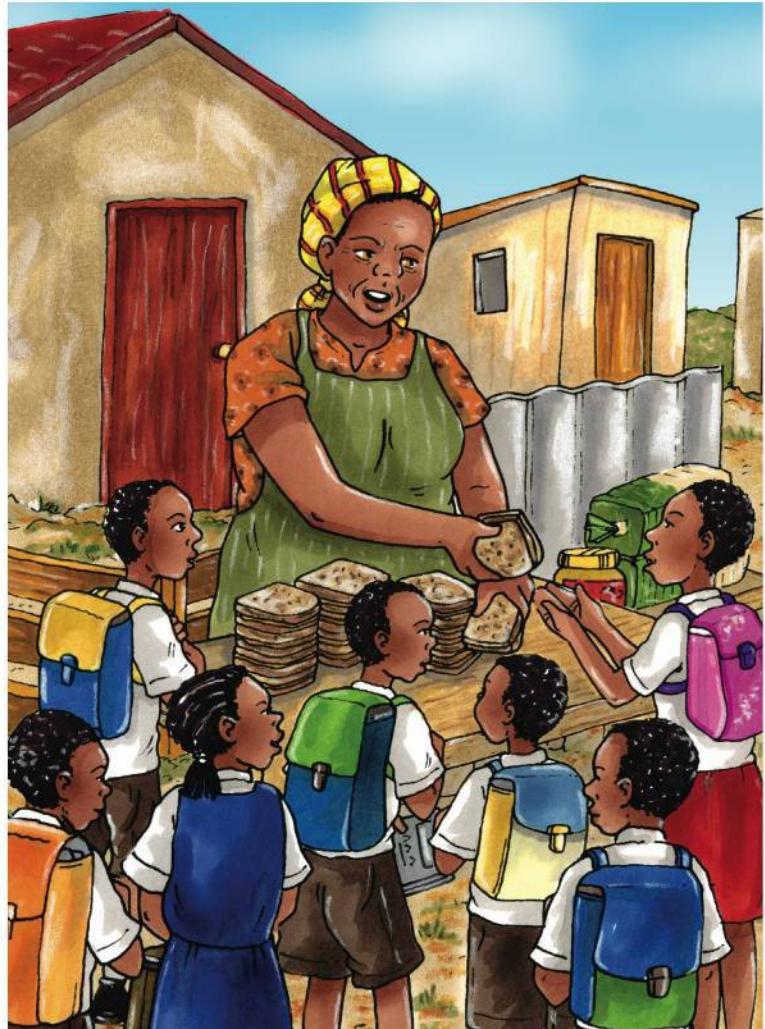
Rosie helps hungry children

Rosie moved from Umtata to live in Soshanguve. Her sons and neighbours helped her build a home there. Rosie had no job. She needed to find a way to earn money. Every morning children passed her home on their way to school. Many of the children had not had any breakfast and were hungry.

Rosie had saved enough money to buy a few loaves of brown bread and peanut butter. She started making sandwiches and selling them for a small amount of money to the children going to school each morning.

One day, she heard of a church organisation that helped people who were trying to help others. They said they had a company who could help her.

Rosie was so excited! Soon they delivered a container to her home. She could use the container as a kitchen. Rosie planned to have a sink, cupboards, a table and a **pantry** in which to store the food. The church gave her a stove and two large pots. Now she could help many more children.



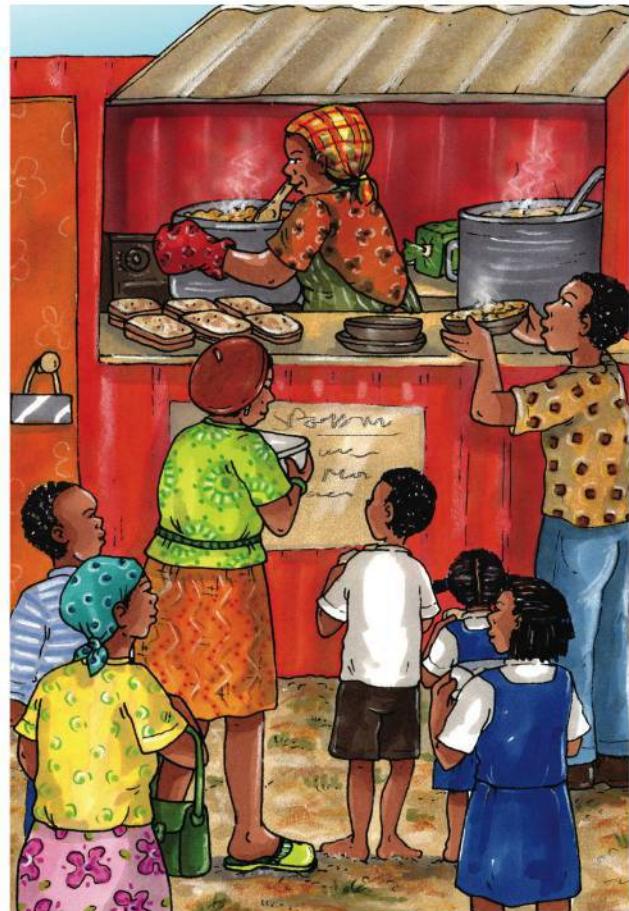
When the **container** was ready, she had a meeting with the church organisation and the company that was helping her. They wanted to know how many children she would feed and what food she would make for them.

They were happy with Rosie's plan. The company paid for bread and peanut butter to give to the children before they went to school. The children would not have to pay for this. The company also paid for vegetables, rice, tomato

paste and soya. During the morning Rosie would cook vegetable soup and soya stew with rice. She would sell the food to people for lunch or supper. In this way children would always have a brown bread sandwich with peanut butter before school, and sometimes they would have Rosie's stew or soup for supper.

Rosie's kitchen is still working. She makes over a hundred sandwiches every morning for the children to eat before school. She cooks rice and stew for three hundred and seventy people every day. Sometimes people bring their own containers and buy stew for their family.

Rosie has made a big difference to the lives of the children and the families where she lives. They are so happy she came to live with them.



Think about what you read

1. Where does Rosie live?
2. Why did Rosie start making sandwiches?
3. Who helped Rosie to help the children?
4. Do you think the children could work better at school because they had something to eat before school?

Dictionary skills

1. Write the dictionary definitions of the words in bold text.
2. Find a word in the story to fill in the missing word
 - a) One loaf, many _____
 - b) One vegetable, many _____
 - c) One sandwich, many _____

Child abuse

Study area

Personal and Social Well-being

Key words

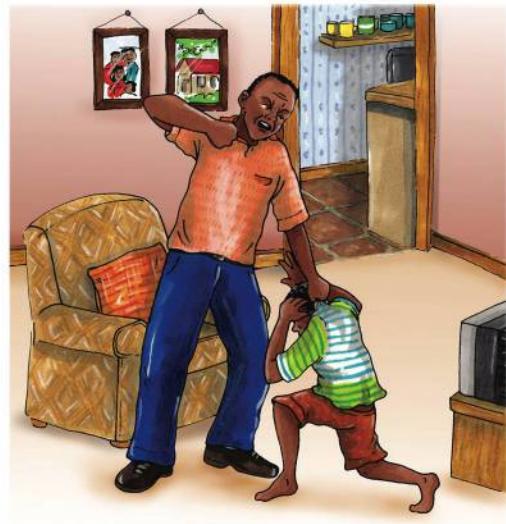
- **physical** – to the body
- **affection** – love, warmth, care, friendliness
- **humiliated** – embarrassed degraded
- **mental** – to the mind

Different types of child abuse

To abuse a child means to mistreat or harm that child deliberately – either physically or mentally. Everyone gets hurt now and again, but getting hurt by accident is different from being abused.

Physical abuse

This occurs when someone does something on purpose to hurt or harm you, such as hitting, kicking, punching, biting, scratching, shaking violently or even burning. If someone gives you dangerous drugs or alcohol or poisons, this is also **physical abuse**.

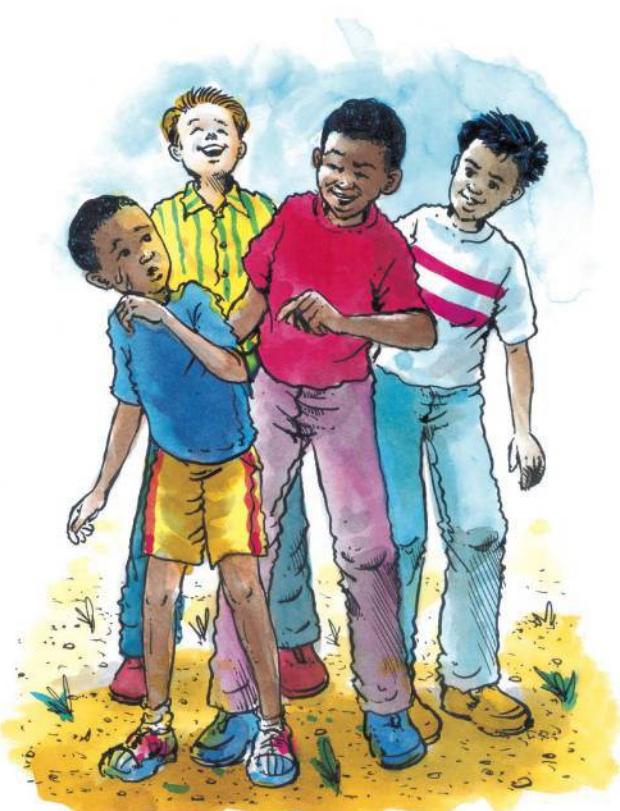


Mental or emotional abuse

This occurs when someone makes you feel bad about yourself, or makes you feel very sad, or unwanted or unloved. If you are ignored all the time or not shown any love or **affection** by people who are meant to care for you, this, too, can be emotional abuse. If you are constantly criticised or teased or are **humiliated**, that is also **mental** or emotional abuse. Children can sometimes be abusive to other children.

Effects of abuse on personal health

Some children who are abused have injuries that have to be treated at a hospital. Some children who are abused may not have injuries on their body or may hide their injuries from other people. Many abused children become very anxious or sad and have stomach aches or headaches. Many of them struggle to concentrate at school.



How to deal with abuse

- While the abuse is happening try to get away.
- Learn to say *No!* or *Stop!* so that the other person knows you mean it.
- Tell someone.



Reporting abuse

- It is not your fault if you are abused. Some abusers want you to believe that it is.
- If you are being, or have been, abused, you should tell an adult you trust. If that adult does not believe you, you should keep on telling someone until you are believed.
- You can phone [Childline](#) to get help and to get support. Their number is [080 005 5555](#).
- You can report abuse to a teacher at school or to the school principal.
- Abuse should also be reported to the police.

ACTIVITY 9.1 Talk in a group

A boy tells you that every afternoon after school a group of high-school boys wait for him and punch and kick him. They try to make him cry.

1. What could you do to help this boy? Make a list of ways to help him.
2. Tell the class what your group put on the list.
3. Tell the class where children in your school can go for help.

Skills focus: Reading

Telling an adult



Marsha was feeling sick. Her father and mother were shouting at each other again and it made her stomach sore. Her mother was crying and her father's shouting was getting louder and louder. He had been drinking too much wine. She hated it when they fought. Nobody in the family really cared about her anymore. She put her face on her pillow and started crying.

Marsha decided she would tell her best friend's mother. They lived behind them.

After school, Marsha went to Shamila's house. Shamila's mother asked if everything was all right. Marsha looked at her and shook her head.

"No, things are not okay," she said and started crying. Shamila's mother held her. "It's all right," she said. "We will make a plan. Tell me what the problem is."

Marsha told her everything. She told her how sick and frightened she felt when her father came home drunk, and how her parents fought with each other. She told her how she could not concentrate or work at school anymore because she was so worried. She told her about the stomach aches she was having and how she couldn't sleep at night. Shamila's mother listened.

"I think I can help you," she said. "I will leave the fold-up mattress ready in the corner of Shamila's room. Whenever you are afraid, whether it is in the day or in the middle of the night, I want you to leave your house through the back door and come here. Your bed will always be here for you and you will be safe. I will tell Shamila and the family that we are doing this and no one will ask you why you are here. I will tell your mother that we have this **arrangement** so she does not worry. What do you think of this plan?"

Marsha nodded her head. "Thank you," she said. "We can try that."

And Marsha did. Whenever she heard her father come home drunk and the fighting start, her stomach would cramp from fear. Then Marsha would get out of bed and slip out through the back door and go to Shamila's house.

It was a way Marsha could **protect** herself. She is feeling much better now. She doesn't have to hear her parents fighting and she doesn't have to feel that it is her fault.

Think about what you read

1. How do you know that the fighting between her parents was affecting Marsha's health?
2. What did Marsha do to protect herself from this?
3. Why would it be difficult to report to the police the kind of abuse Marsha was experiencing?
4. Do you think the plan by Shamila's mother was a good one?
Explain your answer.

Dictionary skills

Write the dictionary definition of the words in bold text.

Dealing with violent situations

Study area

Personal and Social Well-being

Key words

- **violence** – physical force intended to hurt or damage

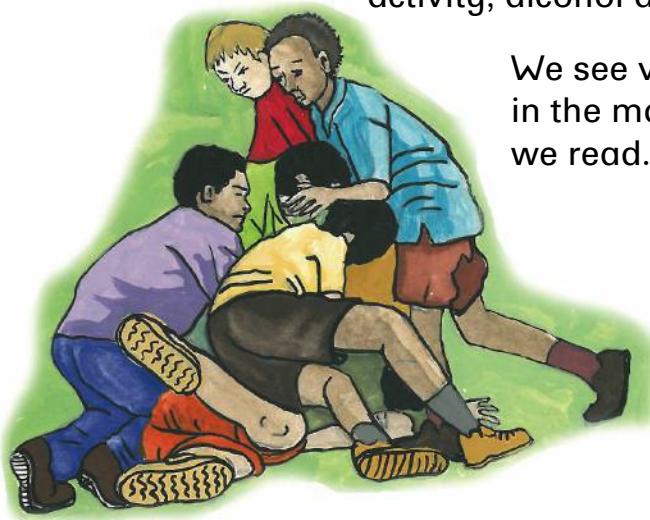


Violence at home, at school and in the community

People experience **violence** every day. Sometimes violence happens in the home. Hurting someone at home by kicking or hitting them is domestic violence. Sometimes domestic violence is called domestic abuse. This happens when someone threatens to hurt another person in the home or says things to make them feel frightened or ashamed.

Sometimes you see violence at school when there is bullying and fighting.

Sometimes you may see or know about violence happening in your community, such as gang activity, alcohol abuse and drug abuse.



We see violence on television and in the magazines and newspapers we read.



ACTIVITY 10.1 Talk about how to identify and avoid violence

1. List different situations where people might see and experience violence each day.
2. Think about and list what you and your friends can do to:
 - a) avoid violent situations
 - b) protect yourselves from violent situations.
3. Share your findings with the class.

Responding to violent situations

What can we do about violence around us? Read about the five ways we can respond to violence.

1. Be a non-violent role model. Always try to walk away from a situation that could become violent.
2. Be calm. Being violent causes more violence.
3. Talk with others about the problem of violence and share different solutions.
4. Think of other, non-violent ways to resolve conflict.
5. Learn to express emotions in non-violent ways.

ACTIVITY 10.2 Choose the most important way

Which one of the five ways is most important to you? Write it in your book with the number 1 next to it. Then choose the second most important one and write it down. Complete your list of five ways.



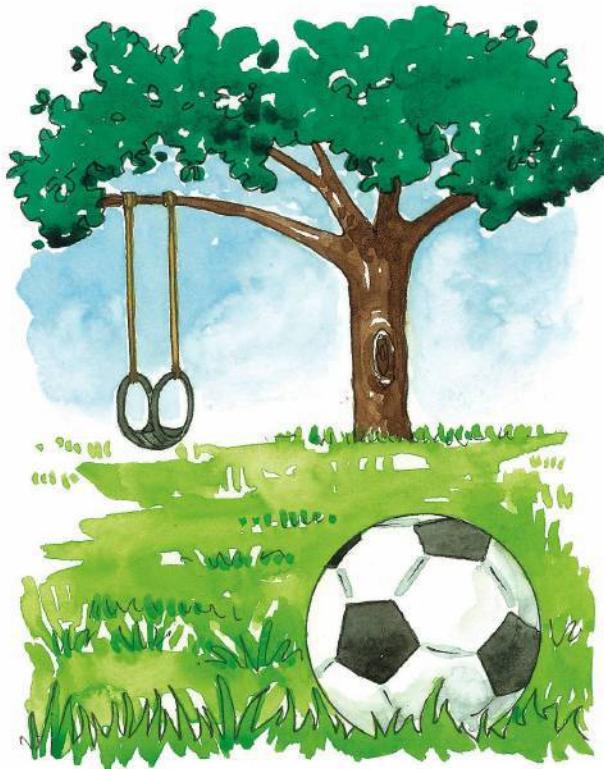
Where to find help

If violence is a problem, tell an adult you can trust.

If it is serious, the adult will report it to the police.

Sometimes an adult will speak to the person involved or to the parents of the child involved.

Mark and the safe house



Mark didn't want to go with the woman who would be fetching him but he knew she was coming and she said he must be ready. She also said that where he was going, he would be safe. He wondered if it would be better to stay at home even though he was so sore and so tired of his father hitting him. Even his older brothers were hitting him.

Mark got into the car. He sat quietly while they drove. He looked up when the car stopped in front of a house with a red roof. He saw a curtain move and could see someone peeping out. When he got inside the house he saw four other children there. Three were boys and there was one girl. She was the sister of the one boy.

At first Mark was a bit **shy**. The woman in the house told them each other's names and asked the others to show Mark where he would sleep and where to put his things. Then they showed him where they could play. He saw they had balls to play with in the small garden and there was a tyre swing hanging from a big tree. Soon Mark began to **relax**.

Mark learnt many things in his new home. He took turns to wash the dishes and dry them. He had a turn to water the vegetables in the garden and, because he was new, he could pick the carrots for supper on the second night.

Mark also learnt to make his bed and to do homework every afternoon. At night, the lady who lived there gave him a hug before he went to sleep. She said she was glad he had come to live with them. He had a lovely warm feeling inside when she said that. He didn't think that anyone would be glad to live with him.

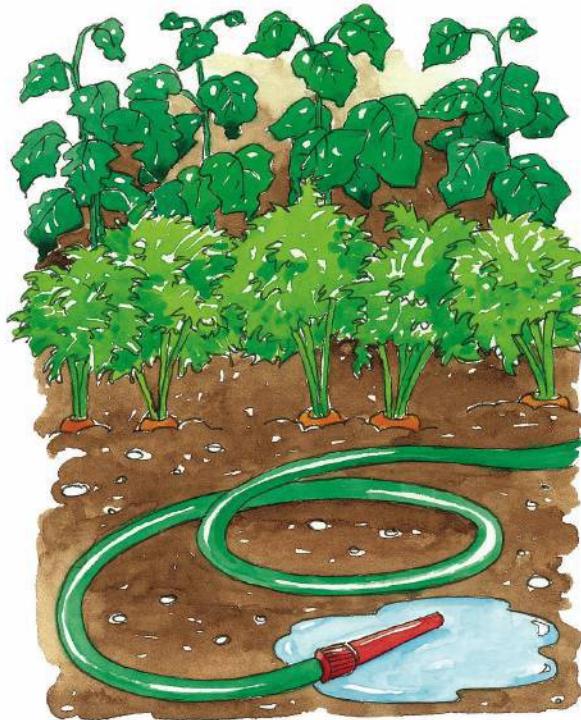
Mark has lived in this safe house for over two years. He loves being there and knows he is safe now. His work at school is much better and he gets good marks for his tests. Mark is happy in his new home.

Think about what you read

1. Why was Mark taken to a safe house?
2. Did he want to go?
3. Was a safe house a good place for Mark to stay?
4. Name two things that Mark has learnt to do.
5. Why do you think Mark's school work is better than it was?

Dictionary skills

Write the dictionary definitions of the words in bold text.



Age and gender in different cultures

Study area

Personal and Social Well-being

Relationships between elders and children

In some cultures in South Africa, children and older people are close and share many things. Older people are respected in many cultures.

Many children live with their grandparents. This means that older people and children spend a lot of time together. Sometimes old people in the family are sick and need looking after. Sometimes the children do this.

Many grandparents look after their grandchildren while their parents are at work. Sometimes a grandmother looks after other children as well as her own grandchildren. This helps her to earn money.

In some cultures in South Africa older people don't spend much time with their children. Sometimes the grandparents live in old-age homes or retirement homes. Then their children and friends visit them there.

ACTIVITY 11.1 Talk about issues with a partner

1. Do you live with your grandparents?
2. Do you think it is good for older people to live together with younger people? Give a reason for your answer.



Responsibilities and contributions of males and females in different cultures

In some cultures, males and females have different **responsibilities**. In rural communities where families rely on the land, the males in the family take care of animals while the females plant crops and fetch fuel and water.

Some families let boys and girls do the same jobs – like watering the plants and vegetables, washing the dishes, peeling vegetables and learning to cook. Older brothers and sisters often look after younger family members if there are no adults to do so.

Traditionally, men ran local political affairs and women were responsible for household tasks and raising children. Many women are now involved in government, education and industry. Women are also involved in social issues such as helping single parents, fighting the drug problem and working to improve poor working conditions for women.

Men's **roles** have also changed as the economy has changed. Some men cannot find work because of the economy.



ACTIVITY 11.2 Find a suitable article

1. Look for a magazine or newspaper article to bring to class that highlights the role of a man or a woman in society today. Tell the class about that person.
2. Collect all the articles. Each learner will choose an article to read in the Reading period this week.

Key words

- **responsibilities** – everyday jobs, tasks or duties
- **role** – the part or behaviour that a person is expected to fill

Skills focus: Reading

Gender issues in South Africa and around the world



In many Muslim countries, such as Iran, women have to cover their faces and bodies in public or face harsh punishment.



In many countries women are left to bring up children alone because war and **migration** forces families apart.



These women farmers in Uganda are working in the fields. After they finish their working day, they still have work to do at home.



Recently, more men have been staying at home to do the housework and to look after the children while women work.



Many women are becoming priests. The Catholic Church believes it is wrong for women to become priests.



Women can now join the armed forces in some countries. In South Africa there are women in the navy, the army and the air force.

Many men work in jobs that were **traditionally** done by women. Men who want to become nurses are able to do so.



China has a one-child policy (each family may only have one child). Thousands of girl babies are left in **orphanages** because people prefer to have boy babies.

Think about what you read

1. What new information did you learn today?
2. Are there any situations that you think should change? Why?
3. Are there jobs that you think only men or only women should do? What are they?

Dictionary skills

Write the dictionary definitions of the words in bold text.

Study area

Physical Education

Key words

- **score** – to get a point or points when playing a game

Throwing and passing skills



In netball, goals are scored when the ball is thrown into the hoop.



In rugby, points are scored by kicking over the goalposts.



In soccer, the team who has kicked the most goals into the net is the winning team.

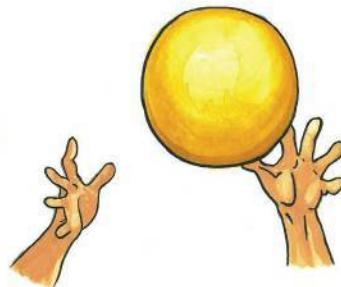
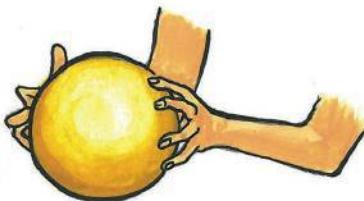
Safety

You must always warm up and stretch before a game. You must always cool down after a game by jogging slowly or stretching.



In many games and in sports the aim is to **score** points or goals by throwing, or kicking at a target such as a net. When you pass or kick a ball to a team player, he is also a target. To hit or reach a target you need to:

- have good ball control skills in throwing and passing even while you are moving
- have good aim in throwing and kicking
- be physically strong and fit because you have to throw far or kick hard.



How to hold a ball when catching in netball

How to throw a ball in netball



How to hold a rugby ball when running



How to pass a rugby ball

Key words

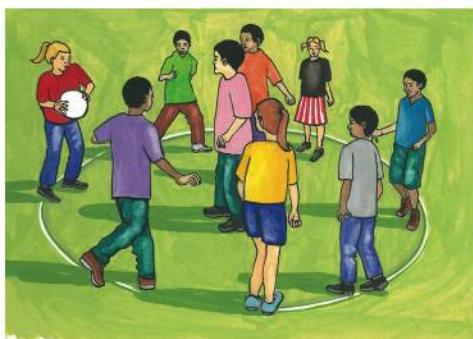
- **target** – something that is aimed at

Different types of target games

Circle targets



Circle netball



Bucket baseball

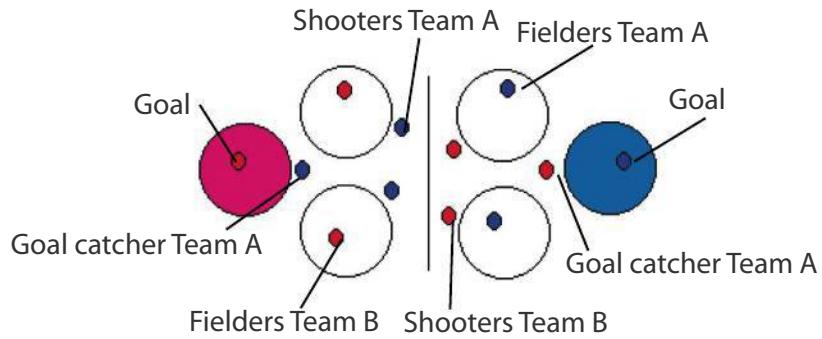
Safety



Even if you are not the one kicking, batting or throwing, make sure that you keep your eyes on whatever is being kicked or thrown, so that you aren't hit by mistake.



Ball triangles



Indigenous games

Kho Kho



Key words

- **indigenous game** – a game that is particular to a local area or culture

Jukskei



i

Did you know?

