

quaran**Ti**MES FREE COPY

ichomi yakho nge lockdown

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E-PAPER available: www.masifunde.org

CONVENIENTLY COLOUR CODED

THIS NEWSPAPER IS CONVENIENTLY
COLOUR-CODED TO IDENTIFY THE
RESPECTIVE AGE GROUPS!

PRE-SCHOOL

brought to you by Priscilla Machini, Nolubabalo Nlamo and Nandipha Mabi (Montessori educators)

KIDS

brought to you by Sive Sifora (Learn4Life! facilitator) and Zolisa Mcaciso (coordinator for academic programmes)

PRE-TEENS

brought to you by Sinovuyo Xongo (Learn4Life! facilitator) and Zolisa Mcaciso (coordinator for academic programmes)

TEENS

brought to you by Andiswe Mbelekane (Learn4Life! facilitator) and Zolisa Mcaciso, coordinator for academic programmes

YOUNG ADULTS

brought to you by Fundile Makhosi (Learn4Life! coordinator and facilitator) and Nasikhumbuzo Ngewu (social worker)

CREATIVE ARTS

brought to you by Xabiso Zweni (Drama Teacher), Sivuyile Scott (Music Teacher) and Banele Njadayi (Arts Teacher)

Well Done, we have made it through the first six months of 2020!

It's officially half-time of the crazy year called twenty-twenty - a year which has turned out completely different to what you and everyone else on our planet had expected. All of us had great plans for this year. Can you remember New Year's Eve when the clock hit 00:00 and the new year started? Where were you and what was on your mind? Did you have any resolutions, things you wanted to change as from the 1st of January and goals you wanted to accomplish this year?

Well, I bet corona and the lockdown stopped most of us from achieving what we had planned. The lockdown felt like someone pressed the PAUSE button on our lives' remote control. And now, with level 3, the movie slowly continues and the action returns. That's a good opportunity to go back to your new year's resolutions. Let's make sure we step out of the lockdown as better and stronger human beings, with new goals and plans. It is like a second 1st of January: Let's start again and make the most of the second half of this crazy year - just this time with a mask, sanitized hands and with social distancing!

Enjoy the third edition of quaranTimes, the activity newspaper for children, youth and young adults during lockdown - brought to you by the Masifunde Team in Walmer Township.

Stay healthy, happy and strong!

Your Masifunde-team

masifunde
LEARNER DEVELOPMENT



Random Poems

by Masifunde's Drama Seniors

The Voices

by *Ahlume Ntsinde*

There is a voice inside of you
It whispers all day long.

The bad voice

The good voice.

No teacher, preacher, parent, friend can

Decide what's right for you

Just listen to

The voice that speaks inside.

The Boy

by *Skhunjulwe Ncanywa*

He lives near the deserted playground.

It's been that way ever since they moved there.

There's nowhere to go and there's no one to see.

He'd love to just scream but he's as quiet as the sky.

He hopes this will end but there is no clarity.

How he wishes he had the world on his hands.

He'd go back to the months before Covid-19.

Where everything was real.

What you cannot be

by *Sihle Dayile*

You cannot sing, be the music

You cannot see, be the eyes

You cannot dance, be the moves

You cannot act, be the acting

You cannot draw, be the art

Be what you cannot be.

Rabbit Teeth

by *Alizwa Zanaye*

I looked myself in the mirror

I smiled and I saw

Rabbit Teeth

At first, I had a fright

And wanted them gone

But later I realized

My smile would never be the same without these teeth

Oh, how fun it is to know an animal with teeth that resemble mine.

Corona

by *Sisipho Ndwalaza*

We may be young or old,

But we must be bold,

Against the enemy untold,

We can't go to mall,

Nor can we go to waterfalls,

Because this virus is a-scaring,

Sending our spines into a shivering.

If you have to go out, think twice,

Wear your mask, be wise.

After coming home, sanitise,

And wash your hands thrice.

Authors from left to right: Skhunjulwe Ncanywa, Sihle Dayile, Alizwa Zanaye, Sisipho Ndwalaza, Ahlume Ntsinde