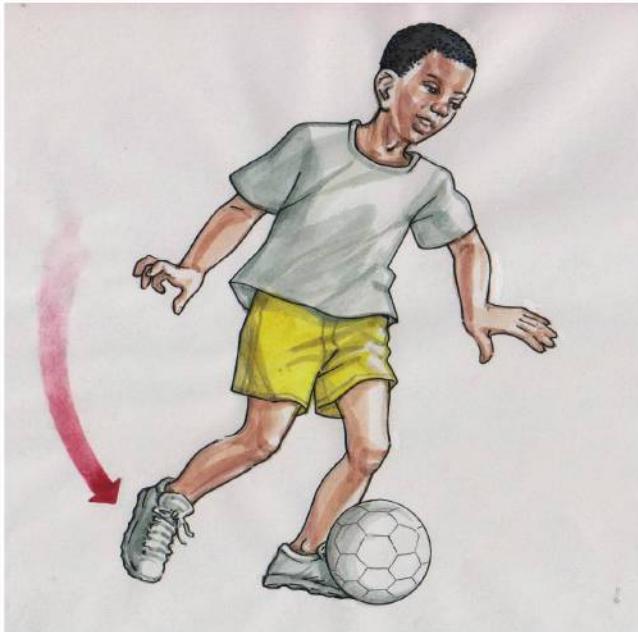
Jukskei is one of the oldest sports in South Africa, with some clubs older than 70 years.

Key words

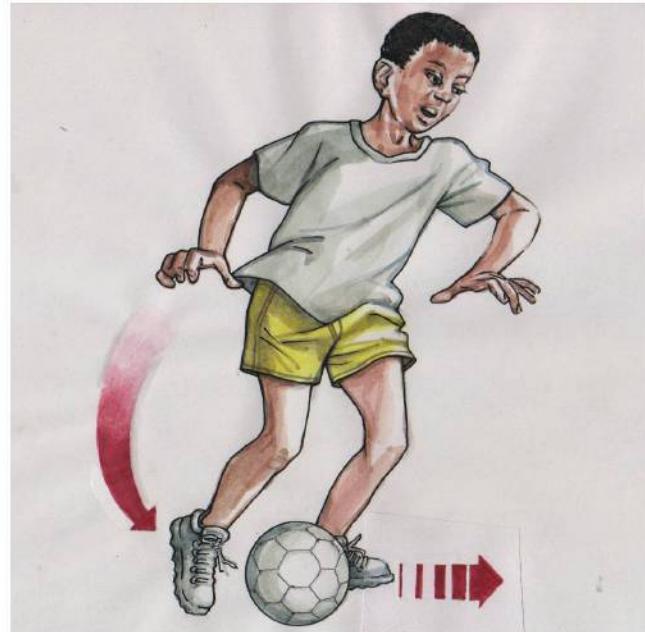
- **supporting foot** – the foot you are standing on; the non-kicking foot

Kicking

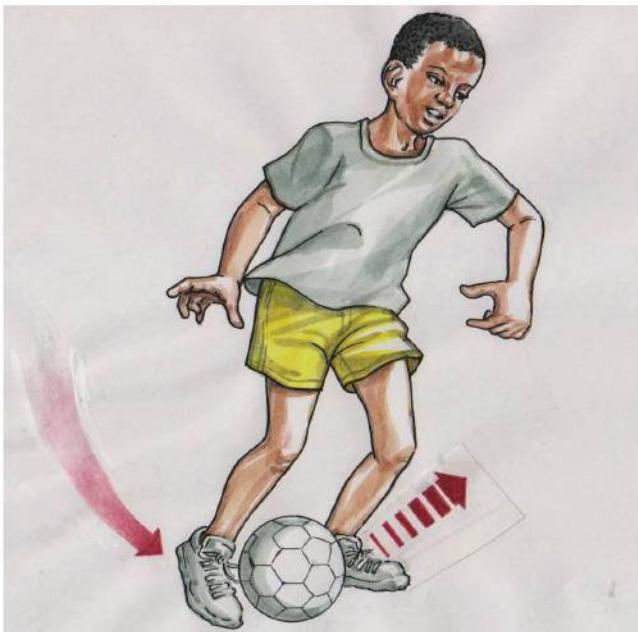
To get the most power from a kick, make sure the knee of the kicking leg is above, or in line with the ball at the exact moment the foot makes contact. The leg follows through in a sweeping motion in the direction of the target.



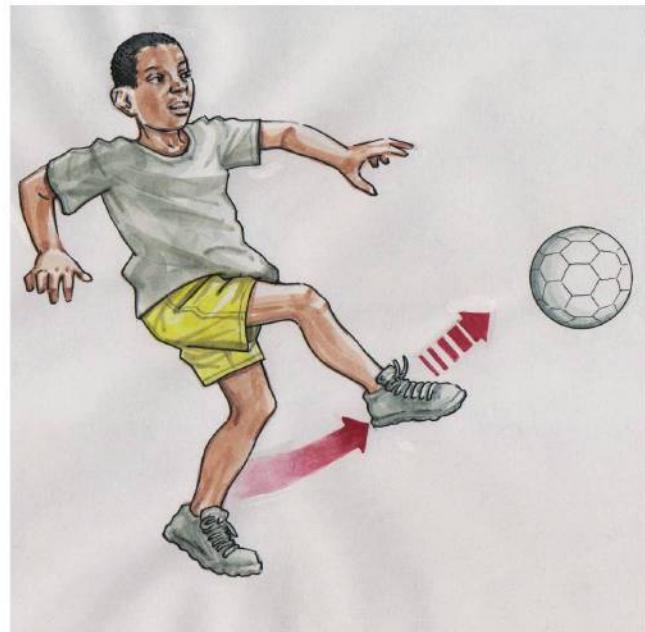
If the **supporting foot** is in line with the ball, the kick will have power and be low.



If the kicker leans forward, the kick will be low and hard.



If the supporting foot is behind the ball, the kick will make the ball rise or lift.



If the kicker leans back, the ball will rise.

Dribbling and control

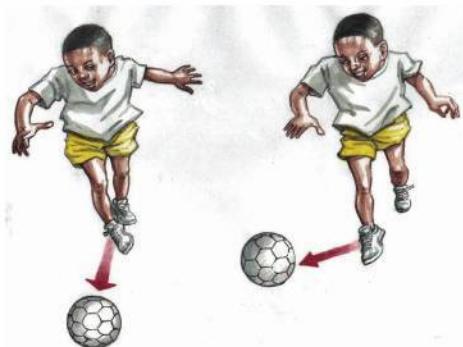
One-foot dribble



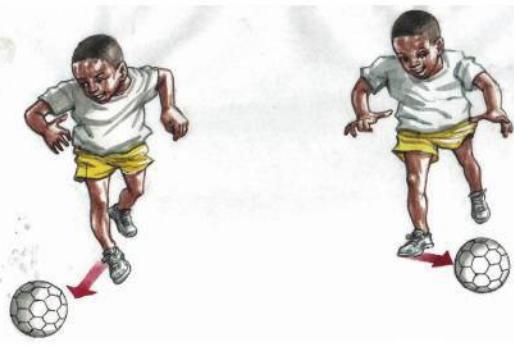
1. Kick the ball slightly forward and to the side with the outside of the kicking foot.



2. Kick the ball slightly forward and across with the inside of your kicking foot.



3. Move towards the ball and kick it slightly forward.
4. Kick it back the other way with the outside of your kicking foot.
5. Repeat these movements



Two-foot dribble

1. Put the soccer ball at your feet.
2. Tap it out slightly forwards and to the side with one foot.
3. Move towards the ball.
4. Tap the ball slightly forwards and back across with the other foot.
5. Tap the ball slightly forwards and back across with the other foot.
6. Repeat this move.

Key words

- **dribble** – when one player keeps control of the ball, moving it forward

Safety

Rules in sports are there to stop players being injured. In rugby you cannot tackle (pull down) another player above the waist.

In soccer, you can get penalised for tripping another player.

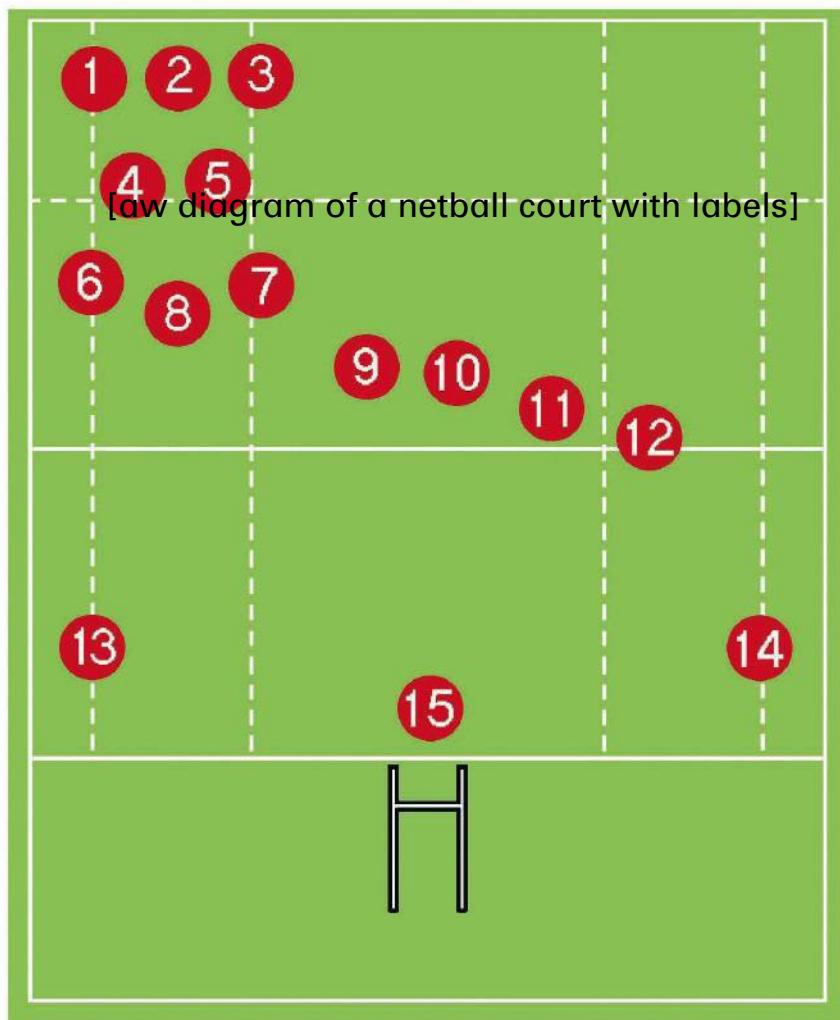
Movement performance

Rugby



Key:

- 1 Loosehead prop
- 2 Hooker
- 3 Tighthead prop
- 4 Second row
- 5 Second row
- 6 Blindside flanker
- 7 Openside flanker
- 8 Number 8
- 9 Scrum-half
- 10 Fly-half
- 11 Left wing
- 12 Inside centre
- 13 Outside centre
- 14 Right wing
- 15 Full-back

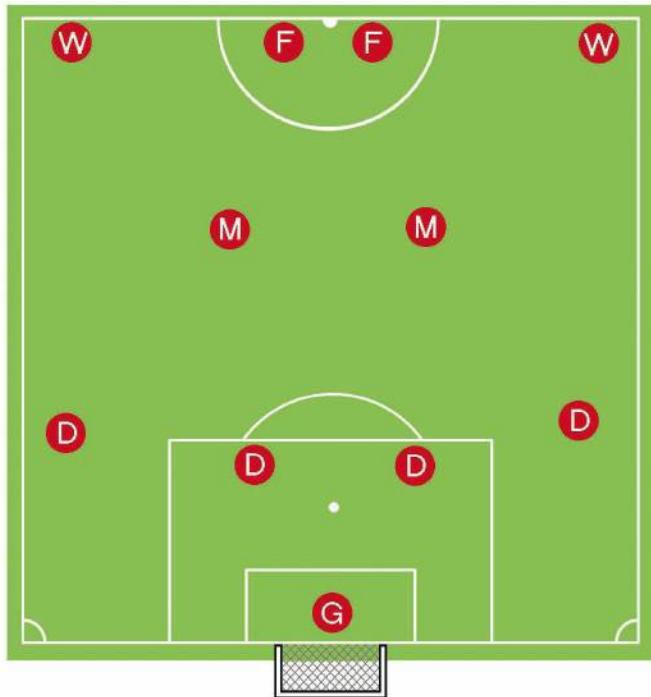


Soccer and netball



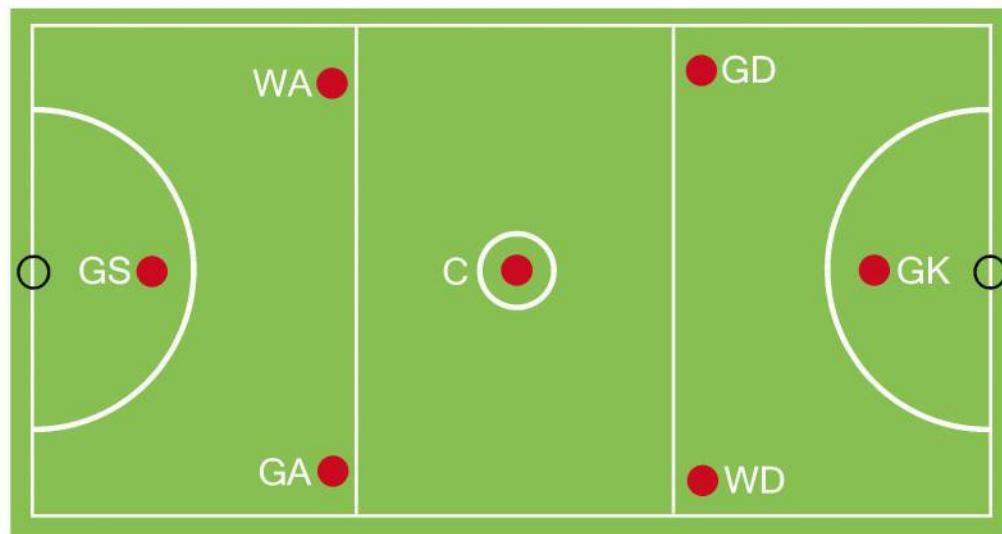
Did you know?

The netball, soccer and rugby World Cup tournaments are played every four years. The Olympic Games also takes place every four years.



Key:

- D Defender
- F Forward
- G Goalkeeper
- M Midfielder
- W Wing



Key:

- GS Goal Shooter
- WA Wing Attack
- GA Goal Attack
- C Centre
- GD Goal Defence
- WD Wing Defence
- GK Goal Keeper

Study area

Creative Arts:
Performing Arts

Key words

- **transfer of weight**
– moving all your weight from one part of your body to the other

Safety



Before you do any movement with your body, it is important to make sure your muscles are loose and ready to move.

You can injure yourself if you move your body too much before you have warmed up.

Did you know?



Musicians warm up to ensure their instruments are ready. Sportsmen and sportswomen warm up to ensure they don't injure themselves whilst playing sport. Actors and dancers warm up to get themselves focused and to ensure their muscles are warm.

Move in different ways

ACTIVITY 13.1 Prepare to move

Find a personal space in the classroom and lie on your back on the floor. Listen carefully to your teacher and move when she tells you to move. Remember to move your body carefully because it is not warm yet.



These children are doing floor work

Transferring your weight

There are lots of ways to move your body. You can do a **transfer of weight**. You do this by moving all your body weight from one part of your body to another. If you stand on one leg, all your body weight is on this leg. If you move to the other leg you have then transferred your weight to the other leg. Another way of transferring weight is to do a cartwheel.



The weight is on the right leg.

Now the weight is on the left leg.

Jumps, lunges and balances

A **jump** is when you move from one position to another, but when both legs are off the ground at the same time. You can do big jumps or little jumps. You can do a far (long) jump or a short jump. You can jump on one leg only or on both legs. When you do a big jump, it is important to land with bent knees so that you don't hurt yourself. Look at the pictures on page 26.

You can also take big steps and **lunge**. You can lunge in all directions. When you do a lunge, you start with both feet together. Then you slide or lift one foot in front of you and bend both knees. When you lunge to the sides, only the leg you have moved bends. The other one remains straight as you go lower down.

Balance is when you are able to hold your body in a position without falling over. Babies have to learn to balance before they can walk. We can balance on one leg, or even on one leg and one arm! If you balance on your hands with your legs in the air, we call it a 'handstand'.

ACTIVITY 13.2 Try different ways of moving

1. Find a personal space in the classroom.
2. Listen to the instructions given by your teacher.
3. You will be transferring your body weight, doing jumps, lunges and balances.

ACTIVITY 13.3 Create your own movement sequence

1. Get into groups of four, five or six learners.
2. Using the movements you have practised, put together a simple sequence making sure you include:
 - a) transfer or weight
 - b) balance
 - c) different jumps
 - d) lunges.

Key words

- **jump** – moving so that you are in the air for a short time while you move
- **lunge** – a big step or movement forward
- **balance** – holding your body without falling over



This girl is doing a handstand.



Did you know?

Some people are very good at balancing and can form towers of people.



Movement and dance

ACTIVITY 13.4 Play a game to warm up

1. Find a personal space.
2. Your teacher will tell you a story about a hike through the bush.
3. There are lots of different movements to do so listen carefully so that you can do them at the right time.



Hip-hop dancers often use jerky movements.

Force is how hard or how gently something moves. In nature, you can find lots of different forces. In a storm, the waves crash on the beach with a lot of force. If you look at water flowing in a little stream, the water flows gently with not much force. You can also get smooth forces such as the wind blowing. The wind can blow smoothly and strongly, or smoothly and gently. You can also get jerky forces. A jerky movement is one that is not smooth but goes in short stops and starts.

ACTIVITY 13.5 Move in pairs

1. Find a partner and together find a space where you can both move.
2. Your teacher will give you different movements to do.
3. You will use different forces in movements that are:
 - a) strong
 - b) gentle
 - c) jerky
 - d) smooth.

Five features of movement

Distance is how far apart something is. If you look at your own body, your belly button is a distance from your chin. If you bend over and put your chin close to your belly button, you have made this distance shorter. You can get really long distances, such as from Cape Town to Johannesburg, or short distances, such as the distance between your two ears.

Parallel lines are lines which are next to each other and which always stay the same distance apart. They will never touch each other, no matter how long they are.

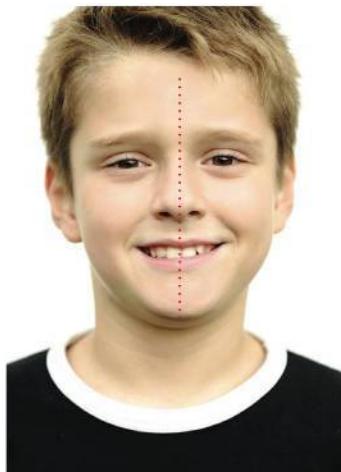


These lines are parallel. Even if they were very long, they still wouldn't touch.

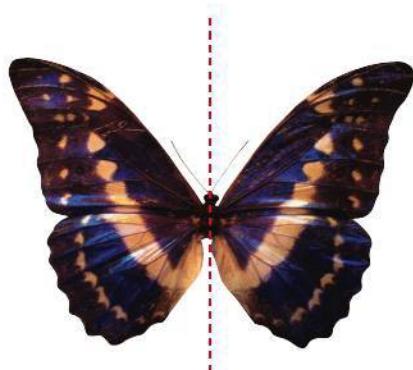
Symmetry is when you have two parts of something which are almost exactly the same. Our faces have symmetry because both sides are almost the same. You might have a few freckles more on one side than the other but the two halves of your face are in symmetry. If two people move in symmetry with each other, they will do the same movements, but on either side of each other.



This line shows the distance between this person's ears.



This boy's face has symmetry because both sides are almost the same.



This butterfly's wings are symmetrical.

Key words

- **distance** – how far away something is
- **parallel** – two straight lines that never touch
- **symmetry** – when two things are almost or exactly the same

Key words

- **volume** – how much space something takes up
- **mass** – how heavy something is; its weight.

Volume is how much space something takes up. Some things have big volume, such as an elephant, a building, an aeroplane or a house, because they take up lots of space. Other things, such as a ring, a book, a cell phone or a pencil, have a small volume. These things take up only a small amount of space.



The aeroplane has greater volume than the ring because it takes up more space.

i

Did you know?

Some things are able to change their volume. A balloon, when it is empty, has a very small volume. When you blow up a balloon, its volume increases.



Mass is how heavy something is. An elephant has a greater mass than a mouse. Sometimes something can be big but not have much mass. A pile of feathers can be the same size as an elephant but will have much less mass. Feathers are lighter than elephants.



ACTIVITY 13.6 Dance

1. Your teacher will teach you a dance.
2. In the dance you need to show:
 - a) symmetry
 - b) distance
 - c) volume
 - d) mass
 - e) parallel lines.
3. There are only a few steps to the dance but you have to get it perfect otherwise it won't be symmetrical or have parallel lines.



These children are dancing in parallel lines. The two sides create symmetry (as they are almost the same) and balance.

Key words

- **repetition** – the exact same thing done more than once
- **accent** – play or say something a bit louder



This boy should be able to sing well because he has good posture.

Understand and create music

Our voices can be damaged if we use them to sing before warming them up. If you damage your voice, it sometimes never gets better.

ACTIVITY 13.7 Warm up your voice

1. Find a space and stand with good posture. Your back should be straight and your legs slightly apart.
2. Your teacher will show you some voice warm-ups to get you ready to sing.
3. Don't force your voice to sing too loudly – just sing gently – until it is warm.

How to create music

You can create music by using **repetition**. Repetition is when you play the same rhythm or tune over and over again.

You can also create music by doing call and response. The answer doesn't have to be exactly the same. It is usually a little longer than the call and a little different.

You can make music sound a little different by accenting different parts of the music. An **accent** is when you play one note of a few notes louder than the rest. We say that these louder notes are accentuated.

Contrast is when there is a difference between things that are similar. For example, you can sing loudly or softly, fast or slow, high or low.

ACTIVITY 13.8 Make music with variation

1. Find a personal space in the classroom where you can make music.
2. You will make different types of music with different variations.
3. You will sing some phrases or tunes. Your teacher might ask you to play music using percussion instruments.



Key words

- **stave** – the five lines on which we write music notes
- **treble clef** – the sign at the beginning of the stave

Write music in a stave

We write music in a **stave**. A stave is a group of five parallel lines. Each note has a special place on the stave. A note might be in a space between two lines or on a line.

Notes that are written at the top of the stave are high-pitched notes. Notes that are written at the bottom of the stave are low-pitched notes. The notes in between have a medium pitch.

C Major Scale



How to name the music notes

Each note is given a letter name. In music we only use the first seven letters of the alphabet: A, B, C, D, E, F and G.

If you want to play the note after G, you start again with A.

At the beginning of the stave above there is a **treble clef**.

Did you know?

Percussion instruments are the easiest instruments to make. You can make your own percussion instrument by filling a bottle with some sand or seeds. When you shake the bottle, it makes a sound. You have made a shaker!



ACTIVITY 13.9 Sing a song

Your teacher will teach you songs to sing in call and response. Remember to sing these softly the first time. When you know the tune and your voice is warm, you can sing them louder.

Mime and your senses

Earlier in the year, you learnt about your five senses. Each sense is important as we use all five senses each day to learn about our surroundings. Our senses keep us out of danger. If a dangerous fire started somewhere, your sense of smell would tell you about it. If you were eating a piece of food that was no longer fresh, you would be able to smell and taste that it wasn't safe to eat it.



Did you know?

Some animals have excellent senses. A hawk or eagle has excellent eyesight. It can see a tiny mouse from high up in the air.

Dogs have an excellent sense of smell. Dogs that use their noses to find things are called tracker dogs. They can find people who are lost in the mountains or who are buried in snow because they can smell where the people are.



This dog is a tracker dog that searches for and rescues people.

ACTIVITY 13.10 Test your senses

1. Sit in a big circle on the floor.
2. Your teacher is going to test your senses. For some tests you can have your eyes open, but for others you must keep your eyes shut.
3. You are going to use all five senses.

ACTIVITY 13.11 Do a mime

1. Find a personal space in the classroom where you can move.
2. Pretend there is a box in front of you. You are going to open the box and, using mime, you are going to try to show the other learners what is in the box.
3. Remember that you cannot make any noise when you mime.
4. You will watch each other's mime and try to guess what is in the box.
5. Your teacher will ask you to reflect on the performances of the class and on how each learner used mime, facial expression and body movement.

Different music genres

We call music types **genres**. There are many different genres but we are only going to learn about a few in this unit.

Pop music is short for ‘popular music’. Some popular music songs are songs by Beyoncé, Justin Bieber, Katie Perry, Lady Gaga, Elton John, the Beatles, U2, Rihanna, Jay Z, The Parlotones, Danny K and Freshly Ground.

Pop music is not hip hop or rap or kwaito.

Opera music is from operatic plays. There is no talking in an opera, just singing. Some famous operas are *The Magic Flute* by Mozart and *Carmen* by George Bizet.

Traditional music is music which comes from a cultural group. This could be, for example, Afrikaans music, Sotho music, Chinese music, Jewish music, Zulu music or Irish music.

Classical music is music written in Europe from 1750–1830 and includes works by composers like Mozart, Beethoven, Tchaikovsky, Handel and Bach.



Mariah Carey is a pop musician and sings pop music.



Sibongile Khumalo is singing in an opera.

Key words

- **genre** – a style of art, music or literature
- **pop** – short for ‘popular music’, often played on the radio
- **opera** – a play where all the words are sung
- **traditional music** – music that belongs to a culture
- **classical music** – music written in Europe more than two hundred years ago and which is still played today

Did you know?

Mozart was born in Austria in 1756. He was able to write very difficult music from the age of five. He was about your age when he composed his first piece of music for a full orchestra!



ACTIVITY 13.12 Compare two pieces of music

Your teacher will play you two different pieces of music from two different genres. As a class, discuss the pieces in terms of:

- tempo
- dynamics
- timbre (the instruments)
- mood.

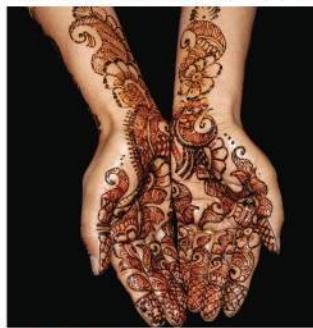
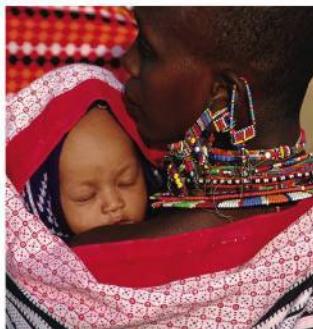
Appreciate and create visual art

Study area

Creative Arts:
Visual Arts

Key words

- **geometric shapes** – regular shapes such as squares, circles, triangles
- **horizontal** – flat, lying down
- **vertical** – standing up



Lettering, patterns and body art

Lettering and patterns are all around us. We use patterns on our clothes and on everyday objects. People even use letters and patterns to decorate their bodies.



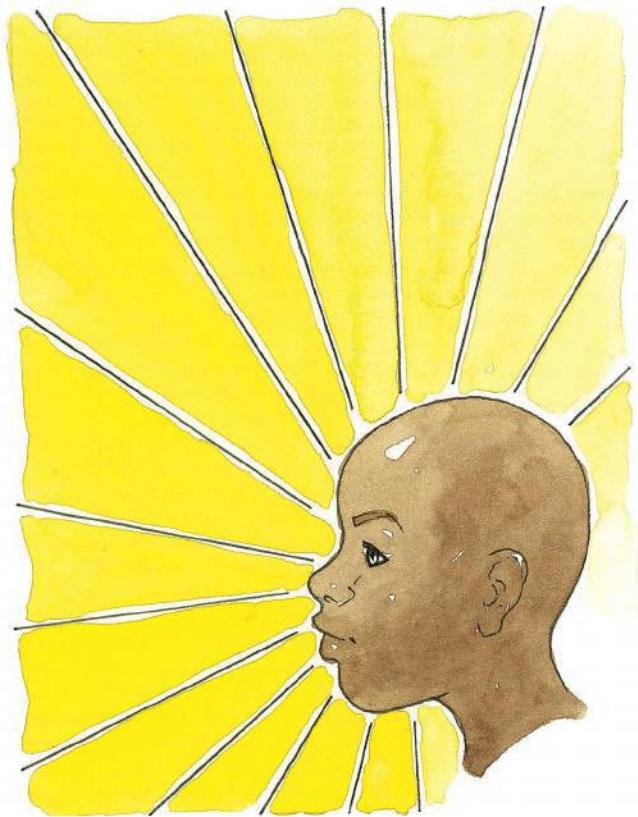
ACTIVITY 14.1 Talk about letters and patterns

Work in pairs.

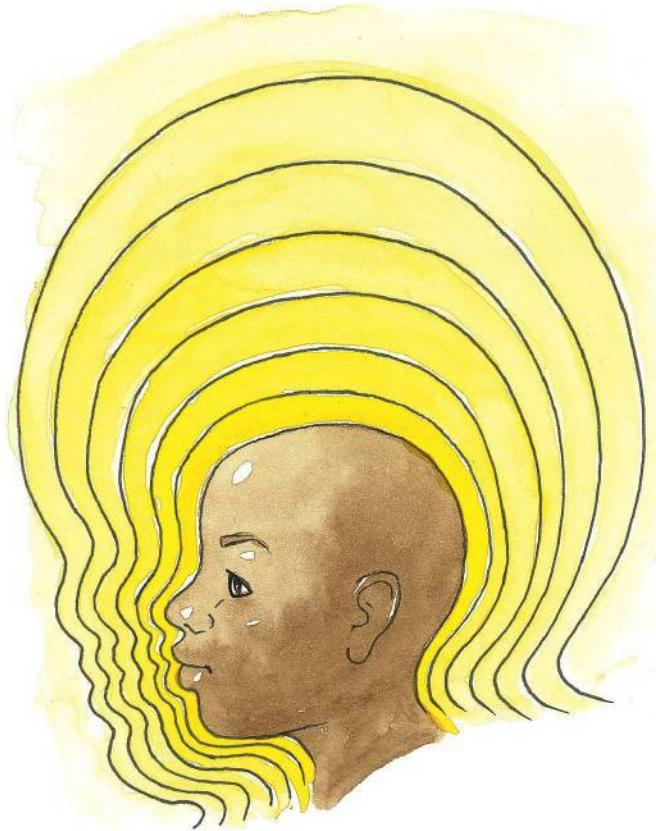
1. Look at the images on this page.
2. Which kinds of decoration have you seen before?
3. Can you find examples of the following:
 - **horizontal** and **vertical** stripes
 - curvy lines
 - dots and circles
 - thick and thin lines
 - **geometric shapes**
 - irregular shapes?
4. Tell your partner how the patterns in each artwork make use of line and colour.
5. How can patterns be used in artwork to draw attention to certain parts?
6. Draw a design for a pattern that could be made on cloth. Make use of lines and different colours.

In Chapter 7 you learnt about emphasis in visual art. Parts of the patterns can be used to create a focal point. The focal point is where your eyes focus. In the examples below, the artist wants the background to draw attention to the face.

Directional lines (radiating lines or contouring lines) can lead our eyes in a direction and emphasise certain things in the artwork.



Radiating lines



Contouring lines

ACTIVITY 14.2 Use lines to show emphasis

Work in pairs.

1. Draw an outline of your partner's face.
2. Draw a pattern around the head in letters, lines and colour. The pattern must tell the viewer something about your partner.

Use letters and patterns to decorate a surface

Have you noticed how many walls and buildings have patterns on them? Sometimes patterns are created by the windows of a building or the bricks on a wall. Sometimes walls are painted with letters and patterns. These paintings on the walls are called murals.

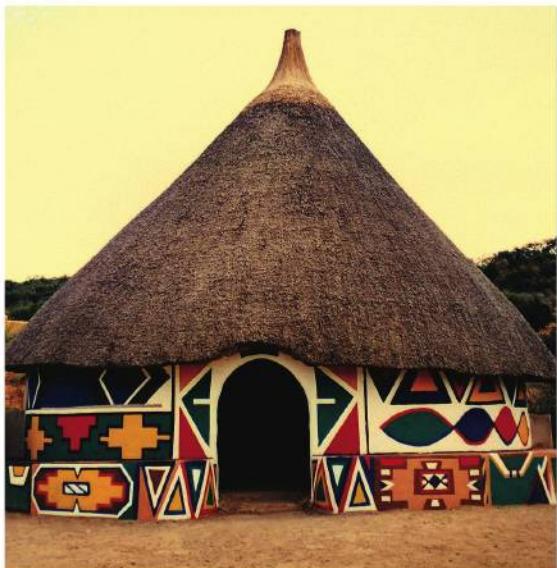


ACTIVITY 14.3 Talk about murals

Work in groups of four or five.

Look at the murals below. Tell the learners in your group:

- what you see in the patterns or in the lettering in the murals
- why you think the murals are similar
- why you think the murals are different.



Have you drawn letters or patterns to decorate a surface? Have you seen a wall and thought how beautiful it could look if it were painted with letters or patterns?

ACTIVITY 14.4 Design a mural

Work on your own.

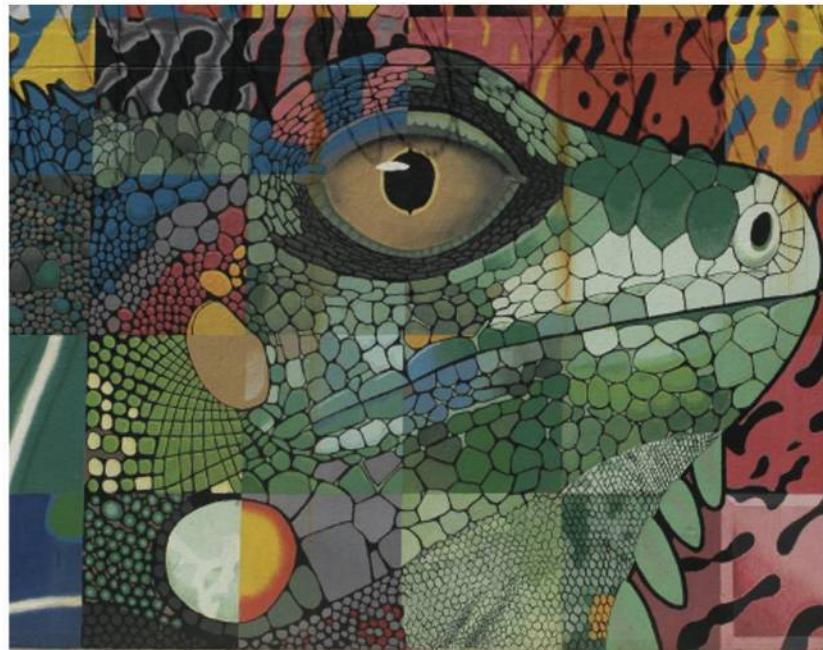
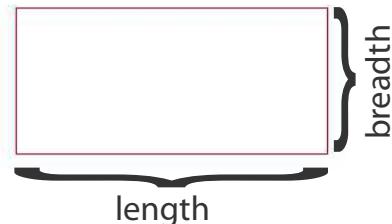
You will need:

- 2/3B pencils
- charcoal
- coloured ink
- oil pastels
- tempera paint
- paintbrushes
- a jar of water
- blank A4 /A3 paper
- newspaper.

Key words

- **design** – a plan or pattern using lines and shapes
- **mural** – a painting on a wall

1. Imagine that your paper is the shape of the area for your mural. Take notice of the length and breadth of this shape.
2. Now picture your mural in your mind. As you think about your mural, scribble (or sketch) your ideas on paper.
 - a) Where will your mural be?
 - b) What message do you want to have on your mural?
 - c) How can you emphasise this message?
 - d) What colours would you like? Think of complementary colours that will make your message leap out at viewers.
 - e) What other colours do you want for your mural?
 - f) How will you use spacing between letters so they don't look too crowded?
 - g) What patterns will you use around your letters? Will your patterns mainly be geometric or natural?
3. Start drawing or painting your design. First draw the letters of the message. This is your focal area.
4. Then add the details such as decoration and the background pattern.
5. Remember to use: contrast in size and height, complementary colour, different shapes and clear, interesting colours.



Key words

- **mask** – a covering worn on the face to hide or decorate it



Make a mask

A **mask** is a 3D artwork. It can look like a face, an animal or an imaginary creature.



Now you are going to create a mask from recycled materials.

ACTIVITY 14.5 Make a mask

Work on your own.

You will need:

- large paper bags (not plastic) or a light cardboard box
- recyclable materials such as cardboard or paper off cuts
- beads
- sequins
- wool
- natural objects
- cotton
- string
- wire
- wood glue
- ribbon
- pair of scissors.

1. First you will need to think what character you would like your mask to have. Think about whether you want to make, for example, a scary animal or a friendly face. Decide what kinds of patterns, decorations, textures and shapes are suitable.
2. Collect everything you want for your mask.
3. Put the paper bag over your head. Your teacher will mark where the eyes and nose are with a pencil.
4. Cut holes for the eyes and the nose so that you can see and breathe.

5. Glue or tie on the bigger features such as hair, whiskers or eyebrows using feathers, straw and wool. (Think about how you would like your mask to extend your body in space by using materials that stick out.)
6. Paint and draw interesting details on the surface of the mask. You can use patterns, lines and lettering. Remember what you learnt about colours and emphasis.
7. Don't forget to decorate the mask on all sides. You want to look good from behind as well!
8. If you used a box you will need to find a way of keeping it attached to your head.
9. Try on your mask. Is it hanging straight on your head?
10. Do you feel it is missing anything? Make any changes you want.



ACTIVITY 14.6 Reflect on your artwork

Work on your own.

1. Look at the two pieces of artwork you completed this term.
2. Copy the headings and complete the notes about each artwork.

*Title of my work
What I like about my artwork
How I used colour and emphasis in my artworks
What I enjoyed doing
Materials I used
What I found difficult
What I would do differently next time*

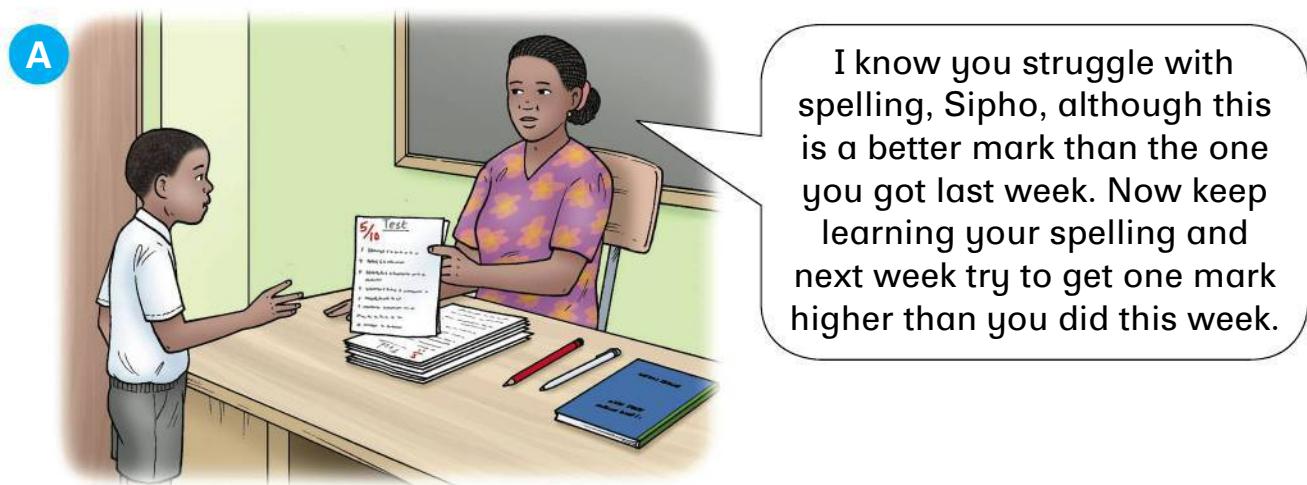
Test

Section A: 15 marks

1. Write True or False:
 - a) Liking yourself is part of developing a good self-concept. (1)
 - b) What people say to you has no effect on your self-concept. (1)
 - c) Having goals and being honest is part of building one's self-concept. (1)
 - d) To have a good self-concept you need everyone to listen to you and to do what you say. (1)
2. List two ways to manage emotions in a positive way. (2)
3. Complete the sentences by filling in the missing words.
 - a) We can have relationships with people our own age, with _____ and with younger people. (1)
 - b) In good relationships we feel _____ and confident. (1)
4. Write a definition for child abuse. (1)
5. List three strategies (plans) to deal with child abuse. (3)
6. List three ways we can respond to violence. (3)

Section B: 15 marks

Look at picture A (below) and picture B (on page 91).



B

Well, what can I expect from someone who is lazy and stupid? I can see you didn't even look at the words before the test. I'm surprised you can even spell your name. Please sit down.

7. Answer the questions about the pictures

- How might Sipho feel in picture B? (2)
- Which picture do you think would make Sipho feel like studying hard for his spelling test the next week? (1)
- Give a reason for your answer. (2)

8. Read the two newspaper articles.

A Grand Performance from Grand Productions

The children who attended the show yesterday had a fantastic time. It was worth every cent of the ticket price. The sound system was excellent although there was a bit of a crackle now and again.

Everyone had a great time. The seating was good although a few of the seats were a bit cracked. Well done to Grand Productions for putting together a show to be remembered.

Nothing Grand about this production

We took a group of children to the show yesterday and realised what a waste of money it was. The sound system was shocking. The children couldn't hear what the people on stage were saying. All we heard was crackling and noise.

The seats were broken and some seats could not be used at all. The back of my seat was missing and one child's seat had a sharp metal rod sticking from the seat so she could not sit on it. I will be writing to Grand Productions to get my money back.

- Which article shows a negative bias towards the show? (1)
 - Find three words in the first article that help you know it has a positive bias. (3)
 - Write down the words each article uses to describe the sound. (4)
9. Do you think boys and girls should have the same responsibilities? Explain your answer. (2)

TOTAL: 30

Target games

1. During Physical Education lessons your skills will be assessed. You will play adapted games for your assessment.
2. You will be assessed on your:
 - ability to perform skills required to participate in target games
 - good effort in trying to perfect these skills
 - movement skills and effort
 - blocking and defending skills
 - passing skills and ability to move into space
 - ability to attack and move forward
 - ability to aim and pass/throw/kick on target.

Rubric for assessing Physical Education task

	Level			
	Limited	Adequate	Proficient	Excellent
Outcome of movement performance	Abilities and skills need much attention and practice. (0–1 mark)	Abilities and skills need some attention and practice. (2–3 marks)	Abilities and skills are efficient and effective. (4 marks)	Abilities and skills show an exceptional level of skill. (5 marks)

Participation

Each term you will also be assessed on how often you participate in your Physical Education lessons.

Rubric for assessing frequency of participation

	Level/Marks			
	Limited	Adequate	Proficient	Excellent
Frequency of participation	0–20% (0–4 marks)	21–50% (5–10 marks)	51–75% (11–15 marks)	76–100% (16–20 marks)

Visual Arts

You will be assessed on your mask made from recyclable materials (Activity 14.5 on page 88).

What did you learn in your artmaking this term? Did you try to explore different ideas so that your artwork is original and shows creativity? How well did you follow instructions? Did you use colour, shape, texture, and emphasis in making your images of insects and/or reptiles?

Rubric for assessing Visual Arts task

	Excellent	Proficient	Adequate	Limited
Learner used a variety of recycled materials	9–10	7–8	5–6	0–4
Learner's mask is well constructed and sturdy	9–10	7–8	5–6	0–4
Learner's mask is decorated with a variety of shapes, colours and textures	9–10	7–8	5–6	0–4
Learner shows creativity and originality	9–10	7–8	5–6	0–4

Performing Arts

Your teacher will be assessing your ability to use both movement and drama in your mime performance (Activity 13.11 on page 82). This means using movement, body language and facial expression to show what you are doing. You will be assessed individually.

Rubric for assessing Performing Arts task

Criteria	Excellent	Proficient	Adequate	Limited
Learner understands the concept of mime (action without words)	9–10	7–8	5–6	0–4
Learner understands importance of movement (facial expression, large gestures and body language)	9–10	7–8	5–6	0–4
Learner participates with enthusiasm and commitment	9–10	7–8	5–6	0–4
Learner shows originality and creativity	9–10	7–8	5–6	0–4

3 Term 3



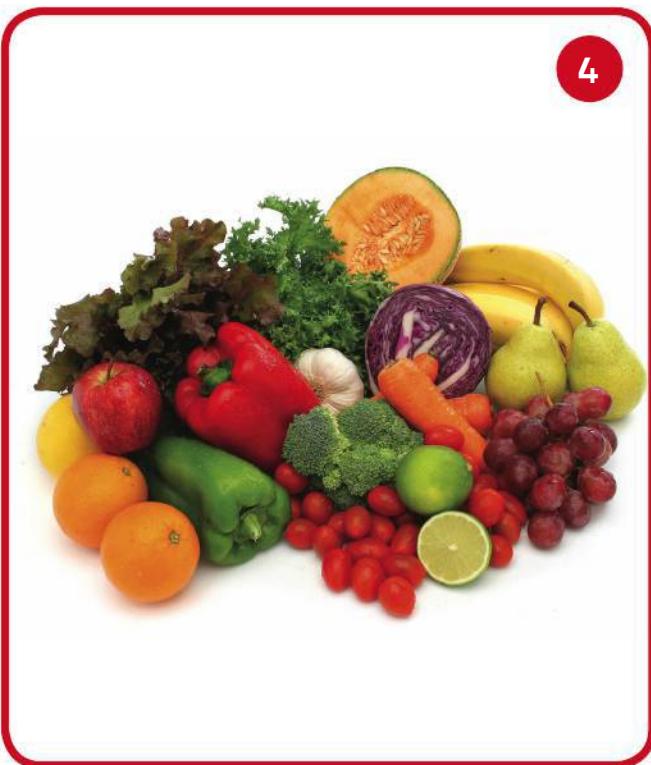
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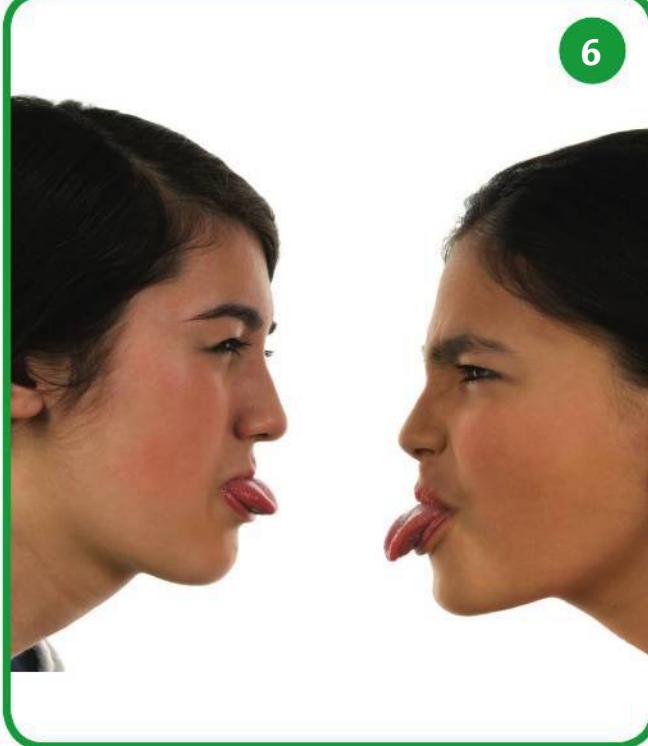


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5

6



7



What do you know?

1. What is your favourite festival? Why?
2. Would you know what to do if your baby brother or sister ate or drank any of these harmful cleaning products?
3. What is wrong in this picture? Why?
4. What are your favourite healthy foods?
5. Can you stand in the Tree posture?
6. Have you ever played the mirroring game?
7. Have you ever touched a lizard, or held a spider?

Content covered in Term 3

Chapter 15: Festivals and customs from various religions; **Chapter 16:** Safety measures at home and in the environment; **Chapter 17:** Water is an important basic need; **Chapter 18:** Healthy eating for children; **Chapter 19:** Rhythmic movements for children; **Chapter 20:** Dance, drama and music; **Chapter 21:** Appreciate and create visual art; **Formal Assessment**

Festivals and customs from various religions

Study area

Personal and Social Well-being

Key words

- Diwali** – ‘dih-wah-lee’ – an important Hindu festival
- Ramadan** – ‘ram-uh-dahn’ – a month in the Muslim calendar
- Eid-ul-Fitr** – ‘eed-ul-fitter’ – a Muslim festival
- Qur'an** – ‘kur-an’ – sacred book in Islam



Ramadan Kareem



Hindu, Islamic and Jewish festivals and customs

People around the country celebrate their customs and festivals in many different ways.

Hindu: Diwali

Diwali or Deepawali is the most important of all Hindu festivals. The word means ‘row of lights’. Throughout the festival there are rows of lamps in Hindu homes and temples. The lamps give out rays of light which drive out darkness. This symbolises good driving out evil. During this time, Hindus try to make friends again with people they have quarrelled with. During Diwali, people give each other presents and share meals. There is usually also singing and dancing.



Lighting candles at Diwali



Islam: Ramadan and Eid

During the month of **Ramadan** adult Muslims do not eat or drink between dawn and sunset. This is called fasting. The prophet Muhammed broke his fast with a meal of dates and water, so many Muslims still do this today. Muslims try not to do anything bad during this month. Each night they say special prayers.

At the end of Ramadan they celebrate **Eid-ul-Fitr**. ‘Eid’ means ‘festival’. They thank Allah for the **Qur'an**, their sacred book, and for helping them during the fast. If necessary, they will ask for Allah’s forgiveness for any of their failures.

On Eid Muslims visit friends and relatives and wear their best clothes. The rich give to the poor so that they can also enjoy the day. Everyone eats special food and the children are given presents of sweets and new clothes. People send Eid cards to friends wishing them happiness on Eid.

Judaism: circumcision and bar mitzvah

Eight days after a Jewish boy is born, he is circumcised. This happens at a religious ceremony performed by a **mohel** who is a trained and registered circumciser. The boy child is given a Hebrew name that will be used at his bar mitzvah, at his wedding and on his gravestone.

When a boy turns thirteen he becomes **bar mitzvah**. This means 'son of the commandment'. On the Sabbath after his birthday he reads from the scroll of the **Torah** in the **synagogue** for the first time. After the service there is usually a party for family and friends. From this time he is expected to fulfil all the duties of a Jew.

When a girl is twelve years old she is considered bat mitzvah. That means 'daughter of the commandment'. There is usually a party for family and friends.



Key words

- **mohel** – 'moh-heyl' – a trained circumciser
- **bar mitzvah** – 'bahr-mits-vuh' – a ceremony to celebrate a Jewish boy's thirteenth birthday
- **synagogue** – 'sin-uh-gog' – the building where Jewish people meet and pray
- **Torah** – 'toh-ruh' – the five books of the Hebrew Bible, written on parchment



Special religious occasions

Rosh Hashanah and Yom Kippur

Rosh Hashanah, or Jewish New Year, is not a time for parties and fun. It is a serious time when Jews look back on the past year and think about how they have lived. It is celebrated at the end of September or the beginning of October.

Rosh Hashanah is the first day of the Ten Days of **Atonement**. On the night before Rosh Hashanah Jews go to the synagogue and then have a meal with all the family, including grandparents, aunts, uncles and cousins. They eat sweet things at this meal as a sign that they hope the coming year will be sweet for them. Apple dipped in honey is one of the foods they eat.

Yom Kippur is the last day. Yom Kippur is the Hebrew word for 'Day of Atonement' and it is a serious day. Jews fast from sunset the day before until after sunset on Yom Kippur. They attend evening and day services at the synagogue.

On Yom Kippur in the synagogue, the curtains in front of the Ark are replaced with white material. The Ark is a special cupboard where the Torah, the Jewish holy book, is kept. The Torah's covers are also white. The **rabbi** is dressed in white. A ram's horn, called a shofar, is blown to call on God to be merciful, just and fair. At the end of Yom Kippur, families get together to eat a light meal to break the fast.