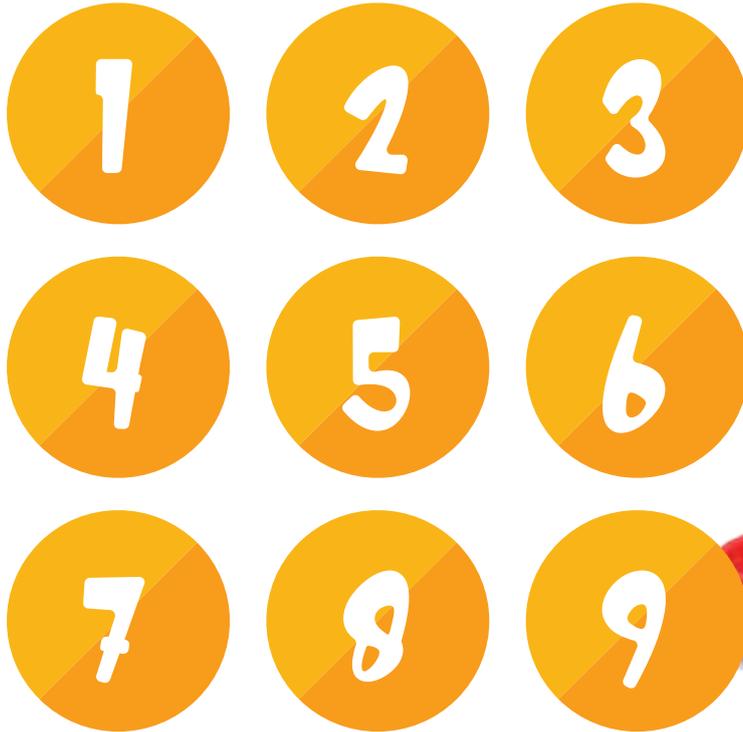


PRE-SCHOOL SECTION Brought to you by: (left to right)
Priscilla Machini, Nolubabalo Ntamo and Nandipha Mabi (Montessori educators)



NUMBER MIX & MATCH

FOR PRE-SCHOOL CHILDREN



You will need:

1. 9 bottle caps
2. Tipex, nail polish or koki pen
3. Scissors

1. **Cut out** the 9 circles in the box.
2. **Number** each of the bottle caps from 1 to 9.
3. **Ask the child to match** the number that's on the bottle cap to the number on the circles.
4. **Let your child** do this activity by themselves, even if they make a mistake let them continue doing the activity.



SOME FUN IDEAS KEEP SMALL KIDS ACTIVE AT HOME



Simon Says

Adult says

"Simon says: 'Put your hand on your head'"
 "Simon says: 'Jump on one foot'"
 "Simon says: 'Gallop like a horse'" and so on.

The child is asked to copy all actions.
 Then roles change: the parent copies the child.

Foot eye co-ordination

Greet each other with feet. Dribble a ball with feet.

Hit the Target

a) Place a bottle a meter away and have a child kick the ball at the target. Increase difficulty by placing the bottle further away once the target is hit.

b) Throw a bean bag or pillow into a hoop or chair placed 2m away

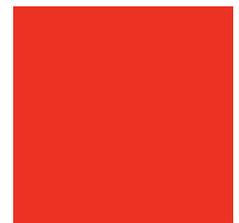
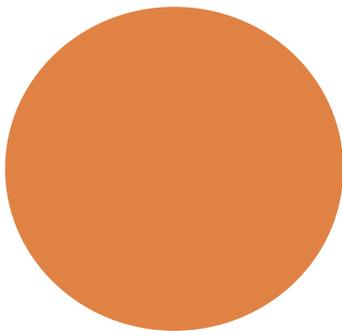
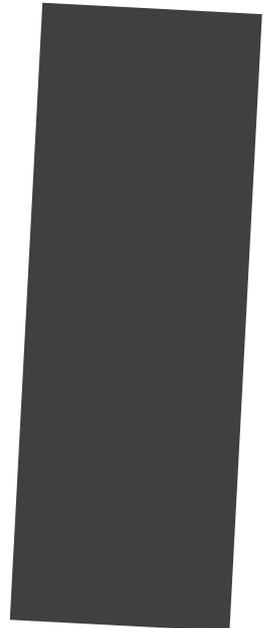
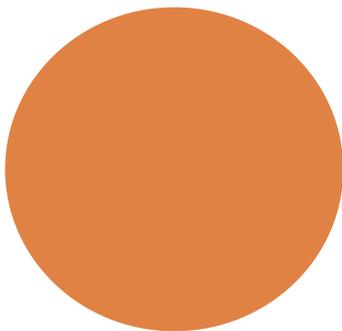
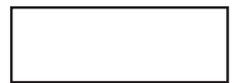
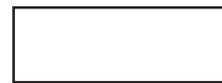
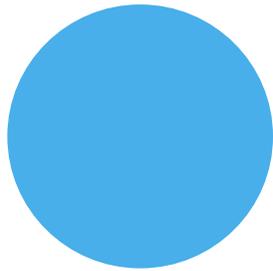
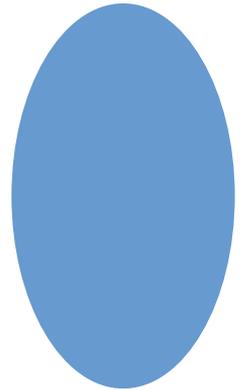
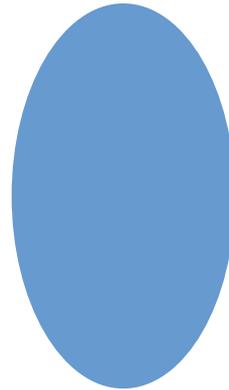
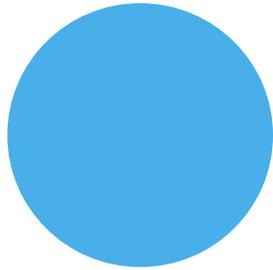


ART FUN

LOOK AT THE SHAPES BELOW. CAN YOU NAME ALL OF THEM?