An Islamic wedding

Before two Muslim people get married, their families talk about whether the marriage will be right for them. It is important that both families agree to the marriage.

In the **mosque**, the bridegroom hands over a marriage gift, wrapped in a linen cloth, to the bride's father and her uncles. The marriage certificate is then signed. This marriage ceremony is called the **Nikah**. The language spoken during the Nikah is Arabic.

When that part of the wedding is over, the bridegroom and his family go to the bride's house. The bride wears a beautiful dress for this part of the wedding. There the groom gives the bride her ring and photographs are taken. She also has flower girls and page boys who dress up.



Think about what you read

1. When in the year is the Jewish New Year celebrated?
2. What is a shofar?
3. What is the ceremony called when a Muslim groom hands over a gift for the bride?
4. What is a mosque?

Dictionary skills

Write the dictionary definitions of the words in bold text.

Key words

- **crucified** – killed by being hung from a cross

Festivals and customs of Christianity, Buddhism and African Traditional Religion

People around us celebrate their customs and festivals in many different ways.

Christianity: Easter

Easter starts with Good Friday when Christians remember that Jesus was **crucified**. On Easter Sunday they celebrate the Resurrection – when Jesus came alive again. Many Christians go to special church services on these days. They give each other Easter eggs to remind each other about the new life that Jesus brought. The hollow egg also reminds them of the empty tomb. They eat hotcross buns which are buns baked with a cross on them to remember the cross at the Crucifixion.



Buddhist festivals: Vesak

Buddhists have many special or holy days. An important one is Buddha Day when Buddhists all over the world celebrate the birth, enlightenment and death of the Buddha over 2500 years ago.

Buddhist festivals are always joyful occasions. On Vesak, people go to the temple or monastery and offer food to the monks and listen to a talk about **dharma**. In the afternoon, they distribute food to the poor. The day ends with evening chanting of the Buddha's teachings and meditation. This celebration is called Vesak because it is the name of the month in the Indian calendar.



Key words

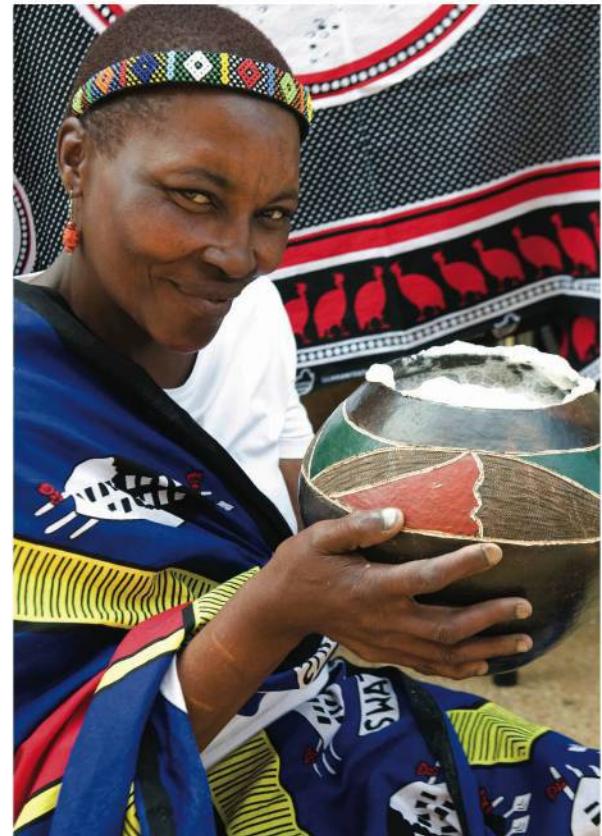
- **dharma** – the eternal law of the universe
- **clan** – a group of families
- **ancestors** – the spirits of dead relatives

African Traditional Religion: rituals

The way in which rituals and customs are carried out in African Traditional Religion is different from one **clan** to another.

Ancestors play an important part in these rituals or ceremonies.

These rituals are performed when a child is born, when a boy is initiated into manhood, at marriage ceremonies and at funerals. Rituals are also held to ask the ancestors for help or for sending good fortune. At most African rituals either cattle or goats are slaughtered and the people drink African beer, which is made from grain.



Safety measures at home and in the environment

Study area

Personal and Social Well-being

Key words

- **expire** – to become old, to reach the end of a set time



Harmful household products and medication

Harmful household products

In our homes are many household products that are poisonous. Poisons can make you sick and can even kill you. ‘Toxic’ is another word for poisonous. If something is toxic it means that it can poison someone if taken.

Bleach and washing soaps are useful to us but they have toxic substances in them. Some chemicals become toxic when mixed together. Others are bought as poisons, e.g. products to kill rats, mice, cockroaches, insects, snails or weeds.

Not all products need to be swallowed to be poisonous. Some household products can burn the skin and eyes. Others harm the chest and lungs if the fumes are inhaled.

All poisons and harmful household products must be stored in a cupboard that can close tightly or lock. We should never throw chemicals and poisons down drains, into rivers or into dams. We must protect our environment from poisons too.



Medicines

Babies and very young children like to taste things they find. It is important that all medicines and tablets are put where children cannot reach them.

Every medicine should be labelled so that the wrong medicine is not taken by mistake. It is important to read the label and take the right amount of the medicine. If you take too much medicine at one time, it becomes harmful to your body. If medicines **expire**, throw them away.

ACTIVITY 16.1 Do a group project

Work in groups of three or four.

1. You will need a large piece of paper or cardboard, glue and scissors to share.
2. Use old magazines, newspapers or sheets of advertisements. Find and cut out pictures of household products and medicines that we should keep in a safe place in the home.
3. Use the pictures to make a poster that warns people of the dangers of them. Include warning words like DANGER to stick on or write on your poster.

Fire safety

Many fires in the home are started when using a Primus paraffin stove. Stoves that fall over start fires. If you leave a stove on when you go to sleep, the stove can start a fire.

Fires can spread very quickly. Make sure curtains are not near the stove. Never leave an iron on if you are not using it. Store matches where children can't find them. Electricity can also cause fires. Don't put too many plugs in one socket. Never play with electric switches.

What to do if there is a fire

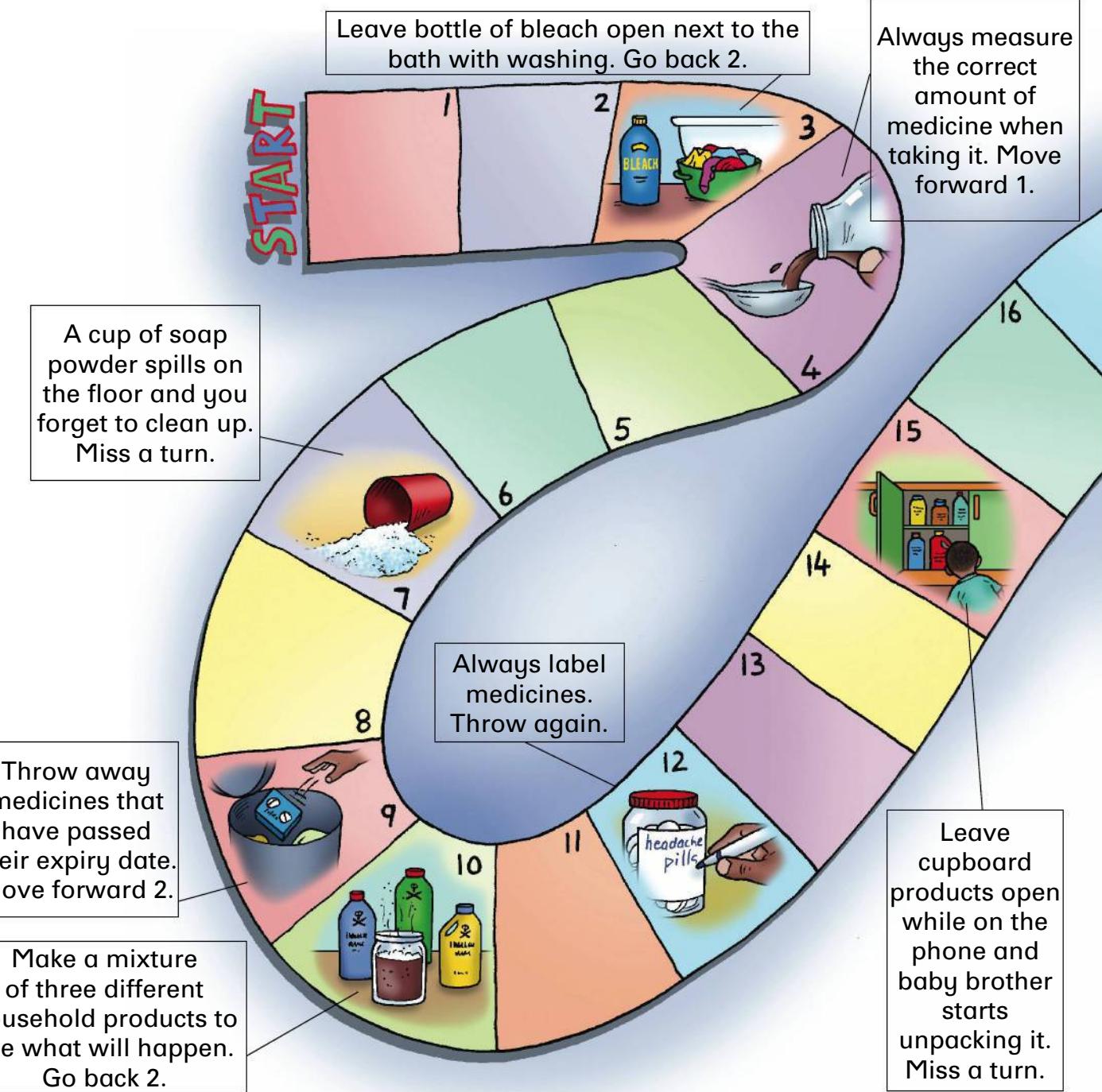
- a) Shout '**FIRE!**' so that everyone knows there is a fire and can get outside or leave the building.
- b) Phone the fire brigade as soon as you can. You can dial the Emergency Services number **112** from a cell phone to report a fire. Explain exactly where the fire is.
- c) If the fire is a small one, try to put it out immediately. If the fire is a large one, get out of its reach.
- d) Check that everyone is safe. If anyone is missing, tell the fire brigade at once so that a search can be made.



ACTIVITY 16.2 Have a fire drill

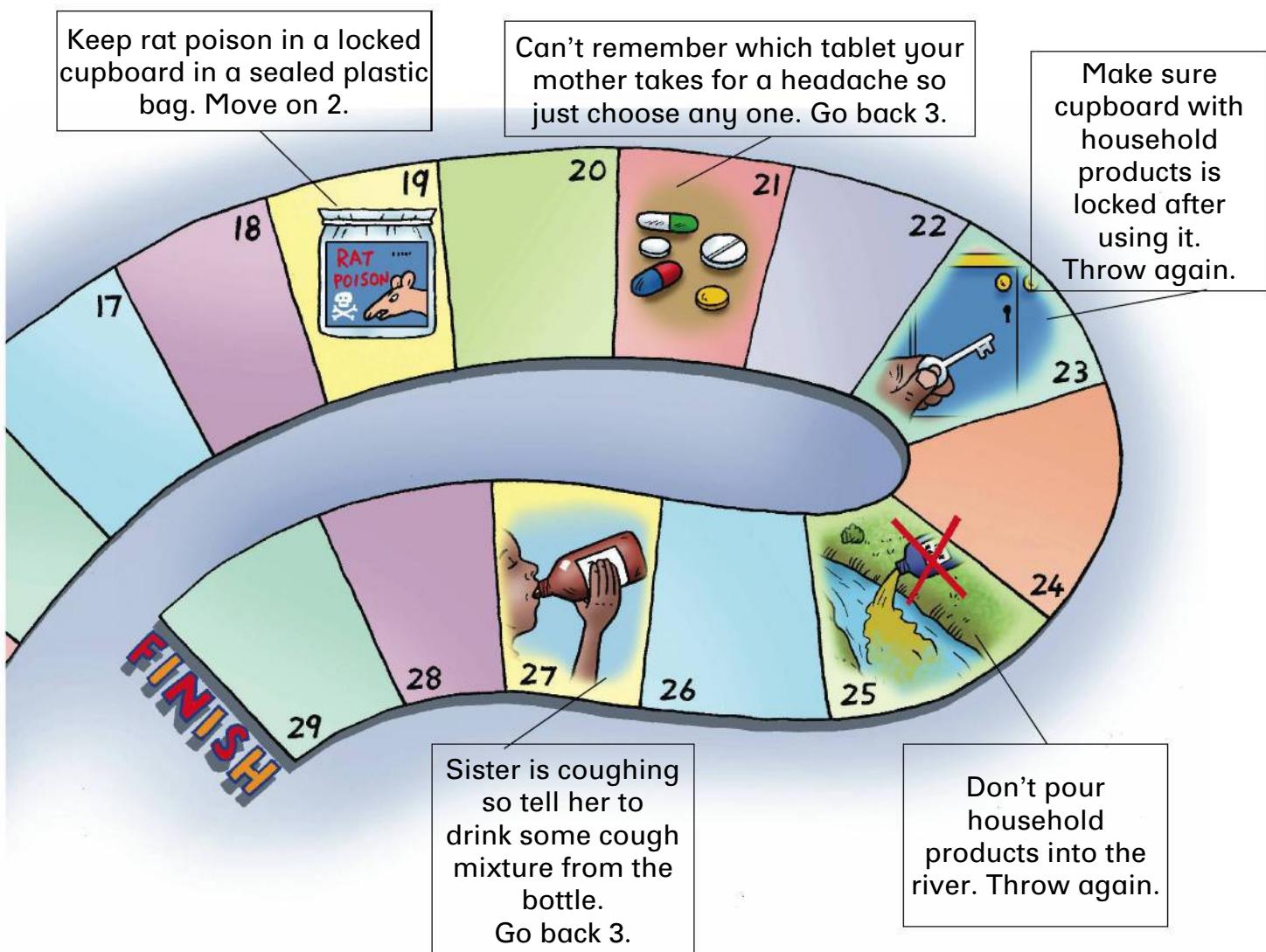
1. Find the route your class must walk when you do fire drill at school. Without talking, practise lining up and walking from your classroom to the meeting point. Time yourselves.
2. Do it again. Could you do it in less time?

Safety measures at home and in the environment



Think about what you read

1. What do you think is the most important safety tip in this game?
2. What do you think is the most unsafe thing mentioned in this game?



Dictionary skills

- Find a word in the game that means to fall out of a container.
- Find a word in the game that means closed so that nothing can escape from it.
- Find a word that means that something is old and has reached the end of its time.

Water is an important basic need

Study area

Personal and Social Well-being

Key words

- **sewage** – waste matter flushed down toilets

Water is important

Why is clean water important?

There is a big demand for water because we have many people living in our country. Pollution and people wasting water make the problem worse. Every living thing needs water. People, animals and plants die without water.



Our water comes to us from rivers, reservoirs and dams. A reservoir is a lake made by man. We need clean water to drink and to produce healthy food. You cannot drink sea water. It is too salty. Farms cannot produce good food without clean water.

How can we protect our water and keep it clean?

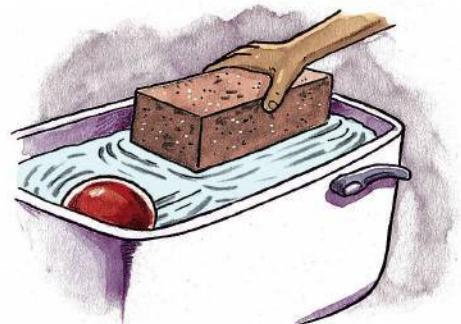
- Keep our rivers free of disease by improving the way we throw away rubbish and get rid of **sewage**.
- Don't pour chemicals, oils, paints, or toxic substances into rivers, lakes, dams or down kitchen drains, basins or toilets.
- Take part in or organise community clean ups.



Sewage and chemicals can pollute our water. Polluted water is unsafe for animals.

How can we save water?

1. Place buckets under leaking taps.
Collect and use the water.
2. Never leave taps open.
3. Shower instead of bath. If you do bath, use less water.
4. If you have a flushing toilet, place a full plastic bottle of water or a brick into the cistern to reduce the amount of water used to flush the toilet.
5. Use a plug in the basin when washing up.
6. Use leftover bath water to flush the toilet.
7. Keep a bottle of drinking water in the fridge. Don't run the tap until the water cools or heats up.
8. Don't let the tap run while washing your face or brushing your teeth.
9. Contact the water department or the town council when you see a burst pipe or overflowing drains in your area.



ACTIVITY 17.1 Consider water usage

1. List all the ways you use water in the home.
2. Write down one change you will make to start saving water.

ACTIVITY 17.2 Plan for National Water Week

National Water Week is the third week in March each year. What can you plan for that week to make people aware of how precious water is?

Using water at home

Average water use

Flushing toilet	9 litres
Having a bath	90 litres
Having a shower	30 litres
Dishwasher	55 litres per load
Washing up by hand	12 litres
Washing machine	118 litres per load
Garden sprinkler	10 litres per minute



How we dirty water

Washing powders and washing up liquid contain **detergents**. These are chemicals. Part of a detergent likes to attach itself to grease and the other part loves water. So the detergent makes the dirt and water stick together. When we have finished washing, the detergent and the dirty water go down the drain. So, as we keep things clean, we make water dirty. The water needs to be cleaned before we can use it again. All the water that we drink and use in our home is cleaned. It is cleaned at a water treatment works. It is tested before it goes into the pipes for us to use. The less we put in to pollute water, the less we need to clean it.



Underground water

Farmers use many **fertilisers** on their crops to make them grow. They also spray **pesticides** on their crops to stop insects from eating them. Fertilisers and pesticides are chemicals. When crops are sprayed, some of the chemicals go onto the crops and some go into the soil. From there, the chemicals can get into our water supply. Below the ground, there is a store of water. This is rain water that has gone into the soil and collected underground. These chemicals, as well as oil and detergents, seep into the ground and pollute this water. We get this water from the ground through bore holes.



A way to protect our water

When we shop we should look for detergents and household products that help the environment. Buy ones that have fewer chemicals in them. Buy those that have **biodegradable** chemicals that can easily be taken in by the earth, and do less damage.

Remember:

- We need to try to use less water.
- We need to think about what we put into our water.
- We need to keep our water clean.

Think about what you read

1. How many times can you wash dishes by hand before you reach the amount of water used in one dishwasher load?
2. From what you have read, in which two ways is our water dirtied?
3. Name one way people can protect our water.

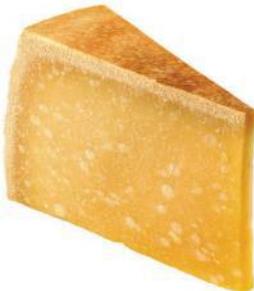
Dictionary skills

Use a dictionary to find the definitions of the words in bold text.

Healthy eating for children

Study area

Personal and Social Well-being



What we need to eat to be healthy

There are five main food groups. You should eat food from each group regularly to stay healthy.

Starchy foods or carbohydrates

These foods give you energy. If possible, eat at least one of these foods with every meal. Brown rice, wholewheat bread and wholewheat pasta are healthier than white rice, bread and pasta.

Proteins

Proteins help build your body. They keep your blood, muscles and bones strong. Meat, fish, eggs, cheese, beans and lentils are all proteins. Try to eat food containing protein every day.

Minerals and vitamins

Fruit and vegetables contain vitamins and minerals. We need these to stop our bodies becoming sick. Dark green vegetables like spinach and yellow vegetables like pumpkin are especially good for you. Try to eat at least five different fruits and vegetables every day. An easy way to know you are eating healthily is to eat food with different colours.

Dairy products

Milk, butter, cottage cheese, cream, yoghurt and buttermilk are all dairy products. A small amount of fat in our diet keeps our hair and skin healthy. Low fat and fat free products are healthier than full cream cheese or milk.

Fibre and water

You need to drink at least six glasses of water every day. Fibre helps you digest your food. There is more fibre in foods that are made with wholewheat flour than with white flour. Brown rice has more fibre than white rice. Peas, beans, nuts and potatoes also contain a lot of fibre. Fruit and vegetables have fibre too but they contain mostly water.

ACTIVITY 18.1 Make a list

Make a list of five things you can change to eat more healthily.

Factors that influence what and how much children eat

- Many children are **influenced** by advertisements and end up eating what is not healthy.
- Some children do not have enough food to eat. There may be a **famine** or a **drought** or no money to buy enough food.
- Some children eat the wrong foods. They eat too much fried food and too many sweets and chips.
- Some children eat lots of one type of food and none of another type.
- Some children are sick and don't feel like eating.
- Some children don't get up early enough to eat breakfast before school.
- Many children watch a lot of television and play computer games. While they are doing this, they don't realise how much they are eating.
- Many children do not exercise. If they did, their bodies would burn up the extra food.

Key words

- **influenced** – swayed, persuaded
- **famine** – shortage of food
- **drought** – when no rain has fallen and the ground is hard and dry
- **factor** – something that influences

ACTIVITY 18.2 Make another list

Write three **factors** in order of importance that influence your eating the most. They can be on the list above or different factors.



Read and follow a recipe to bake a healthy snack

Crunchies

You will need:

- a mixing bowl
- a bowl or pot to melt butter in
- a hot plate or microwave to melt the butter
- a wooden spoon to mix with
- a baking scale
- a teaspoon
- a tablespoon
- a knife
- a baking tray (approximately 38 cm x 25 cm)
- ingredients (see the list below)
- an oven to bake the biscuits in. Oven to be set at 160 degrees Celsius.



Ingredients:

- 180 g of butter
- 30 ml (or two tablespoons) golden syrup
- 5 ml (or 1 teaspoon) bicarbonate of soda
- 125 g of flour
- 180 g oats
- 250 g brown sugar
- 80 g coconut



Prepare to bake:

1. Set the oven to 160 degrees C.
2. Grease the baking tray with a little bit of hard butter or with Spray and Cook.

Method:

1. Put the flour, oats, sugar and coconut into the mixing bowl.
2. Put the butter and syrup in the bowl and heat it in the microwave for a short while. If you don't have a microwave, heat it in a pot on the stove.
3. When the **mixture** in the bowl or the pot boils, take it out (or off the heat) and then add the bicarbonate of soda. It will begin to bubble and make foam.
4. Stir it and pour it into the bowl with the oats, sugar and coconut. Mix it all together.
5. When the ingredients are well mixed, spread the mixture evenly into the greased baking tray. Press it down firmly.
6. Put the baking tray in the pre-heated oven.
7. Bake for 15 minutes.
8. When the mixture is light brown in colour, take the tray out of the oven. Use oven gloves because the tray will be very hot.
9. Let the crunchies cool for three minutes and then cut them into squares.
10. Leave the crunchies for another ten minutes; then take them out of the tray to finish cooling.



Think about what you read.

1. What kind of sugar is used to make crunchies?
2. Is this sugar healthier than white sugar?
3. Are oats healthy to eat?

Dictionary skills

Write the dictionary definitions of the following words:
ingredients, mixture.

Study area

Physical Education

Slow and controlled rhythmic movements

The Child posture

**Safety**

Don't stretch to a point that feels sore or uncomfortable.

You should only stretch to the point where your muscles feel slightly pulled.

1. Kneel down, keeping your legs pressed closely together. Lower your buttocks so that you are sitting on your heels.
2. Bend slowly forwards until your forehead is resting on the floor, or as far as is comfortable.
3. Bring your arms behind you so that your arms and hands rest on the floor next to your feet.
4. Breathe slowly and relax.

The Tree posture

**Did you know?**

Yoga is a calm way to relax and stretch at the same time. It can be done anywhere as it doesn't need a large space. Try it at home.

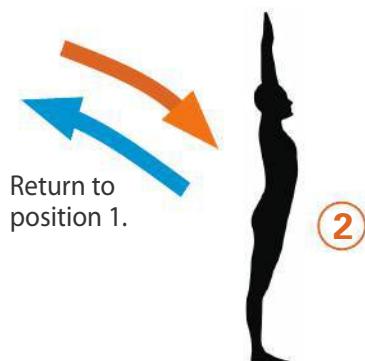
1. Stand with your feet together and parallel. Imagine a string is running through the centre of your head to the roof, gently pulling you upwards.
2. Lift one leg and place the sole of the foot against the inner side of your other thigh.
3. Bring your hands together in front of your chest with your palms together.
4. Keep your hands together and raise your arms above your head.
5. Relax your jaw and your muscles. Breathe gently and regularly. Hold this pose for a slow count of eight.
6. Repeat the pose with the other leg.

Salute to the Sun sequence

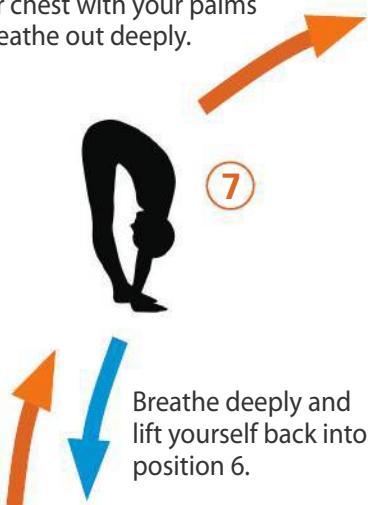
Stand upright with our feet together. Relax your shoulders and look straight ahead. Bring your hands together in front of your chest with your palms together. Breathe out deeply.



Breathe in slowly and bring your arms up over your head, placing your palms together. Look up gently towards your thumbs. Reach up as far as possible, lengthening your whole body.



Breathe in deeply and bend into a position with your feet on the floor and your arms straight bending backwards and looking upwards.



Breathe deeply and lift yourself back into position 6.



Return to position 1.

Breathe out as you bend forwards so that your hands are in line with your feet and touching the floor. Your knees should be straight.



Breathe out and lower your body onto the floor. Only eight parts of your body should touch the floor – your toes, knees, hands, chest and forehead.



Breathe in deeply and return to position 4 but with the opposite leg forwards.



Breathe out deeply and return to position 3.



Breathe in deeply and move your left leg away from your body in a backward stretch with your right leg bent. And the right foot firmly on the ground. Your right knee should be between your arms.

Breathe out deeply and bring your body into an arched position. Your arms are in front of your head with your palms flat on the floor and your feet flat on the ground. Keep your back in a straight line.

Safety

When you dance, keep your head up and face in the direction you are moving. This helps you to see where you are going. It also helps you to keep a good posture. Don't look at your feet!

Faster rhythmic movements

The Grapevine

The Grapevine is done in eight counts.

1



2



3



4



Step to the side with the right foot.

5



6



Step to the side again with the right foot.

7



Step to the side with the left foot.

8

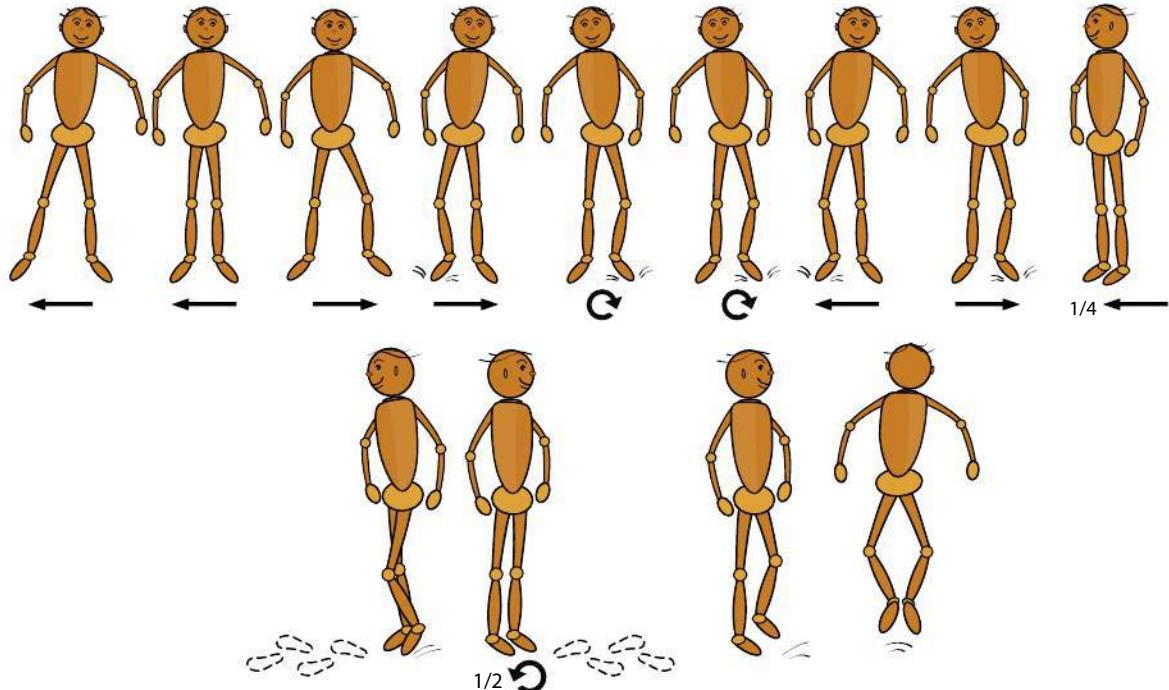


Bring the right foot behind and past the left foot.

Step to the side again with the left foot.

Bring the right foot next to the left foot.

Learn a dance



1. Step to the right.
2. Bring the feet together by moving the left foot next to the right foot.
3. Step to the left.
4. Bring the feet together by moving the right foot and stamping with it as it is put down next to the left foot.
5. Turn around in a clockwise direction in four steps (right, left, right, stamp on the left). Repeat.
6. Step to the right. Stamp the feet together with the left foot.
7. Step to the left. Stamp the feet together with the right foot.
8. Turn to the right and face forwards in the circle.
9. Step forward in four steps, starting with the right foot (right, left, right, stamp with left foot).
10. Turn to face the other direction in the circle.
11. Step forward in four steps, starting with the right foot (right, left, right, stamp with left foot).
12. Do a jump to face inwards.

Did you know?

There are group dances that have been done for hundreds and hundred of years in different cultures.

Movements with a partner

Copying, mirroring and cartwheels



Copying



Mirroring

Cartwheels



Starting position

Mid cartwheel

End position

Handstand and leapfrog

Safety

When you work in pairs, always communicate clearly with your partner so that you both know what to expect. For example, let them know when you are going to let go of their legs, or do a leapfrog.



Working together to do a handstand

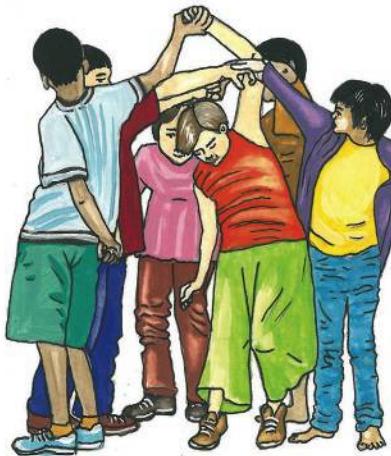


Leapfrog

Group dance

Run in a circle

1. Stand in a circle in your group holding hands.
2. Race towards the finish line as a group. You are not allowed to let each other go.



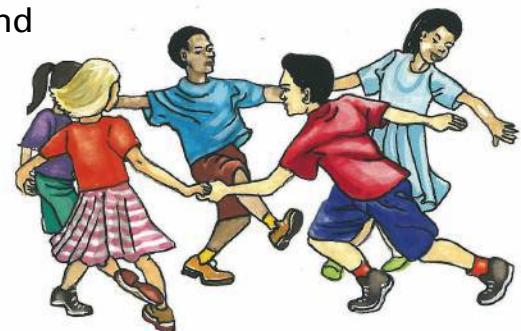
Safety

When you dance in a group, focus on keeping your movements controlled and in time with everyone else.

Be aware of the space around you. That way your dance will look better, and no one will be stepped on.

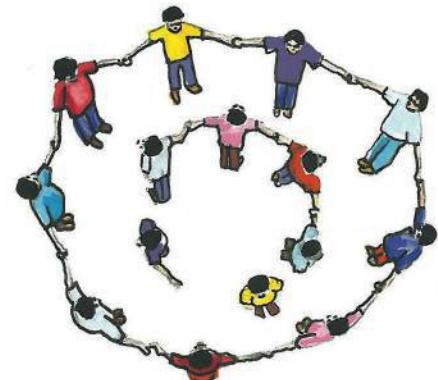
Undo the knot

1. Stand about 5 metres apart in a circle with your hands stretched out in front.
2. Shut your eyes and slowly move towards each other. Without opening your eyes, feel around until you find a hand to hold. Don't let go!
3. Open your eyes. You will see that you are in a tangled knot.
4. Try to unknot yourself without letting go of each others' hands.



Circle dance

1. Stand in a circle holding hands and face the inside of the circle. Alternating, each give yourself a number – either 1 or 2.
2. Gallop eight steps clockwise and eight steps anti-clockwise, then stand still.
3. Number 1s walk four steps to middle of the circle, then walk backwards to the same position. Number 2s clap your hands eight times.
4. Number 2s skip four steps into the circle. Turn to face the outside circle on your fourth step.
5. Hold hands with the person you are facing. Gallop eight steps clockwise, and eight steps anti-clockwise.
6. Number 2s turn around and stand next to Number 1s to make one big circle facing inwards.
7. Repeat the sequence three more times.



Dance, drama and music

Study area

Creative Arts:
Performing Arts

Key words

- treble stave** – stave which has a treble clef at the beginning of it
- C Major** – a group of music notes with no sharps or flats

Did you know?

In your throat you have a pair of vocal chords. These are little chords which make the sound of your voice.

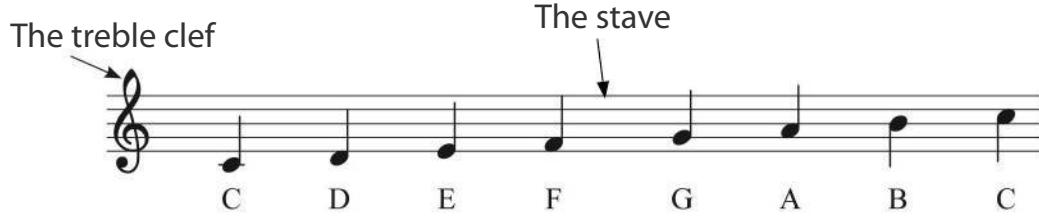
Always treat your voice and vocal chords with respect. Shouting, screaming and singing very loudly are bad for your vocal chords.



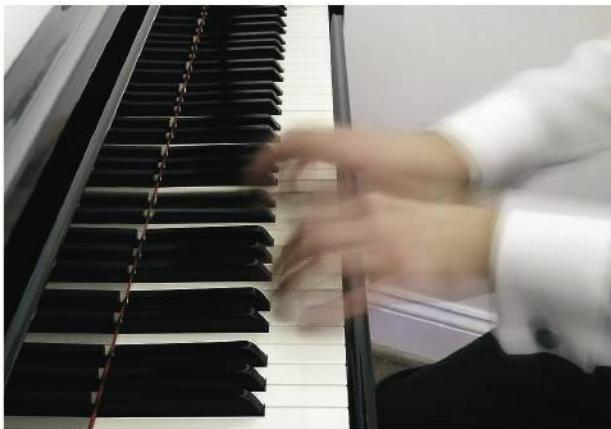
What is a C Major scale?

In music we use different letter names to label each note. The names of these notes are A, B, C, D, E, F and G. You have already learnt where these notes are on a **treble stave**.

We arrange these letters to start and end on the note C like this:



This is a C Major scale written on a treble stave



We call this group of notes a **C Major scale**. All these notes are natural or normal notes. If you played these notes on a piano, you would use only the white keys. If you wanted to play flat or sharp notes on the piano, you would use the black keys

Different techniques in songs

Composers are people who write songs. Composers use different **techniques** to create music.

Repetition is a technique that composers use when a piece of the song is played again later in the same song. This is done exactly the same way as it was before. Repetition is used in all different kinds of music. It is used in pop songs, in classical pieces and in African music. Repetition is also used in dances where you might do the same movement a few times.

Echo is used a lot in African music. Echo singing is very similar to call and response singing. This time the group copies the tune and the words of the leader exactly.

Key words

- **technique** – way of doing something
- **repetition** – repeated sections in a song
- **echo** – a type of song where the exact same thing is sung or copied

ACTIVITY 20.2 Sing C Major

Sing in C Major ascending and descending with a CD or piano. As you sing, try to learn the notes as you see them in the picture of C Major on page 120.

ACTIVITY 20.3 Sing

1. You will learn a song for two part singing. This is when two different notes are sung at the same time. Half the class sings a high note and the other half of the class sings a low note at the same time.
2. When you know the songs, get into pairs and practise with your partner. Sing your new song for the class. You may even want to include clapping and clicks.

Siyanibingeleta

Chorus

S'ya - ni - bi - nge - le - la!

S'ya - ni - bi - nge - le - la!

S'ya - ni - bi - nge - le - la!

S'ya - ni - bi - nge - le - la!

S'ya - ni - bi - nge - le - la!

S'ya - ni - bi - nge - le - la!

E - yo - !

S'ya - ni - bi - nge - le - la!

S'ya - ni - bi - nge - le - la!

E - yo - !

Did you know?

If you are standing in a position and wobbling, you can stabilise yourself by tightening your stomach muscles. This is because you are making your core stiffer and stronger.



These are your core muscles which help you to balance.



These children are showing trust and balance.

Moving your body

Balance

Balancing is something that we do every day without thinking about it. When you stand up you are balancing because you aren't holding onto anything or falling over. You can also balance when you are sitting.

We use our core muscles to balance. Core muscles are the muscles which are on your back and tummy. These muscles hold your body. If you strengthen these muscles, you can improve your balance. Think of your core muscles like the trunk of a tree. A tree trunk holds up the rest of the tree the way your core muscles hold up your body.

ACTIVITY 20.4 Play four 'trust' games

1. Find a safe open space. Sit facing each other with your feet together. Hold hands and do not let go.
2. Now pull on each other at the same time to get into a standing position.
3. In the second game, sit down again, but this time your back must face your partner's back. Link arms. Then push your back onto your partner's back. Try to get into a standing position.
4. In the third game, stand back to back with your partner. First, you lie against your partner's back and then your partner will lie against your back.
5. In the last game, stand a little behind your partner. Both of you must face in the same direction. The person in front must close their eyes and lean backwards. Be sure to catch the person leaning backwards!

Leading and following

Leading and following is when one person leads and another person, or the rest of the group follows. The leader can walk somewhere and the followers can follow the leader. The leader can do actions which the followers have to copy.

Mirroring

Mirroring is when you sit facing someone and you copy their actions and their facial expressions. You need to really focus on what you are doing. Because you are facing them, if they hold up their right arm, you will hold up your left arm. You are creating a mirror image of them.



This girl is pulling a face in the mirror. The mirror is reflecting her image to her.

ACTIVITY 20.5 Have fun with balancing, mirroring, following and leading

1. Find a partner and a safe space where you can move together. You are also going to do some mirroring and following and leading.
2. Get into groups of four and create a simple routine using balance, following and leading, and mirror images. When you are ready, you will show your routine to the rest of the class.



You really need to focus when you are balancing.

ACTIVITY 20.6 Use movement phrases

1. Find a partner and move to a safe open space where you can move. Decide which one of you is Number 1 and which is Number 2.
2. These are your movements for parting and meeting:
 - a) Face your partner and when you move 'right', you will move in opposite directions.
 - b) Take four steps backward and then four steps to the right. (Here you will again move in opposite directions.)
 - c) Take four steps forward and then four steps to the left. (This will bring you together again.)
3. These are your moves for question and answer movements:
 - a) Face your partner. Number 1 must do a short series of movements lasting about eight seconds.
 - b) When Number 1 is finished, Number 2 must 'answer'. (Do not copy your partner exactly.)
 - c) Repeat these, creating new moves each time.

Did you know?

Long ago people learnt dances where they would part and meet. They would do these dances at balls and parties. Some dances today still use meeting and parting.

Key words

- **co-ordination** – being able to move more than one part of your body at the same time
- **role-play** – pretending to be somebody
- **character** – a person in a drama



This man has very good co-ordination and control. He juggles these balls by co-ordinating his throws and by controlling how hard he throws each ball.

Become a character

When we move our bodies it is important to have **co-ordination** and control. Control is being able to hold your body steady and to get your body to do what you would like it to do. You have to have control over your entire body to perform difficult activities such as hand stands, cartwheels, juggling or skipping rope.

ACTIVITY 20.7 Move your body with control and co-ordination

Find an open personal space where you can move safely. Your teacher will give you some moves to do which will improve your co-ordination and control over your body.

Role-play a character

To **role-play** is when you take on the role of a character, or pretend to be someone else. A **character** is who an actor is pretending to be in a play. When you role-play, you can pretend to be someone and feel what it might be like to be them.



In a role play you could pretend to be Nelson Mandela.

ACTIVITY 20.8 Role-play in pairs

1. Find a partner and find a safe space to act out a role play. Each person is going to play the role of a different character.
2. Make up a drama (a play) about your two characters who meet while they are waiting for a lift or a taxi.
 - a) Decide what they are going to talk about while they wait.
 - b) Remember to use facial expressions and gestures your character would use.
 - c) Remember to talk and move like your character would.
3. Let the whole class watch your role-play once you have practised.

ACTIVITY 20.9 Warm up your singing voice

1. Warm up your voice by singing the two new songs you learnt earlier.
2. Sing in unison, in canon and in call and response.



Remember to warm up your voice before a performance.

Key words

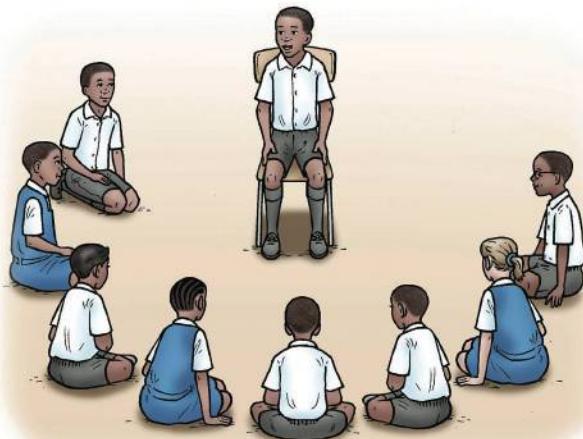
- **hot seat** – the chair you sit in when you are asked questions about the character you are playing



How do you think this man feels about his car being scratched?

- How will this man react when he speaks to the person who scratched his car? Do you think he'll talk quietly and calmly to this person?
- Perhaps he will talk quietly and control his emotions. Perhaps he won't be able to control his emotions. He could get very angry and shout.

ACTIVITY 20.10 Sit in the character hot seat



This boy is in the hot seat talking about the character he is playing.

1. Sit in a big half circle on the floor. Your teacher will put a chair in the middle of the circle. This is the hot seat.
2. You are going to pretend to be the same character you were in the role-play activity on page 124.
3. Take turns to sit in the hot seat and answer some questions about your character.
4. If you are not in the hot seat, ask questions that will help the person in the hot seat to develop their character.

ACTIVITY 20.11 Do a vocal and physical warm-up

1. Begin with some breathing exercise: in through your nose and out through your mouth. Repeat three times.
2. Breathe in and, as you breathe out, say the vowel sounds. Really stretch them out so that you say the last one just before your breath runs out.
3. Stand with your feet slightly spread apart. Roll your shoulders forward three times and then backward three times. Swing your arms around in three forward circles and then in three backward circles.
4. Do three knee bends. Try to go deeper into the bend each time until you are on your haunches. Roll back up into a standing position with your head coming up last.
5. Roll your ankles three times in one direction and three times in the other direction. Repeat for the other ankle.
6. Clasp your hands behind your back and bend forward. Bring your arms over your head as far as they can go.

Role-play

When we perform a role-play in drama it is important to have a good storyline. Your story must have a beginning, a middle and an end.

At the beginning, you set the scene and show the audience where the role play takes place and who the characters are. In the middle some action happens which makes the story interesting. At the end the action comes to some kind of ending.



ACTIVITY 20.12 Prepare for group role-play

1. Using your same character in the previous activity, you do a group role-play.
2. Decide together on a short story that has a beginning, middle and end.
3. In your story, two of the characters need to start an argument because one is being bossy. How are you going to solve this argument between the characters?

ACTIVITY 20.13 Perform for assessment

Perform your group role-play for the class and your teacher will assess your performance.

You will be assessed on the following:

- Did you know your role in the performance?
- Did you use facial expression appropriately?
- Did the drama involve conflict?
- Was the conflict suitably resolved by the actors?
- Was your character convincing?
- Was there a clear beginning, middle and end?
- Were all learners involved?
- Did you concentrate and focus?

ACTIVITY 20.14 Cool down

1. Find a space on the floor and lie down.
2. While you are taking deep calming breaths:
 - a) tighten your hands and your feet and hold for five counts. Then relax them.
 - b) tighten your legs and hold for five counts, then relax.
 - c) repeat for your arms, then your stomach, your bottom and lastly your face.
 - d) tighten your whole body and hold for five counts, then relax.
3. Stretch your arms above your head along the floor, and point and flex your feet.
4. Relax and lie quietly for a couple of minutes and let your breathing come back to normal.



Cooling down is just as important as warming up. Our bodies need to rest and relax after being so busy.

Appreciate and reflect on a performance

ACTIVITY 20.15 Get ready to watch the performance

While you are seated, your teacher will guide you through some warm up exercises to help you focus and sit still during the performance.



These are different dances you may be able to watch.

ACTIVITY 20.16 Watch and appreciate

You will watch two performances live or on DVD. Remember to look at the style of the dancing and at what the dancers are doing.

ACTIVITY 20.17 Reflect

Your teacher will put up a poster. As a class, you will discuss each dance performance and fill in the boxes on the poster.

Appreciate and create visual art

Study area

Creative Arts:
Visual Arts

Shape, colour and patterns

How do you feel about insects and reptiles? Many people find them ugly or frightening because they look so different from human beings.

Can you imagine that it would feel like to stroke a scaly lizard or hold a spider?

In this unit you are going to look at how artists have created artworks of insects and reptiles.

Some artworks are very realistic. The creature in the picture may look like a real insect or reptile. In other artworks, artists make use of lines, colours, shapes and textures, contrast and emphasis to give the artwork a special feeling. Perhaps the artist wants to emphasise the slithering movement of a snake rather than the snake itself.

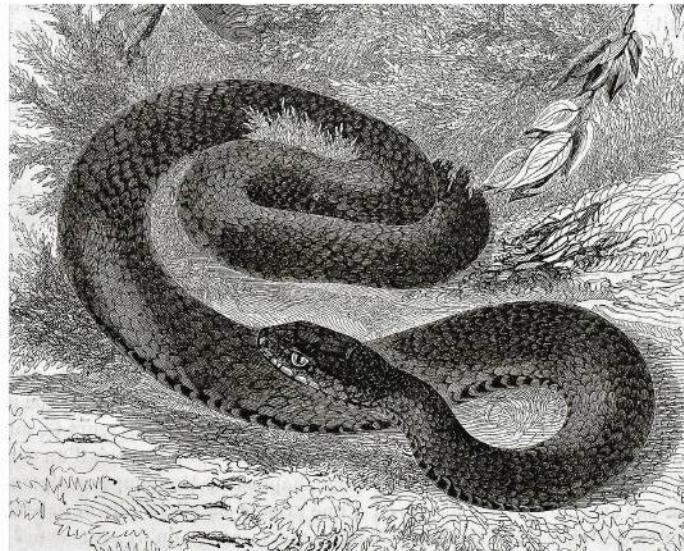
ACTIVITY 21.1 Talk about artworks

Work in pairs.

1. Look at the images of reptiles and insects below.
 - a) Can you describe their shapes?
 - b) How do you think each creature would move?
 - c) What patterns do you notice on their bodies, wings and feet?
 - d) What features seem to make that insect special? Is it, for example, their large eyes or wavy feelers?



2. Look at the artworks on this page. Talk with a partner about these questions:
 - a) What do you notice first about each of the artworks?
 - b) Find the following in each artwork:
 - lines
 - shape
 - colour and tone
 - texture
 - a focal point or emphasis
 - c) Which is your favourite artwork?
 - d) Explain what you like about it.



ACTIVITY 21.2 Research insects and reptiles

1. Before you make your own artwork, you are going to do research to get ideas for your artwork.
2. Go to the library and look through books for pictures of reptiles and insects. If you have access to the Internet you could find some pictures online. If you are lucky enough, you might find some actual insects or reptiles that you can study. (Do not harm them!)
3. Choose the most interesting insect and the most interesting reptile, and then make a pencil drawing of each.
4. Carefully study the shapes, the lines and the patterns, and include all the details you can see.

Paint insects or reptiles

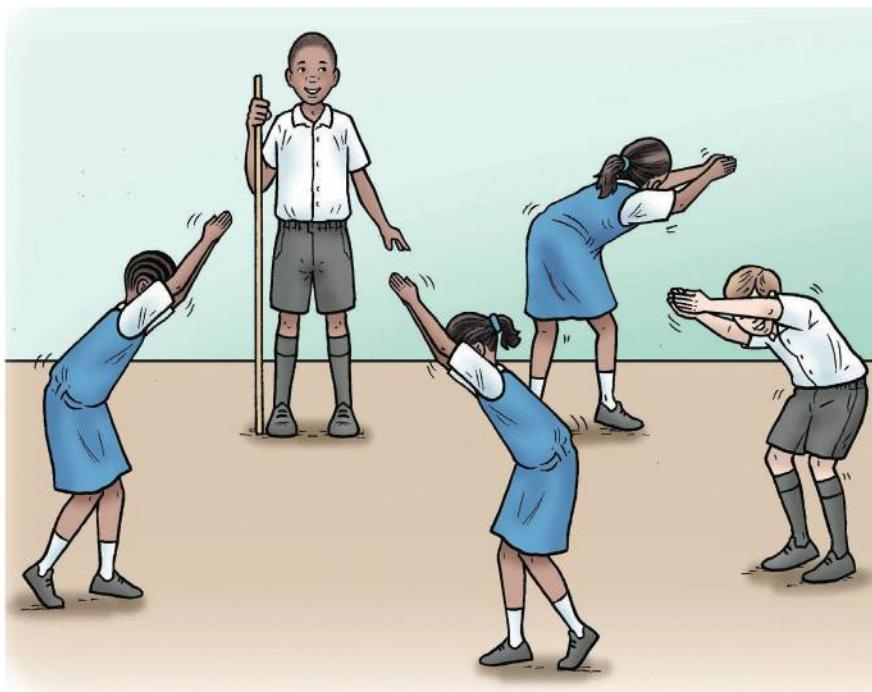
You looked at images of insects and reptiles. Now you are going to create an artwork of reptiles and/or insects.

When you create your own artwork remember that colours and patterns, or even the shape and proportions, don't have to be realistic. Sometimes an artist might want to emphasise the long tongue of a frog or the way the wings of a butterfly flutter.

ACTIVITY 21.3 Move like a ...; make a noise like a ...

Do this as a class.

1. Find an open space, free of desks and chairs.
2. One learner holds a stick or something that shows she is the speaker.
3. She calls out: 'Move like a snake!' or 'Make a noise like a snake!'
4. Everyone moves like a snake, or hisses like a snake.
5. After two turns at being the speaker, she passes the stick to another learner.
6. The new learner calls out another instruction, e.g. 'Move like a frog!' or 'Move like an ant!'
7. The game carries on until everyone has had a turn to be the speaker – or until nobody can think of any more insects or reptiles.



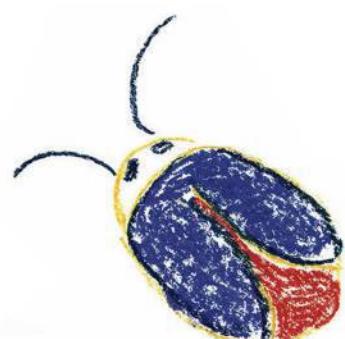
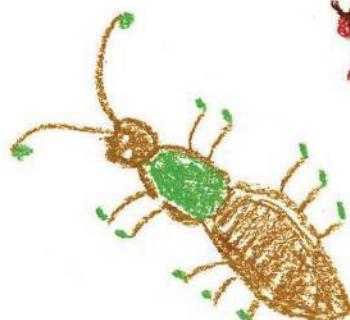
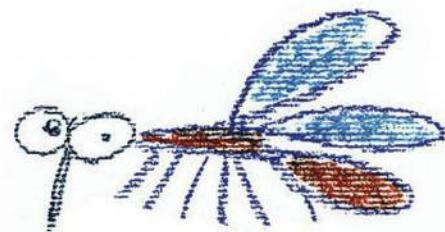
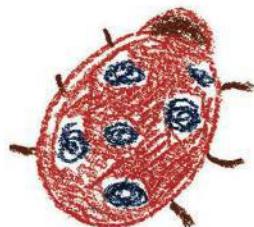
ACTIVITY 21.4 Paint an insect or a reptile

Work on your own.

You will need:

- 2/3B pencils
- coloured inks
- oil pastels or crayons
- tempera paint
- paintbrushes
- a jar of water
- blank A4
- old newspaper

1. Look at your two drawings from Activity 21.2. You are going to make either a painting or a card of the drawing you like best.
2. On a new piece of paper, draw your insect or reptile, using a crayon or oil pastel.
3. Make your drawing big so that your insect or reptile fills your page.
4. Think about the following:
 - a) What colours would be best?
 - b) What position should it be in?
 - c) What will the animal be doing? Will it be flying or crawling or slithering?
 - d) What patterns or markings will it have?
 - e) What is the texture of your animal's skin?
 - f) What features do you want to emphasise or exaggerate to give your animal a special character?
5. Start painting.



Make a sculpture

Insects and reptiles have interesting body parts and strange skins and shells. They are a good subject for 3D artworks because they show us:

- form
- textures
- negative spaces
- emphasis on particular features.



You are going to create a sculpture from clay.

ACTIVITY 21.5 Make a sculpture from clay

Work on your own.

1. Your artwork will be of an insect or a reptile.
2. Look at the two drawings you did and decide which one would make a good sculpture.
3. You can use the same animal that you used for your painting, or you can try out a new idea.
4. You will need:

• earthenware clay	• a sharp stick
• old newspaper	• a feather.
5. Think about what your animal looks like. What will it be doing? Remember that your sculpture needs to be able to balance without falling over, so it might be difficult to show, for example, a grasshopper jumping.

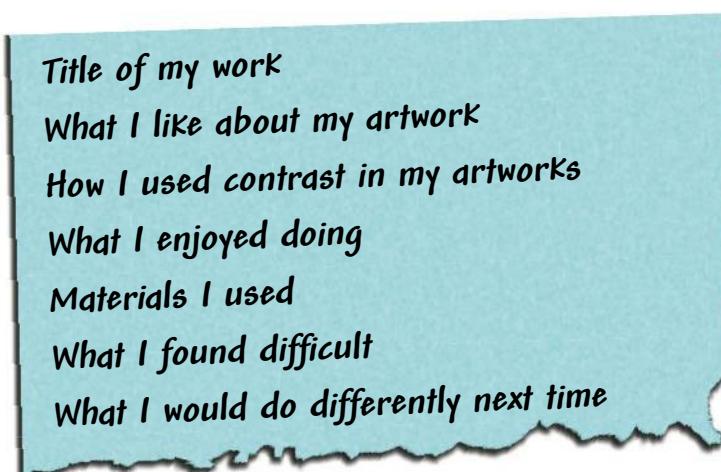
6. Wedge your clay ball the way that you have been taught.
 7. Model or carve your figure.
 - a) Start by making the basic shape or form.
 - b) Then build on it by adding parts, such as legs or a tongue.
 - c) Think about which parts you want to emphasise, such as the long legs of a spider or the big mouth of a lizard.
 - d) Add features such as the pointy scales of a lizard or the little bumps that are found on chameleons' skins.
 8. When you are happy with the form of your animal, think about the texture, for example do you want scales or a smooth surface? Add details and texture to your sculpture by scratching or pricking with a small stick, or by pressing a feather into the clay's surface.
 9. Look at your sculpture continually from all sides as you work. Move the figure around and work on all sides.
- 10.** Scratch your initials in small letters on the bottom of your artwork.
- 11.** When your sculpture is complete, put it safely on a shelf to dry. The clay will become hard.
- 12.** Make an environment for your artwork from collected natural materials.



ACTIVITY 21.6 Reflect on your artwork

Work on your own.

1. Look at the two pieces of artwork you completed this term.
2. Copy the headings and complete the notes about each work.



Project

Festivals and customs from various religions in South Africa

Read the instructions for the project carefully.

- You will work on this project on your own.
- You will work at home and at school.
- The project will be assessed.

1. Choose a festival or custom from the list below. It can be your own or a different religion.
 - a) Christmas
 - b) The Hajj
 - c) Initiation
2. Research the following headings and include them in your project:
 - The name of the festival or custom
 - What the festival or custom celebrates or observes
 - Why it is observed
 - How it is observed
 - Who observes it
 - When is it celebrated or observed
 - The length of time involved
 - Special clothes needed or worn
 - Special foods eaten
 - Other interesting information
3. To find information you can interview people, use library books, use your Learner's Book, use newspaper articles, or the Internet. Use the rubric on the next page to guide you.
4. First plan your project.

5. Write out your information carefully and neatly. Try to include a picture or a drawing to make it interesting or to make it easier to understand. Look at the list below to see how your work will be assessed.

The project:

- is neatly set out?
- is neatly written?
- has pictures or drawings?
- has no spelling errors?

6. Hand your project in on time. Your teacher will tell you the date it is due.

Rubric for assessing Personal and Social Well-being task

Information included in project

What the festival is	2
Why it is celebrated or observed	2
How it is celebrated or observed	3
Who celebrates it or observes it	2
When is it celebrated or observed	2
How long does the celebration last	2
Are special clothes worn	2
Are special foods eaten	2
One interesting fact about this custom or ritual	2

Presentation of project

Neatly set out	3
Neatly written	3
Pictures or drawing included	2
No spelling mistakes	3

TOTAL 30



Rhythmic movements

- During Physical Education lessons your rhythmic movements will be evaluated and assessed. Your teacher will be evaluating your ability to:
 - move rhythmically
 - move with good posture and style
 - practise sequences of movement
 - work collectively in pairs or as a group
 - learn your group dance sequence and perform it for the class.

Rubric for assessing Physical Education task

	Level and marks			
	Limited	Adequate	Proficient	Excellent
Outcome of movement performance	Movement performance needs much attention and practice. A few movements and requirements missing. (0–1 mark)	Movement performance needs some attention, refinement and practice. Some movements missing (2–3 marks)	Efficient, effective and appropriate movements. Most movements are included. (4 marks)	Exceptional level of skill; movements always produce the desired outcome. (5 marks)

Participation

Each term you will also be assessed on how often you participate in your Physical Education lessons.

Rubric for assessing frequency of participation

	Level/Marks			
	Limited	Adequate	Proficient	Excellent
Frequency of participation	0–20% (0–4 marks)	21–50% (5–10 marks)	51–75% (11–15 marks)	76–100% (16–20 marks)

Visual Arts

You will be assessed on your drawing of an insect or reptile (Activity 21.4 on page 133).

What did you learn in your artmaking this term? Did you try to explore different ideas so that your artwork is original and shows creativity? How well did you follow instructions? Did you use colour, shape, texture, and emphasis in your images?

Rubric for assessing Visual Arts task

	Excellent	Proficient	Adequate	Limited
Learner did research and made pencil drawings from observation	9–10	7–8	5–6	0–4
Learner made a painting of an insect or reptile	9–10	7–8	5–6	0–4
Learner mixed a variety of colours	9–10	7–8	5–6	0–4
Learner included interesting details (for example patterns, textures)	9–10	7–8	5–6	0–4

Performing Arts

Your teacher will be assessing you on your ability to participate with enjoyment in the various activities you will do during this term. Try to be creative and original.

Rubric for assessing Performing Arts task

Criteria	Excellent	Proficient	Adequate	Limited
Learner joins in the singing of songs with enthusiasm and commitment	9–10	7–8	5–6	0–4
Learner understands the concept of ‘mirroring’ and shows creativity and concentration	9–10	7–8	5–6	0–4
Learner successfully answered questions in character when in the ‘hot seat’	9–10	7–8	5–6	0–4
Learner successfully participated in the group role-play and showed creativity and enthusiasm	9–10	7–8	5–6	0–4

4 Term 4



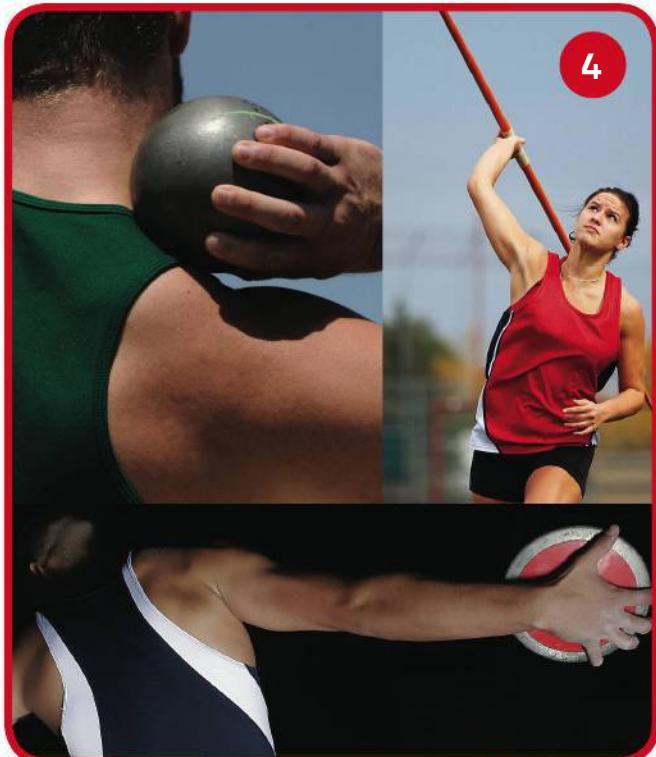
1



3



2



4



What do you know?

1. Do you know how chicken pox is passed from one person to another?
2. The older boy has HIV/AIDS. Is it safe or unsafe to play chess with him?
3. Do you know what dangerous substances are contained in cigarettes?
4. Do you recognise any of the activities in this photograph? What are they called?
5. Have you ever watched a Dragon Dance? Have you ever been part of the Dragon?
6. Have you ever made a sculpture from wire?



Content covered in Term 4

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- Chapter 22:** Local health problems; **Chapter 23:** HIV and AIDS;
Chapter 24: Substance abuse; **Chapter 25:** Athletics and swimming;
Chapter 26: Dance, drama and music; **Chapter 27:** Appreciate and create visual art; Formal Assessment

Study area

Personal and Social Well-being

Key words

- **symptoms** – signs, indicators



Tuberculosis and diarrhoea

Health problems are all around us. If we know what to do, we can prevent germs being passed from one person to another.

Tuberculosis (TB)

Many people die from tuberculosis every year, but it is a sickness that can be cured. The disease develops slowly. It is important to know the signs of TB and to treat it early. TB can pass very easily from one person to another.

What are the symptoms of TB?

A person does not have to have all the **symptoms** to have TB. The symptoms are:

- a cough that has lasted a long time
- getting weaker and thinner as the weeks pass
- feeling tired
- not wanting to eat
- sweating at night

What is the treatment for TB?

People who think they have TB should go to a health clinic. Some of the person's spit will be examined under a microscope to check for the TB bacteria. Sometimes they will have a chest X-ray. If the person has TB, they will get tablets to treat it. The person must take the tablets every day for at least six months – but sometimes for as long as two years.

Sometimes people stop taking the tablets because they feel better. This is dangerous because the TB bacteria are not killed. This means that the person could get sick again and then the bacteria could become resistant to the medicine. This means that the medicine will not easily be able to kill the bacteria a second time.

How can we prevent ourselves getting TB?

- Having a BCG vaccination prevents the disease.
- An infected person should cover her mouth when she coughs and should never spit on the floor.
- If one person in a house has TB, everyone in the house should be tested for TB.
- If possible, the person with TB should sleep separately from the others.

Key words

- **fluid** – liquid, like water

Symptoms of diarrhoea

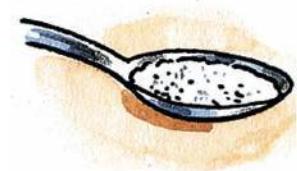
Molefi is sick. His stomach is sore with cramps and he goes to the toilet often. Each time he goes to the toilet, his stools are runny and they smell different from normal stools.

Molefi has diarrhoea. Diarrhoea is caused by germs that enter the body through the person's mouth. In many places, diarrhoea kills large numbers of babies and young children. The main reason that children die from diarrhoea is that they become dehydrated before they get to a clinic or doctor. To become dehydrated means you do not have enough **fluid** in your body for your body to work properly. When someone is dehydrated their mouth is dry, and they produce little or no urine. When they are very dehydrated, their eyes are sunken in, they have no tears and their skin loses its stretchiness.

How to treat diarrhoea

The most important treatment for diarrhoea is to put water back into the body. The best way is to make a special drink with water, sugar and salt. The water replaces the lost fluid; the salt replaces the salt that the body has lost, and the sugar helps the salt and water to be absorbed.

You should give the sick person the drink as soon as dehydration begins. A child should drink one glass for each runny stool passed and an adult should drink two glasses. Give the drink slowly, one teaspoon every five minutes. Use water that has been boiled and cooled to make the drink.



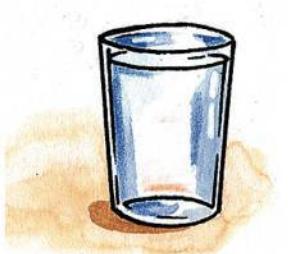
1 teaspoon sugar

+



a little salt

+



mixed in a glass
of water

How to avoid health problems

The best way to prevent becoming infected by germs from people around you is to build up your own resistance. You do that by eating healthily, getting enough exercise, sunlight and rest. It is also useful to be vaccinated against various diseases.

Keeping as clean as possible, including washing regularly using plenty of soap and water, can prevent many infectious diseases. Thorough washing of hands with plenty of soap, especially after using the toilet and before eating, will destroy millions of germs.

Cover your nose and mouth with a handkerchief or cloth when you sneeze or cough. Remember never to spit on the ground. Keep flies off food and never eat food that has gone bad. Bury or burn rubbish if it is not collected regularly.

Look after your body when you have an infectious disease

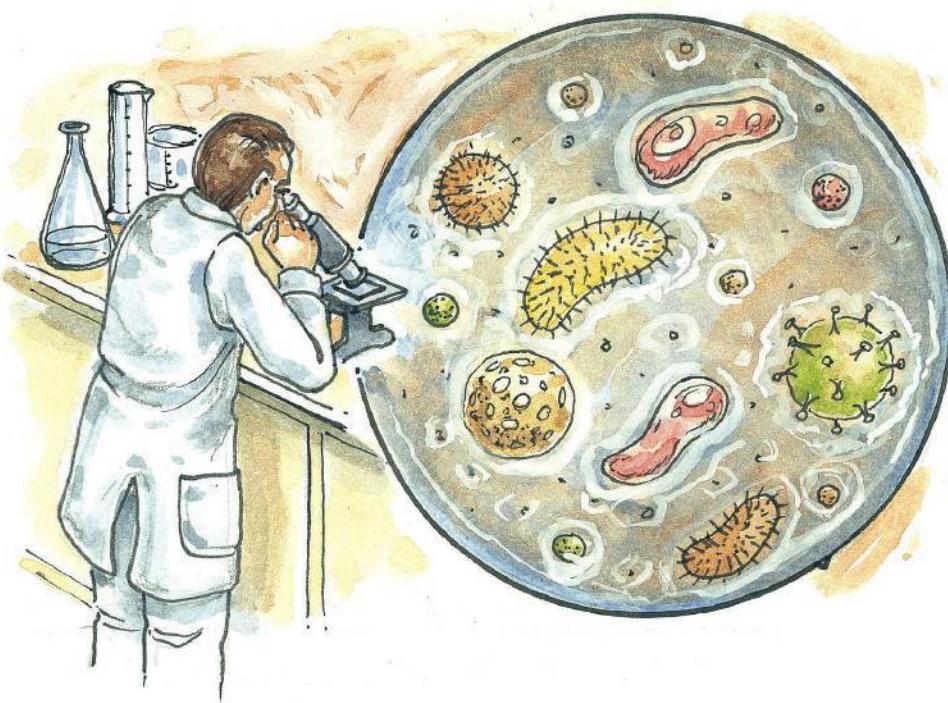
When you have an infectious disease, it is very important that you stay in bed and rest to let your body fight the germs that are attacking it. A doctor, or a clinic, might give you medicine to help fight the disease or to help you feel better.

Controlling infectious diseases

Scientists have been studying germs and how they infect people. These days, certain diseases do not affect people as much as they used to long ago. Here are ways that scientists have managed to control some dangerous germs.



- **Pasteurising** or heating milk kills germs that cause diarrhoea. Milk that you buy in shops is usually pasteurised.
- Using chemicals to kill mosquitoes and other insects that cause disease has solved the problem of malaria and yellow fever in many parts of the world.
- Giving children **vaccines** to protect them from small pox, measles and polio has made these diseases rare.
- Antibiotics can now cure diseases that used to kill people. These diseases can also be stopped before they spread to other people.



Think about what you read

1. Why is it good to wash your hands after using the toilet, or before eating?
2. a) What should you do if you have an infectious disease?
b) Why should you do this?

Dictionary skills

Choose and write the dictionary definition of the words in bold text.

Key words

- **infectious** – spread from person to person, contagious, transferable
- **faeces** – ‘fee-sees’, waste matter from your bowel

Causes of health problems, symptoms and treatment

Bilharzia, malaria, measles, cholera, tuberculosis, polio and typhoid are some **infectious** diseases. These diseases are spread from one person to another in different ways.

Air

Colds, coughs, influenza (flu) and TB are diseases that are spread through the air. The germs are spread when the sick person coughs or sneezes. In crowded places, disease can spread quickly as the germs pass easily through the air from one person to another.

Water

Cholera, dysentery and typhoid are diseases that affect the intestines and are spread through water. Bilharzia is also spread through water. Germs can pass out of the body into the water through urine and faeces. If the water is not treated and people drink it, then these diseases will enter their bodies.



Food

Disease is also spread through food. Food gets infected if it is washed in water that has germs; if it is touched by hands infected with germs from **faeces**; if dirty knives are used to cut the food; if flies land on the food, or if it is touched by hands that have infected sores on them. Food should always be well cooked. Hands must be washed before and should always be clean when preparing food.

Insects

Insects spread many diseases. Mosquitoes spread yellow fever and malaria. Tsetse flies spread sleeping sickness. Fleas spread plague and typhus. Flies may carry faeces on their feet and then land on food. Many germs are found in faeces. The food becomes infected and when people eat the food, they become infected. Diseases like polio and typhoid and food poisoning are spread in this way.



Tsetse fly



Flea (enlarged)



Mosquito

ACTIVITY 22.1 Find out about health problems

Divide into groups of three or four.

1. Choose two health problems from the list below. Research the symptoms and treatment for both. Use library books and the Internet if you can, to answer the questions below. Make notes. Report back to the class with your information.
 - a) bilharzia
 - b) malaria
 - c) measles
 - d) cholera
 - e) typhoid
 - f) polio
2. How can these problems be prevented?
3. Try to find one interesting fact about each health problem.

Study area

Personal and Social Well-being

Key words

- **stigma** – shame, disgrace and humiliation

Stigmas about HIV and AIDS

Dear journal

A few months ago I was diagnosed with HIV, the Human Immunodeficiency Virus. When I first found out, I was really angry. I thought it wasn't fair. Why should I have the virus when millions of people haven't got it?

I was also afraid. There is such a stigma attached to having HIV. I wondered how I would deal with feelings of shame, disgrace and humiliation. If I told people, I knew they would turn against me. I knew they wouldn't want to be near me in case I gave them the virus. I used to be one of them, even though we knew that the virus can't be spread by just talking to someone or even hugging them or holding their hand.

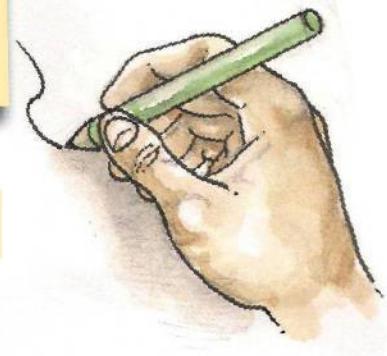
And I was right.

Some of my friends wouldn't come near me when they heard. They didn't even phone me. That made me very sad and quite lonely. Other friends were really good to me. They were kind and understanding. They said that people didn't phone or invite me with them because they didn't know what to say.

They felt embarrassed too. It seems they were afraid and they didn't know enough about HIV and AIDS to talk about it so rather stayed away.

I suppose understanding about HIV and AIDS can be difficult for some people. I'm still learning about it. But I am still the same person I was before I knew I had HIV. I would have behaved differently to people who were infected now that I know what I know.

Through this time I have learnt that I can care for others in the way I behave towards them and in the time I spend with them. Many people have many different needs. It has been good for me to learn about caring for others too.



ACTIVITY 23.1 Answer the questions

1. How has the writer's attitude changed about people with HIV since finding out that he is HIV positive?
2. Do you think there is a stigma attached to people who have HIV?
3. Do you think other people who have HIV might feel shame, disgrace and humiliation as the writer did?
4. How can we change the attitudes of people towards those who have HIV?

Nomvuyo's story

It was a Friday afternoon and I wanted to play with my friends. I didn't feel like going to the hospital to visit sick babies.

"You have to come with me," said my cousin. "It is important to the babies."

When I got there I was scared to touch any of the children. I didn't really want to touch them. What if I got their sickness? Many of them were HIV positive. I didn't want to take any chances.

A nurse came up to me. "Wear this apron and wash your hands before you play with the children so you don't make them sick," he said. "There is a baby in cot 22 that would love you to hold her and to play with you. Her name is Busi."

I went to the cot. She was so tiny! I carefully put her on my lap. I held her and played with her the whole afternoon. When I got home, I couldn't stop thinking about her. It didn't seem to matter now that she had HIV. She was such a special little baby.

The next week, even though I didn't have to, I went back to see her again. She was so happy to see me. She remembered me!

"I'm glad you came back," the nurse said when he saw me. "Busi doesn't have a mother or a father to visit her. They have both died of AIDS. No one has visited her since you came last week."

After that, I visited Busi every week for four months. One day I came to the hospital and her cot was empty. I started to cry. Had Busi died?



"I'm sorry, Nomvuyo," said the nurse. "Busi is gone."

He could see I was crying. "The social worker found her a home. She has a new mother and father now, and brothers and sisters. There is no need to be sad."

I stopped crying. I was glad Busi had found a home where people could love her and look after her, although I would miss her very much.

When I got home, I told my cousin that Busi had found a home. "That is wonderful," she said. "But you made a big difference in her life when she had no one else to make her smile. She will always remember you."

And I will always remember her.



Think about what you read

1. Why didn't Nomvuyo want to visit babies at the hospital?
2. Why didn't Nomvuyo want to touch the babies?
3. Why did Nomvuyo go back to the hospital the following week?
4. After Nomvuyo had got to know Busi, did it matter that Busi had HIV?
5. If people made friends with someone with HIV or AIDS, will it help them to be kinder to others with HIV? Explain your answer.

Dictionary skills

1. Find a word in the story that means small.
2. Find a word in the story that means with gentleness.

Study area

Personal and Social Well-being

Key words

- **addicted** – can't stop doing or taking a certain thing
- **illegal** – not allowed, unlawful

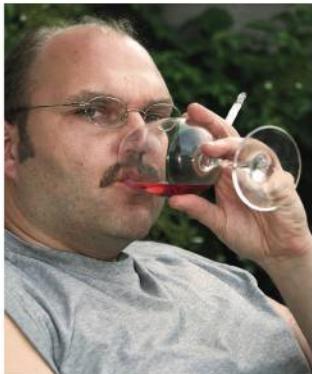
Types of drugs

Caffeine

Chocolate, tea, coffee, Coke and energy drinks all contain a drug called caffeine. Caffeine can give you a short burst of energy. Caffeine can sometimes be dangerous. Too much is bad for you. It can make your heart beat fast and you can feel nervous and anxious.

Medicines

Medicines are also drugs. They are used to help people get better. Medicines are useful when the right amount is taken for the correct length of time. Some sports people take medicines to make them perform better. Some people become **addicted** to medicines.



Tobacco and alcohol

Cigarettes are made from tobacco which contains a powerful drug called nicotine. Some people believe that nicotine helps them to feel relaxed.

People also drink alcohol such as beer, wine and vodka to relax and have fun. Alcohol contains a poisonous drug called ethanol. It is legal to sell these drugs to people over a certain age.

Illegal drugs

Some drugs such as cannabis or dagga are **illegal**. Selling products to make drugs is also illegal. Drugs such as Ecstasy, cocaine and heroin are illegal and dangerous. When people start to use them, it is very difficult for them to stop. People get into trouble with the police for selling or using them.

How drugs affect the body and the mind

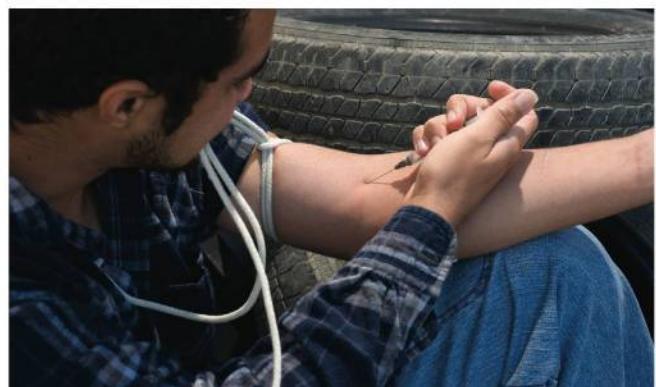
Alcohol

When people drink too much, their bodies cannot get rid of the ethanol fast enough. It might make them confused or unable to walk or speak properly. It stays in their blood and makes them ill. Some people get alcohol poisoning and need to go to hospital.



Cigarettes

Long ago people did not know about the dangers of smoking. Today we know that cigarettes contain many harmful substances, including carbon monoxide, tar and nicotine. These substances get breathed into the lungs through the mouth and throat. Nicotine is very addictive.



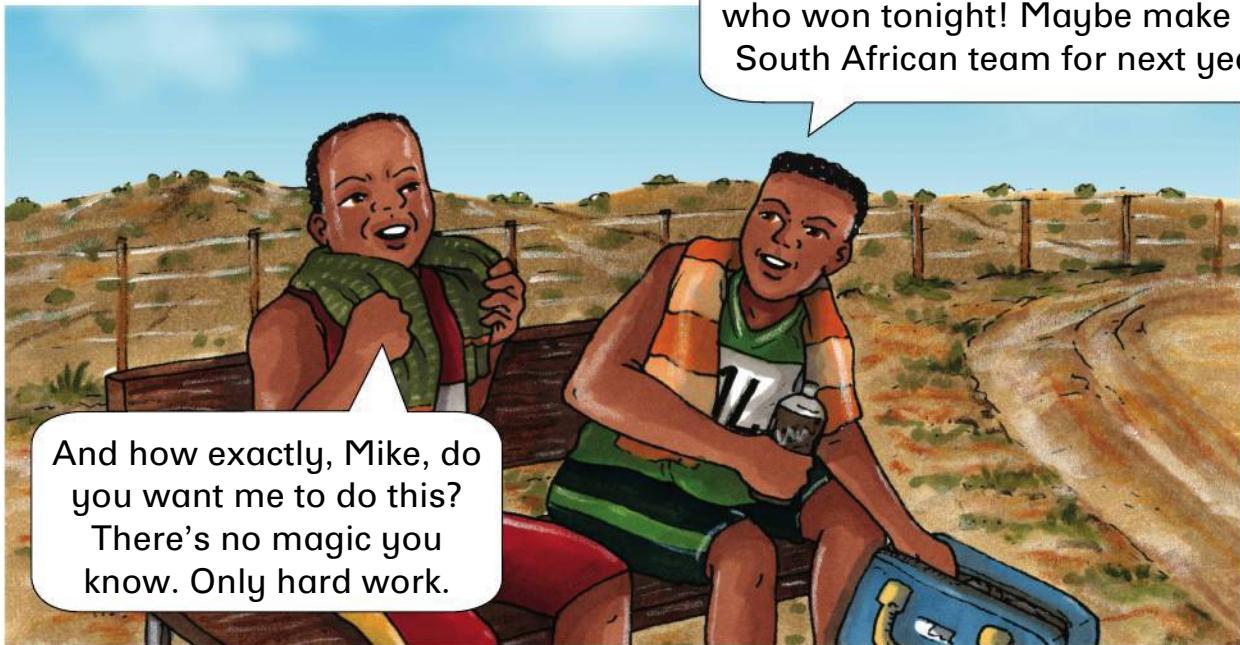
Illegal drugs

No one who uses drugs plans to get addicted, but they do. Some drugs are physically addictive. That means that the drug makes your body want more of it. Other drugs are emotionally or mentally addictive. That means that people get so used to the feeling they get from the drug, they want it more and more.



Skills focus: Reading

Doing the right thing



You could easily beat that guy who won tonight! Maybe make the South African team for next year.

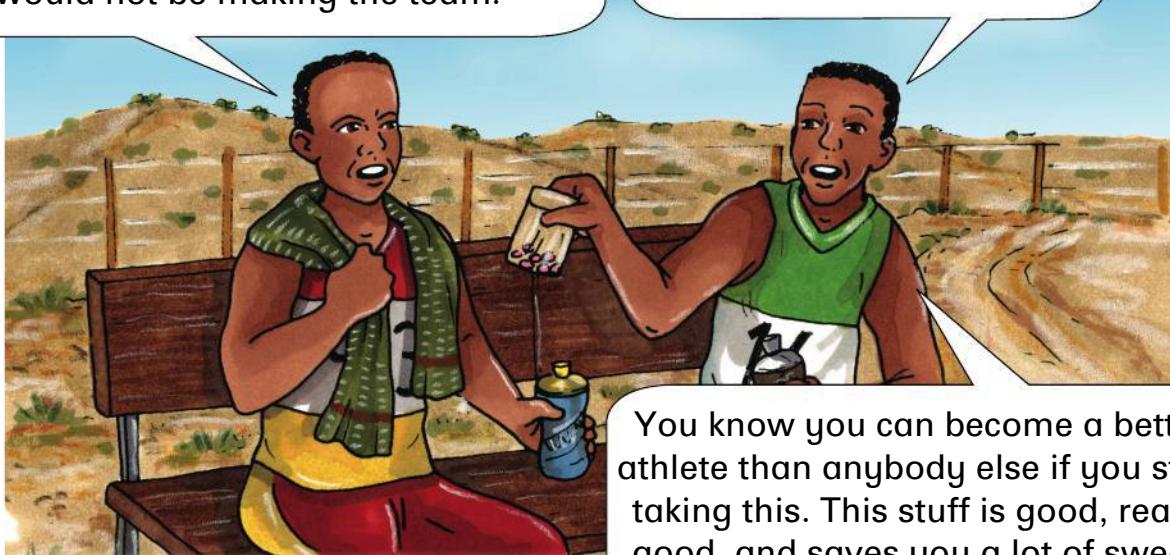
And how exactly, Mike, do you want me to do this?

There's no magic you know. Only hard work.

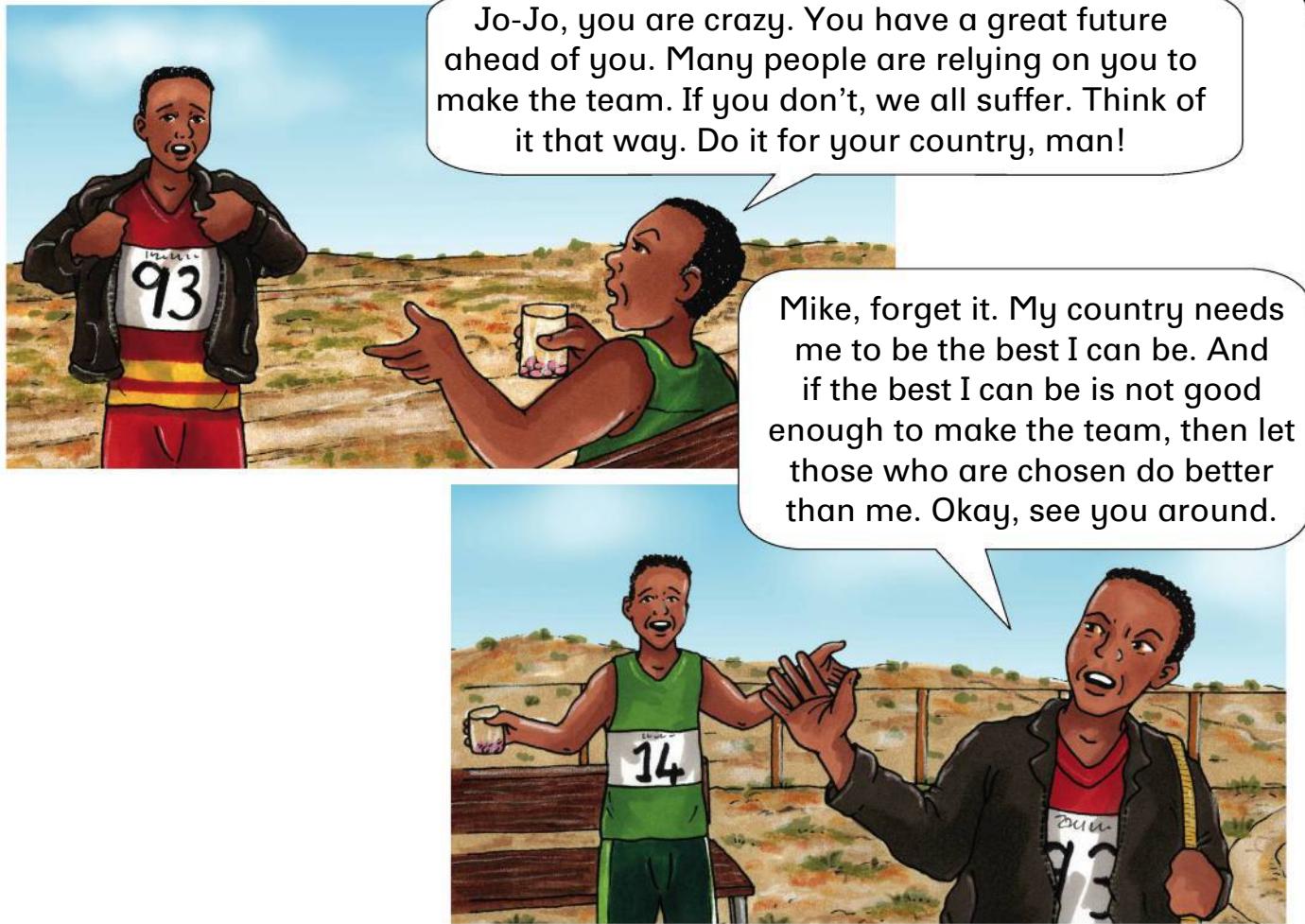
Jo-Jo is an athlete. He trains very hard. Jo-Jo runs short distances three times a week. He rides his bicycle to work and back every day. He does exercise at the gym four times a week and goes for a long run once a week. He wants to be in the Olympic team one day and win a medal for South Africa.

Mike, you know how important it is for me to make the team. Listen, I would never take anything if it meant that I would not be making the team.

Oh, there's magic in these, Jo-Jo. Big magic. And the other athletes will never know. Never. Guaranteed.



You know you can become a better athlete than anybody else if you start taking this. This stuff is good, really good, and saves you a lot of sweat.



Jo-Jo wanted to get into the team by training hard. He didn't want to rely on tablets.

Think about what you read

1. What has Mike offered Jo-Jo?
2. Why doesn't Jo-Jo want to use them?
3. How does Mike try to persuade Jo-Jo to take the tablets?
4. Do you think that Jo-Jo had thought about taking tablets before Mike asked him?
5. Do you think it was easy for Jo-Jo to say 'no' to Mike's offer? Why?
6. Do you think Mike respects Jo-Jo more after speaking to him? Why?
7. What sorts of things do you think you should think about and decide on before someone asks you? Think about things such as cheating on a test, stealing or taking drugs. Add your own ideas.

Study area

Physical Education

Field athletics



Long jump: Start running about eleven strides back from the jump line. Take off for your jump on your dominant leg to get the strongest push forward. Look ahead and use your arms to drive your body forward. Land on both feet, heels first. Fall forward into the sandpit after landing.



High Jump: This jumping technique is called the Fosbury Flop.



Did you know?

A shot put has a mass of 7 kg for men and 4 kg for women.

The world record for a javelin throw was set in 1996 at a distance of 98,5 metres.

The world record in 2011 for long jump is 8,95 metres – set in 1993.

At an official athletics meeting there are at least 23 different field and track events.



Shot put: Hold the shot put in the palm of your hand and tuck it into your neck. Push the shot put from your neck. Do not throw it like a ball. Finish with an extended arm. To increase the distance of your throw, bend your knees as you push the shot put. You will practise these techniques with items such as bean bags.



Safety



Always check that there is no one standing or sitting in the direction in which you are throwing.

Javelin: Hold the javelin with your palm facing skyward. Start with your elbow and point of the javelin facing the target. While running up turn the body so your left hip is facing the target area and pull the javelin back. Keep the throwing hand at shoulder height and the arm straight. To throw, place the left leg down, turn your hips and bring the arm up and forward. Follow through.

Safety

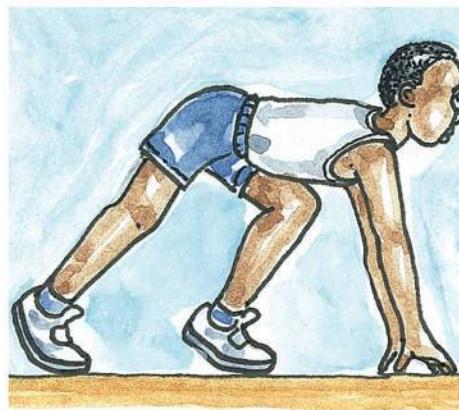
There should be no obstacles or hazards (such as broken glass, roots or mole holes) on the sportsground.

Track athletics: Running sprints and longer distances

Starting position



Ready! Place your hands shoulder width apart, fingers spread, thumbs facing each other and arms straight.

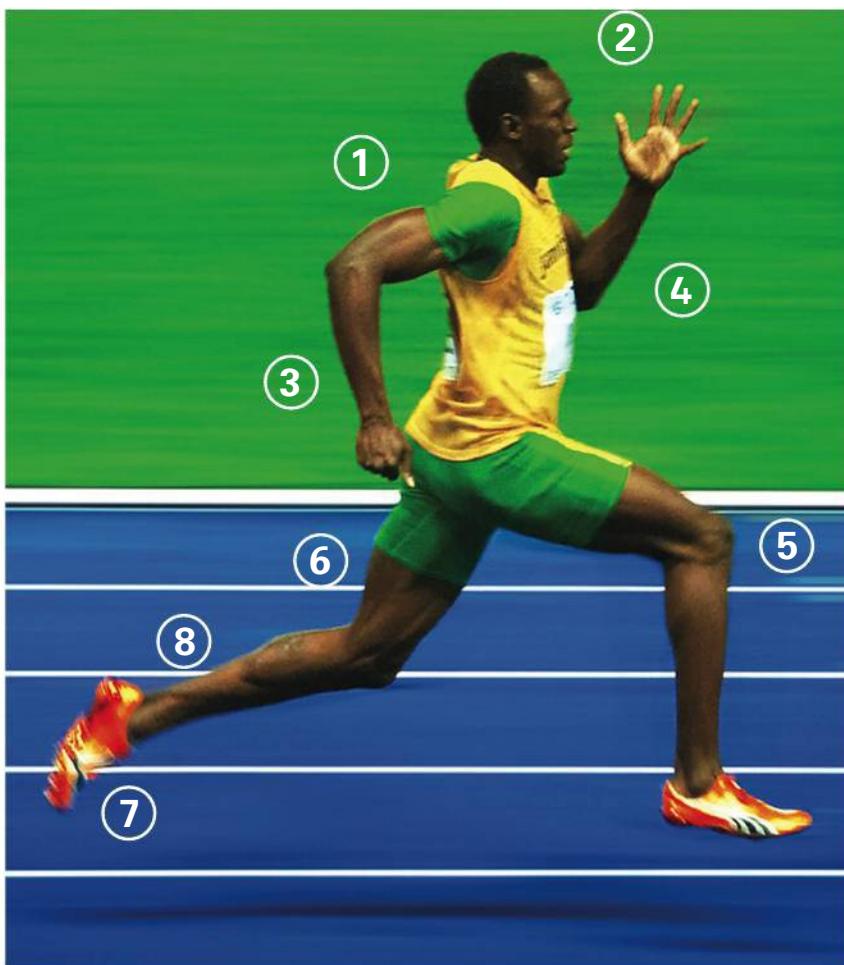


Set! Straighten your back leg with your hips higher than your shoulders.



Go! Push off hard with your legs and move your arms fast.

Running style



Did you know?

The world record in 2011 for the 100 metre sprint is 9,58 seconds

1. Lean the whole body forward with a straight line through the head, spine and extended rear leg.
2. Relax face and neck muscles.
3. The arms move with a smooth forward and backward action and not across the body.
4. The hands move from shoulder height to hips.
5. Each leg moves forward with a high knee action, with the knee pointing forward and with the heel striking first - not the toes.
6. The back leg pushes off the track with the toes under the buttocks.
7. Feet point forward straight down the lane.
8. Move the legs fast and with a good stride length.

Key words

- **baton** – the stick that is passed between runners in a relay race

Passing a baton



The **baton** is carried in the runner's one hand and passed into the other hand of the next runner. Look at how the passing hand and the receiving hand hold the baton.



If you are passing the baton, watch the receiver's hand carefully. Place the baton gently but firmly into the receiver's hand. Do not release the baton until you are sure that the receiver has a firm grip on it.

Some athletics events are held in a stadium.



This is an athletics stadium. During the shorter races a runner must stay in the lane that is allocated to them. For longer distances, all runners start in their own lane, but move to the inside lanes. All the field events are done on the grass in the centre of the track.

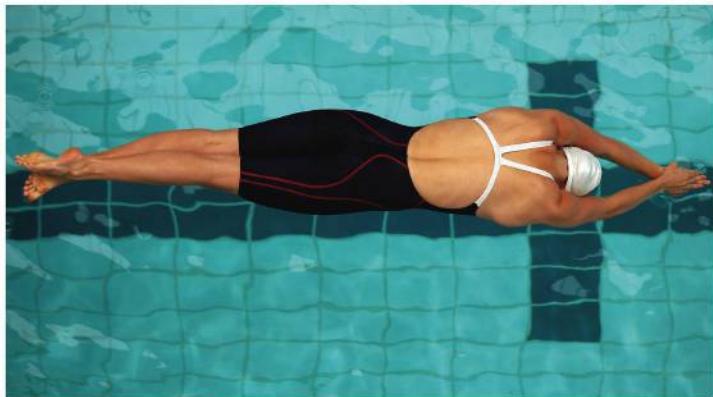


A long-distance track event

Swimming

Body position for a dive

Arms and legs are straight and outstretched. Your head is tucked in between your arms and your chin is placed on your chest. Keep your body firm.



Breathing

Turn your head to the side to breathe in Freestyle. Keep your chin tucked in and close to your chest. Breathe out when your face is in the water. Do four strokes and then breathe again.



Kicking

Use your whole leg to kick below the water surface. Your feet should just break the water surface. Your kicks must be small and fast and your toes must be pointed.

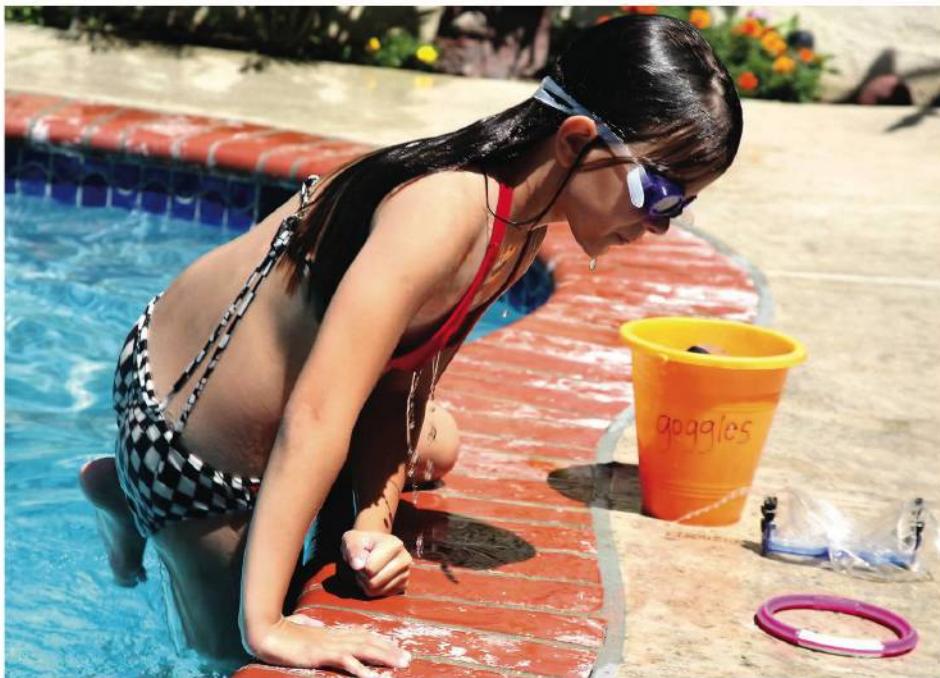


Arm action

The arm must exit the water with a bent elbow. Keep your fingers together.



Getting into and out of a pool



Getting out of a swimming pool from the side

Safety

Always check the depth of the water first.

Never dive into water if you cannot see the bottom!



Diving safely into a pool

Your teacher will explain to you how to get in and out of a swimming pool safely. In this photograph there are no steps so the girl is carefully pulling herself out at the shallow end of the pool.

Before you dive into water ensure that you know the depth of the water so that you don't hit the bottom. Keep your arms straight and your chin tucked in. Dive forward and shallow, not short and deep.

Study area

Creative Arts:
Performing Arts

Sing and make music

When we talk and sing, our vocal chords produce a sound. To change this sound into words we use our mouths, tongues and lips. When you speak clearly, your mouth, tongue and lips work well together.

It is important to speak and sing clearly so that people can hear your words. When you are performing, you need to sing and speak very clearly so that the audience can hear you.

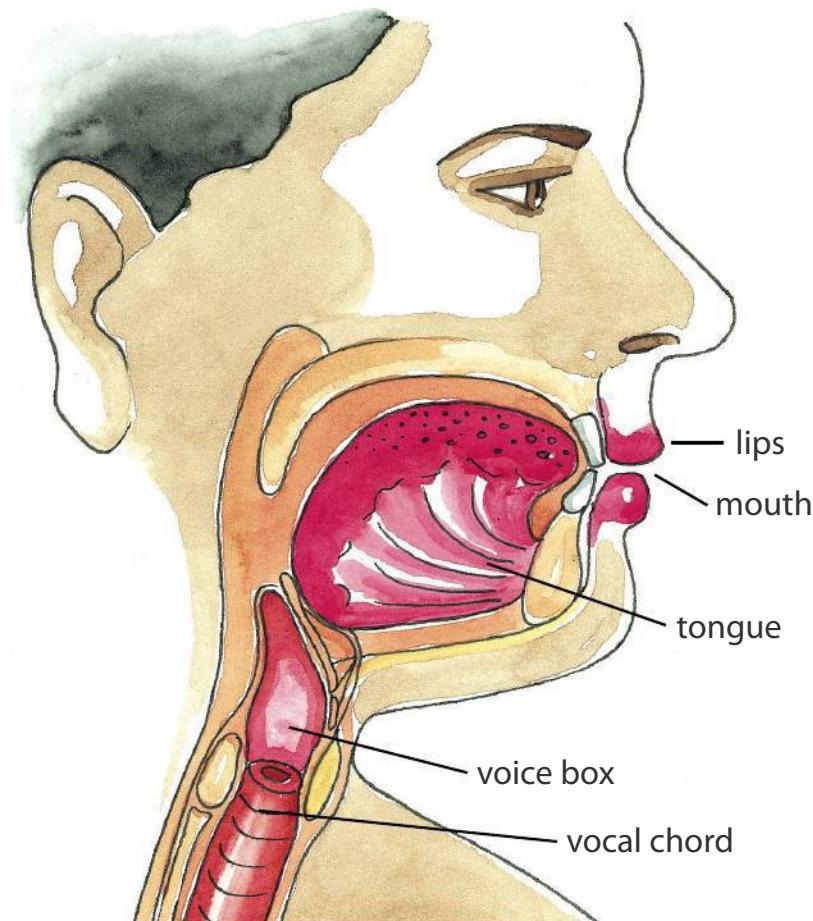
Did you know?

Some people have speech difficulties. This means that they cannot speak clearly.

Stuttering is when you speak jerkily.

Some people can't say certain sounds like 'rrrr' or 'shhh'.

These people can go to a speech therapist who will help them to improve their speech.



We use these parts of our bodies to speak clearly.

Tongue-twisters are groups of words with similar sounds. We use tongue-twisters to improve the way we speak. They are often quite difficult to say, which is why we call them tongue-twisters!

ACTIVITY 26.1 Improve speech with rhymes and tongue-twisters to improve speech

1. Below are some rhymes and tongue-twisters to help you to improve your speech.
2. Slowly read each one out aloud a few times.
3. Once you can do this, try to say them and not read them.
4. Try to say these rhymes and tongue-twisters as fast as you can without making mistakes.
5. Now choose one tongue-twister to say to the class.

Key words

- **tongue-twisters** – groups of words with similar sounds that are not easy to say quickly and correctly, e.g. 'yellow lorry'

Rhymes and tongue-twisters

Barbara burned the brown bread badly.

A lump of red leather, a
red leather lump

beautiful babbling brooks bubble between blossoming banks

*Quinn's twin
sisters sing
tongue twisters*

This one is really a challenge!

A tooter who tooted a flute
Tried to tutor two tutors to toot.
Said the two to the tutor,
'Is it harder to toot or
To tutor two tutors to toot?'

Key words

- **bass** – low male singing voice
- **tenor** – high male singing voice
- **alto** – low female singing voice
- **soprano** – high female singing voice
- **intervals** – the space between two notes
- **score** – written music



Luciano Pavarotti is a well-known tenor.



Soprano Julianna Di Giacomo performs as Mathilde in Rossini's *William Tell*.

Different singing voices

Different people have different singing voices just as they have different speaking voices. Your singing voice is called a voice type. There are four main voice types.

A **bass** singing voice is a male's voice than can sing at a low pitch.

A **tenor** singing voice is a male's voice that can sing at a high pitch.

An **alto** singing voice is a female's voice which can sing at a low pitch.

A **soprano** singing voice is a female's voice that can sing at a high pitch.

Intervals

Intervals are the spaces between notes. Look at the C Major scale on page 120.

Can you see there is only a small interval between C and D? This is because D is the next note of the C Major scale.

Songs are made up of notes of different intervals.

Listen to C Major scale

Your teacher will play the C Major scale ascending (going up) and descending (going down).

Your teacher will also play some intervals for you. Can you identify if they are large or small?

ACTIVITY 26.2 Sing songs

1. You will each sing the C Major scale – ascending and then descending – so that your teacher can help you to find what your voice type is.
2. You will be divided into three groups based on voice type and your teacher will teach you some songs.
3. Your teacher will give you the score for each song. The **score** is the written music. Before you start singing, take time to read the music.
4. You will sing the songs in two and three parts.

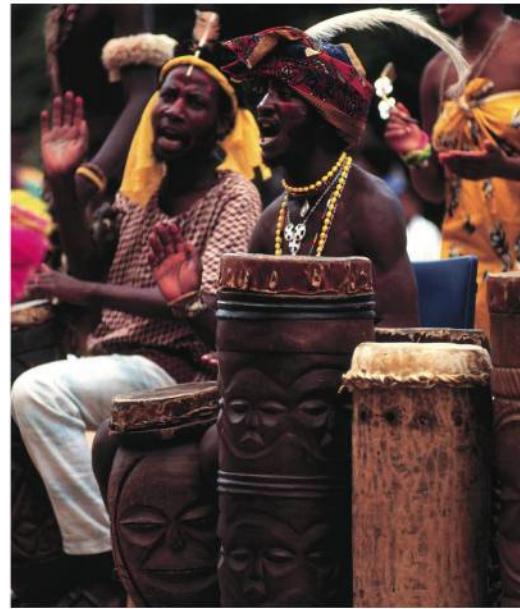
Festival music

Festivals are celebrations. Usually at celebrations we have happy music. We recognise happy music because it usually:

- has a fast tempo or speed
- uses notes of a medium to high pitch
- isn't very long.

Festival music:

- is usually short so that people can remember it
- allows everyone to sing along
- allows everyone to hum the tune if it has no words
- allows everyone at the festival to participate by singing or playing music.



These people are making music together.

ACTIVITY 26.3 Create festival music

1. Get into groups of between five and eight learners to a group.
2. Choose a festival that all or some of you are familiar with.
3. Use the instrument you made earlier in the year or bring along a new one.
4. Your teacher will ask you to make up a piece of music that reflects the mood of your chosen festival.
5. Divide your group into two parts. Each part is going to make up a different piece. The two pieces must be similar as you will be playing them at the same time. You will be blending your two pieces of music to make one piece.
6. Work out and practise your piece.

ACTIVITY 26.4 Perform festival music

1. You will have some time to rehearse your music piece.
2. When everyone is ready, each group will have a turn to perform.

Dragons, songs and poems

ACTIVITY 26.5 Play group awareness games

1. The whole class stands in a huddle, all linked together by arms.
2. The whole group moves around the room.
3. Do it slowly so that no one falls over and you all move as one unit.
4. Be aware of the learners near you and take care not to stand on their feet!
5. Divide into groups of three or four.
 - a) Decide on a ‘machine’ you are going to recreate, for example a car.
 - b) Each person in the group must be a part of your machine.
 - c) When you are ready, move around the room, making appropriate actions and noises just as your machine would make.

All about dragons

Dragons are symbols of Chinese culture and traditions.

They are not like western dragons which are scary and meant to be killed. Dragons are symbols of wisdom, power and nobility. They are wise and Chinese people use them as a sign of good things that will happen. Chinese dragons are made and used in festivals and celebrations.

The dragon has a head and a long body.

The head is controlled by one person and a group of people move the body.

This is a Chinese dragon.

ACTIVITY 26.6 Do a dragon dance together

1. Divide into two groups and find a safe open space where you can move.
2. Stand in two straight lines.
3. Everyone inside the body of the dragon should put their hands on the shoulders of the person in front of them. This will form the long body of the dragon.
4. Each learner must have a chance to be the head of the dragon.
5. See how creative you can be with your dragon. Move in different ways (like a snake) and also try moving up high and down low.

Key words

- **tableau** - 'tab' 'low' – a group of still (frozen) actors on a stage, creating a picture



A **tableau** is a 'frozen' picture. When you start and end a performance you can position yourself and freeze in an interesting picture for the audience.

ACTIVITY 26.7 Write songs and poems

1. Get into groups and discuss some festivals and celebrations.
2. With your group you are going to write one short poem and make up one short song about a festival or a celebration. Your poems do not have to rhyme. Your teacher will help you.
3. Practise saying your poem and singing your song.

ACTIVITY 26.8 Cool down

1. Find a space to lie down on the floor.
2. Your teacher will tell you how to cool down and relax.

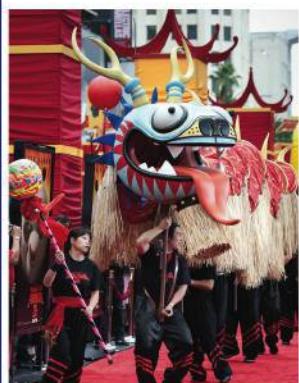


Did you know?

Every Chinese New Year parade ends with a Dragon Dance.

Chinese Dragons can be up to 100 m long!

It is believed that the longer the dragon is the more luck it will bring.



These people are doing a dragon dance.

Key words

- **cultural** – anything to do with a particular culture
- **social** – anything to do with the people you spend time with
- **environmental** – anything to do with a specific place

Did you know?



South Africa is a multicultural nation. This means that you have the right to be proud of your own culture.



Celebration dances

As we move towards the end of the year, there are many religious and cultural festivals being celebrated in our country. South Africa is known as the rainbow nation because there are so many different people who live in this country. In South Africa we have Jews, Christians, Muslims, Hindus and many other religious groups. We also have many different languages and cultural traditions such as European, Zulu, Sotho, Xhosa, Afrikaans and more! All religions and cultures have performance art in them.



All these different people have different cultures and live in South Africa.

Each culture has special songs and dances. We call these types of songs and dances **cultural** songs and dances, for example the reed ceremony, which is from the Zulu culture.

Groups of people also have specific songs and dances. **Social** songs and dances are any dances or songs which you do for fun with your friends, for example the matric dance.

You also get **environmental** songs and dances. These relate to a particular environment and its issues, for example a rain dance in a dry area.



ACTIVITY 26.9 Warm up to improve your strength and flexibility

1. Find a personal space and lie on your back.
2. Begin with spinal rolls. Bend knees with feet still on the floor and holding the back of thighs. Roll up slowly into the sitting position. Repeat this five times. Sit on your haunches and slowly roll up the spine into the standing position.
3. Kneel and put your hands on the floor below your shoulders. Now lift your knees off the floor and push your bottom into the air. Form an inverted V with your legs. Try to keep your legs straight and your head as close to the floor as possible. Keep both feet flat on the floor. In this position lift one leg and hold it in the air for the count of 5. Slowly lower your leg to the floor. Repeat with the other leg.
4. Now sit on the floor with your legs open in front of you. Turn your body to face one leg and slowly bend over the leg to hold onto your foot. Repeat on the other side.
5. In this position see if you can lean forwards and put your head on the floor while still keeping your back straight.





A traditional Indian dance



A traditional Israeli or Romanian circle dance known as the Hora



The Pantsula, a popular South African dance

ACTIVITY 26.10 Create a short improvised drama or dance

1. Your teacher is going to teach you the steps of a dance. You also have the choice of creating a similar dance.
2. Your teacher will select some of you to be the musicians.
3. Practise the dance and music.

You are now going to begin to work on a full performance with your class.

ACTIVITY 26.11 Present a drama and dance

1. As a class you are going to make up a performance.
2. You are going to use the songs, poems, dances and music you have already created for your performance.
3. Your teacher will help you and you will have time to practise.
4. Your performance must begin and end with a tableau.
5. Everybody in the class must participate either in a group or individually.
6. You will be assessed on your performance.
7. Your teacher may be able to arrange that you perform in front of another class or grade.



Did you know?

A concert that has music, dance and drama in it is called a variety show.



Watch a performance with understanding

All performances have a **theme**. A theme is the main idea of the performance.

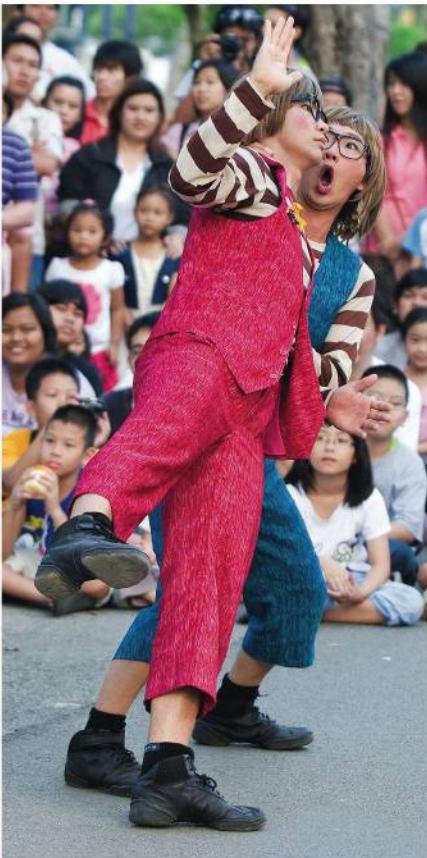
It is important to be aware of the **context**. The context is the situation in which something happens. The context of an event can make you feel differently about what happened.

Key words

- **theme** – main idea of a performance
- **context** – background or the events behind an action

ACTIVITY 26.12 Watch a performance and reflect on it

1. You are going to watch a performance.
2. After the performance discuss the following as a class:
 - a) What were the key moments in the drama?
 - b) What was the theme of the drama?
 - c) What ideas and moods were in the drama?
 - d) What kinds of drama techniques and activities were used?
 - e) What was the social and cultural context?



Appreciate and create visual art

Study area

Creative Arts:
Visual Arts

Key words

- **flight** – movement in the air by a plane or bird

Space, shape and texture

Have you ever looked closely at a bird as it flaps its wings or glides in the air?

In this chapter you will look at images of birds and explore how artists use space, shape and texture. You will also make artworks of your own.

How artists create images of birds

How would you choose to draw or paint a bird in flight? How can a sculpture show birds flying?

The following artworks all show birds that are flying, but each artwork is different.

The way that the artist or photographer has used shapes, textures and contrast gives us a different feeling when we look at each artwork.



ACTIVITY 27.1 Talk about artworks

Work in pairs.

1. Look at the artwork on this page and page 174.
2. With a partner, talk about these questions:
 - a) Which artwork do you like the most?
 - b) What are your reasons for liking the one more than the other?
 - c) Describe the artwork.
 - d) What is the feeling of the artwork? Do you think it is joyful, realistic, sad, lively, slow or calm?
 - e) Can you see where the artist has used lines?
 - Are the lines broken, or solid?
 - Do they suggest speed and fluttering movements, or are they solid and strong?
 - f) Can you see where the artist has used tone?
Find areas of light and dark.
 - g) Can you see where the artist has used texture? Describe the different textures.
 - h) Can you see where the artist has used shape?
 - Are the shapes irregular, natural or geometric?
 - Can you identify big shapes and small shapes?
 - i) Can you see where the artist has used colour?
 - What colours can you see?
 - Are there related colours and complementary colours?
3. Find examples of contrast in each artwork. This could be in the textures, materials, colours or in the use of light and dark.
4. Find examples of proportion in each artwork, for example how has the artist used the sizes of different shapes?



Key words

- **collage** – a piece of art made by fixing small pieces of paper, cloth and even small objects onto a surface

Create an image of an aeroplane or a bird

Imagine being able to fly. What would it feel like to swoop and glide above the earth? From above, the land can seem like a patchwork of shapes and colours.

You are going to make a **collage** of something flying above the ground, such as an aeroplane or bird.

When you make a collage you need to think about the design, the shapes and the colours so that the image is clear and not confusing.



ACTIVITY 27.2 Make a collage of a bird in flight

Work on your own.



You will need:

- pieces of scrap paper of different colours, such as from a colour magazine or newspaper
- foil
- tissue paper or other fancy paper
- 2/3B pencils
- charcoal
- coloured inks
- small pieces of cloth
- tempera paint
- paintbrushes
- a jar of water
- glue
- pair of scissors
- blank A4 or A3 paper
- newspaper
- oil pastels.

- 1.** Think about what you will create.
 - a) Will your flying object be natural, like a bird, or mechanical, like an aeroplane?
 - b) What will the landscape below be? Land or water? Fields or a forest?
- 2.** Draw a rough outline of your artwork.
 - a) Where will your bird or plane be in the picture?
 - b) Keep your drawing simple.
 - c) Use outlines only, and don't add details.
- 3.** Tear out areas of coloured paper from magazines – some small and some bigger.
- 4.** Cut out small pieces of fabric in the colours you want to use.
- 5.** Glue the pieces of paper on to the shapes of your drawing.
- 6.** Think about the textures you want to create. Think about what materials are best. For example, silver paper might be good for parts of an aeroplane to express the feel of metal. Wrinkled blue tissue paper might express water or waves.
- 7.** Remember that you can make shapes look clearer by placing contrasting colours and tones next to each other.
- 8.** Look at the shapes of the objects and the spaces between them.
- 9.** Try not to let your artwork look messy or mixed up.
 - a) Think about how to separate forms and how to make shapes clear.
 - b) Don't use too much glue or your artwork will become soggy.
 - c) Press everything flat so that no little bits stick up.
- 10.** Make sure you have a good balance of tone (light and dark), contrast as well as textures (rough and smooth).



Make a sculpture with recyclable material



How do birds fly? How can something big, such as an aeroplane, stay in the air?

Birds and aeroplanes both need a strong, but light, skeleton (or frame) to support their wings.

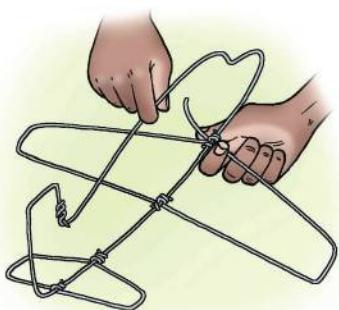
You will create a 3D artwork using wire, natural and recycled materials. Your artwork must also be strong but light, so it can move in the wind.

ACTIVITY 27.3 Make a flying sculpture from wire and other materials

Work on your own.

You will need:

- thin and thicker wire
- recycled materials such as plastic bags, pieces of shiny and coloured paper, cardboard, beads and buttons, ribbon, string
- natural objects such as reeds, flexible twigs, interesting shaped leaves, feathers
- thin paper sheets
- pliers
- a pair of scissors
- wood glue
- paint or coloured crayons.



1. Think about what you want to create. It could be something mechanical such as an aeroplane or helicopter. Or it could be an animal that flies such as a bird. Picture the object in your mind and then make a sketch of your ideas.
2. Twist your thin wire to make a wire skeleton of your bird or plane. Make sure that your frame is balanced, e.g. the wings on either side need to be the same size and symmetrical.
3. Decide which parts of your sculpture you want to cover, with plastic, tin, fabric, paper, ribbons or string.

4. Work out ways of attaching them to the frame. Which parts will you glue? Which parts will you tie? Which parts will you wrap? Which parts will you sew?
5. Use collected materials, such as feathers, bright beads, buttons and the string to decorate the surface.
6. You can also use paints and inks on paper surfaces. Press lightly so that you don't make holes in the paper surface.
7. Think of the art elements:
 - a) Are the colours bright and clean?
 - b) Do you want the surface to have patterns or letters?
 - c) Have you used different textures?
 - d) Have you made sure that the surface decorations are balanced on all sides and that the objects are in proportion? In other words, your aeroplane or bird mustn't look lopsided.
 - e) Keep checking what your artwork looks like from different sides.
8. Attach string to your sculpture so that it can hang.
9. Hang up all your flying objects in the classroom!

ACTIVITY 27.4 Reflect on your artwork

Work on your own.

1. Look at the two pieces of artwork you have completed this term.
2. Copy the following headings and write a few sentences under each heading.

Title of my work
What I like about my artwork
How I used contrast in my artworks
What I enjoyed doing
Materials I used
What I found difficult
What I would do differently next time

Exam Practice

Section A: 15 marks

1. Answer the following questions:
 - a) What does Diwali or Deepawali mean? (1)
 - b) What does Eid mean? (1)
 - c) What does bar mitzvah mean (1)
 - d) What is the name of the day that Easter starts with? (1)
 - e) Why is Buddha's birthday called Vesak? (1)
 - f) Who or what plays a big role in African Traditional Religion rituals? (1)
2. Match the correct ending from Column B with the beginning of each sentence in Column A. (3)

Column A	Column B
All poisons and harmful household products	so that no one takes the wrong one.
We should never	must be stored in a cupboard that can lock.
All medicines should be labelled	throw chemicals and poisons down drains and rivers.

3. List in the correct order four things to do if there is a fire. (4)
4. Name one way we can protect the quality of our water. (1)
5. Name one way you can save water. (1)

Section B: 15 marks

1. Look at the meal in the picture. Decide whether this is a healthy meal for a child and then give your reasons. Refer to the different food groups. (4)



2. Your grandmother is coughing a lot. She is also tired but she says she is tired because she is old. She is not eating her food. She says she doesn't want to eat because her teeth are sore. You can see she has lost weight. She says it is because she is not eating. You tell her to go to the clinic to be checked for TB. She says you are talking nonsense. Explain why you think she has TB. (4)
3. Explain in one or two sentences what you have learnt about the stigma attached to people who have HIV or AIDS. (3)
4. Name two legal drugs. (2)
5. What effect does nicotine have on the body? (1)
6. What effect does ethanol have on the body? (1)

TOTAL 30

Athletics and swimming

1. You will be formally assessed on field and track activities and then swimming activities.
2. Your teacher will assess the following:
 - effort
 - skills in athletics:
 - throwing
 - long jump and high jump
 - sprinting and long distance
 - skills in swimming:
 - participation
 - effort
 - ability to follow instructions
 - pair, team and group work.

Rubric for assessing Physical Education task

	Level and marks			
	Limited	Adequate	Proficient	Excellent
Outcome of movement performance	Skills activities need much attention and practice. A few skills and requirements missing.	Skills activities need some attention, refinement and practice. Some skills are missing.	Efficient, effective and appropriate skills. Most skills are included.	Exceptional level of skill; movements always produce the desired outcome.
	(0–1 mark)	(2–3 marks)	(4 marks)	(5 marks)

Participation

Each term you will also be assessed on how often you participate in your Physical Education lessons.

Rubric for assessing frequency of participation

	Level/Marks			
	Limited	Adequate	Proficient	Excellent
Frequency of participation	0–20% (0–4 marks)	21–50% (5–10 marks)	51–75% (11–15 marks)	76–100% (16–20 marks)

Visual Arts

You will be assessed on your flying sculpture (Activity 27.3 on page 178).

What did you learn in your artmaking this term? Did you try to explore different ideas so that your artwork is original and shows creativity? How well did you follow instructions? Did you use colour, shape, texture, and emphasis in making your images of birds or aeroplanes?

Rubric for assessing Visual Arts task

	Excellent	Proficient	Adequate	Limited
Learner made a preparatory sketch	9–10	7–8	5–6	0–4
Learner made a 3D flying object	9–10	7–8	5–6	0–4
Learner used recyclable materials	9–10	7–8	5–6	0–4
Learner showed creativity and originality	9–10	7–8	5–6	0–4

Performing Arts

Your teacher will be assessing your creativity, commitment and enthusiasm in at least two of the creative arts forms mentioned and used in the performance: dance, drama, poem or song.

Rubric for assessing Performing Arts task

Criteria	Excellent	Proficient	Adequate	Limited
Learner participates with enthusiasm and commitment	9–10	7–8	5–6	0–4
Learner participated in at least two of the following: dance, poem, song or music	9–10	7–8	5–6	0–4
Learner used drama and dance techniques successfully	9–10	7–8	5–6	0–4
Learner shows originality and creativity	9–10	7–8	5–6	0–4

Glossary

A

- accent** play or say something a bit louder (in music) page 80
- addicted** can't stop doing or taking a certain thing page 152
- affection** love, warmth, care, friendliness page 54
- alto** low female singing voice page 166
- ancestors** the spirits of dead relatives page 101

B

- balance** holding your body without falling over page 75
- bar mitzvah** 'bar-mits-vuh', a ceremony to celebrate a Jewish boy's thirteenth birthday page 91
- bass** low male singing voice page 166
- baton** the stick that is passed between runners in a relay race page 160

C

- C Major** a group of music notes with no sharps or flats page 120
- call and response** a song where one person sings something and the rest of the group answers page 37
- canon** singing the same song which overlaps page 37
- character** a person in a drama page 124
- Children's Rights** from the Children's Charter of South Africa – the right to be protected from violence; to have a safe family life; to be kept healthy and to be protected from hard labour, etc. page 51
- clan** a group of families page 101

classical music music written in Europe more than two hundred years ago which is still played today page 83

collage a piece of art made by fixing small pieces of paper, cloth and even small objects onto a surface page 176

compassion feeling of pity that makes you want to help or to show mercy page 12

complementary colours colours that are opposite each other on the colour wheel page 38

context background or the events behind an action page 173

co-ordination being able to move more than one part of your body at the same time page 124

crotchet a music note worth one beat page 28

crucified killed by being hung from a cross page 100

cultural anything to do with a particular culture page 170

D

design a plan or pattern using lines and shapes page 87

dharma the eternal law of the universe page 101

direction moving in different directions: forward, backward, sideways, etc. page 33

distance how far away something is page 77

Diwali 'dih-wah-lee', an important Hindu festival page 96

dribble when one player keeps control of the ball, moving it forward page 71

drought when no rain has fallen and the ground is hard and dry page 111

dynamics the volume (soft or loud) in music
page 31

E
echo a type of song where the exact same things is sung or copied
page 121

Eid-ul-Fitr 'eed-ul-fitter', a Muslim festival
page 96–7

emotions what we feel
page 12

emphasis when something is shown as being special or more important
page 38

environmental anything to do with a specific place
page 170

expire to become old, to reach the end of a set time
page 102

F
factor something that influences
page 111

faeces 'fee-sees', waste matter from your bowel
page 146

famine shortage of food
page 111

feedback response or comment
page 8

flight movement in the air by a plane or bird
page 174

fluid liquid like water
page 143

focal point the point that we pay most attention to
page 39

focus being able to concentrate on something
page 32

force using your body gently or in a strong, forceful manner
page 33

G
genre a style of art, music or literature
page 83

geometric shapes regular shapes such as squares, circles, triangles
page 84

H
horizontal flat, lying down
page 84

hot seat the chair you sit on when you are asked questions about the character you are playing
page 126

humiliating embarrassing, degrading
page 54

I
illegal not allowed, unlawful
page 152

improvise to make up as you go along
page 29

indigenous game a game that is particular to a local area or culture
page 69

infectious spread from person to person, contagious, transferable
page 144

influenced swayed, persuaded
page 111

intervals the space between two notes
page 166

J
jump moving so that you are in the air for a little bit while you move
page 75

K
knead (pronounced 'need') to press with the knuckles of the hand
page 43

L
level using different levels of height; up high or low down
page 33

lunge a big step or movement forward
page 75

M
mask a covering worn on the face to hide or decorate it
page 88

mass how heavy something is; its weight
page 78

mental	to the mind	page 54
mime	to act out a story without words	page 36
minim	a music note worth 2 beats	page 28
model	to shape	page 43
mohel	'moh-heyl', a trained circumcisiner	page 97
mood	a kind of emotion or feeling (in music)	page 33
mural	a painting on a wall	page 87
N		
negative	bad, harmful or damaging	page 8
O		
opera	a play where all the words are sung	page 83
P		
parallel	two straight lines that never touch	page 77
peer	a person your own age	page 16
physical	to or of the body	page 54
pitch	how high or low a note is	page 31
pop	short for 'popular music', often played on the radio	page 83
positive	helpful, encouraging or constructive	page 8
Q		
quaver	a music note worth half a beat	page 28
Qur'an	'kur-an', sacred book in Islam	page 96
R		
Ramadan	'ram-uh-dahn', a month in the Muslim calendar	page 96
related colours	colours that are next to each other on the colour wheel	page 38
relationship	friendship, contact with that person	page 16
repetition	the exact same thing done more than once; repeated sections in a song	page 80, 121
responsibilities	everyday jobs, tasks or duties	page 63
rest	a music note that is silent for one, two or four beats	page 28
rhythm	a pattern of music beats	page 28
rhythmic pattern	a group of notes being repeated	page 31
role	the part or behaviour that a person is expected to fill	page 63
role-play	pretending to be somebody	page 126
S		
scarce	rare, not a lot of it available	page 103
score	to get a point or points when playing a game; written music	page 66, 166
self-concept	how you see yourself	page 4
self-esteem	self-confidence or self-worth	page 5
semibreve	a music note worth four beats	page 28
senses	taste, touch, smell, hearing, sight	page 35
septic	infected, oozing	page 144
sewage	waste matter flushed down toilets	page 106
social	anything to do with the people you spend time with	page 170
soprano	high female singing voice	page 166

stave	the five lines on which we write musical notes	page 81
stigma	shame, disgrace and humiliation	page 148
stretching	making something bigger or longer by pulling	page 20
supporting foot	the foot you are standing on; the non-kicking foot	page 70
symmetry	when two things are almost or exactly the same	page 77
symptoms	signs, indicators	page 142
synagogue	'sin-uh-gog', the building where Jewish people meet and pray	page 97
T		
tableau	'tab' 'low', a group of still (frozen) actors on a stage, creating a picture	page 169
target	something aimed at	page 68
technique	way of doing something	page 121
tempo	the speed (fast or slow)	page 31
tenor	high male singing voice	page 166
theme	(in drama), the main idea of a performance	page 173
time	anything to do with the speed of beat of a piece of music	page 32
tongue-twister	groups of words with similar sounds that are tricky to say quickly and correctly	page 165
Torah	'toh-ruh', the five books of the Hebrew Bible, written on parchment	page 97
traditional music	music that belongs to a culture	page 83
transfer of weight	moving all your weight from one part of your body to the other	page 74
treble clef	the sign at the beginning of the stave	page 81

treble stave a stave which has a treble clef at the beginning of it page 120

U

unison at the same time page 37

V

vertical standing up page 84

violence physical force intended to hurt or damage page 58

volume how much space something takes up page 78

W

wedge knead the clay to remove air bubbles page 43

weight the heaviness of something, mass page 26

0-q

2D two-dimensional or flat page 40

3D three-dimensional or having length, width and depth page 42

Glossary

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