Now cut them out neatly. Try and lay out pictures with them, for example a robot

Can you also try and make: A car? // A house? // An animal? // A flower?





KIDS SECTION Brought to you by: (left to right)
Sive Sifora (Learn4Life! facilitator) and Zolisa Mcaciso (coordinator for academic programmes)

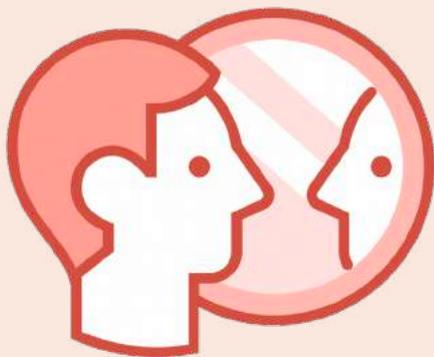


BEING A GOOD FRIEND TO YOURSELF AND OTHERS

A friendship is a relationship between two people, but the most important thing is having a relationship with yourself before you can have it with others.

STEPS ON BEING A GOOD FRIEND TO YOURSELF

 Be true to yourself.	 Accept what you cannot change.	 Focus on your strengths.	 List all your achievements big or small.	 Don't compare yourself to others
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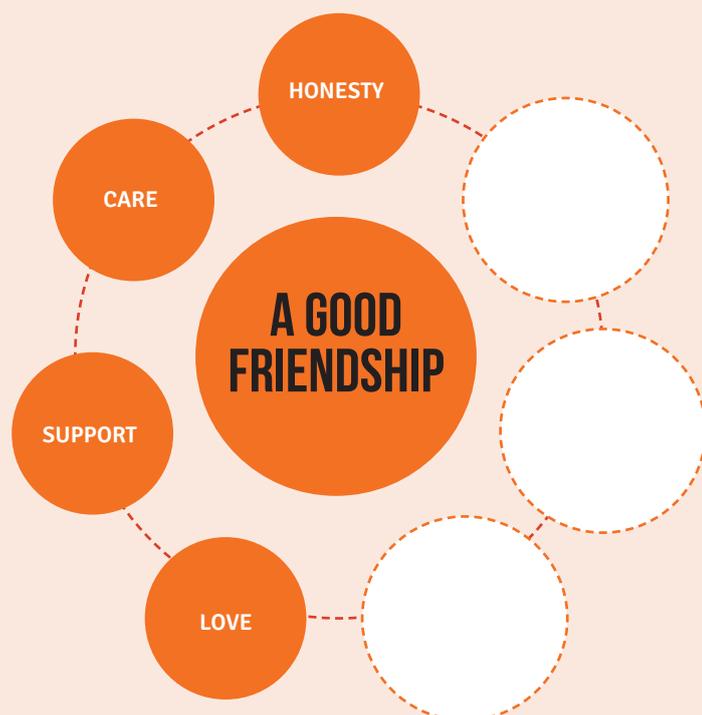
GETTING TO KNOW YOURSELF BETTER

Ask yourself these questions and this will help you become your own best friend.

- Who am I?
- Am I a friendly person?
- Am I a positive person who looks forward to each day?
- Am I a good listener?
- What am I good at?
- What do I like to do in my spare time?

CHARACTERISTICS OF A GOOD FRIENDSHIP

You can add other things you think are important in a friendship.



In every friendship there are things friends should and should not do.



Do's

Always listen to your friends
Help your friends if they need help
Always support your friends in doing good
Accept your friend for the person he/she is
Try out different hobbies with your friends
Be respectful even if your friend has a different opinion
Be aware of their feelings
Stand by your friend - even when they are not around



Dont's

Do not brag about what you have
Do not lie to make your friend feel better
Do not change your friend to be like you
Do not let your friend do bad things e.g. stealing - report them to an adult
Do not force your friends to try activities that only you enjoy
Do not argue with your friend if they have a different opinion about something
Do not be dishonest about your feelings
Don't talk behind your friends' back, don't gossip

Why are friends important?

Friends are there to support us, share things and memories. Friends are there to comfort us during sad time and also to celebrate our achievements with us. We learn a lot from friends and we have someone to play with.

My Best Friend

Draw a picture of you and your friend and say why he or she is a good friend.

My friend is:

I met him/her at:

We have been friends for:

Our favourite thing to do together is:

My friends favourite things are:

I like my friend because:



PRE-TEENS SECTION Brought to you by: (left to right) Sinovuyo Xongo (Learn4Life! facilitator) and Zolisa Mcaiso (coordinator for academic programmes)

DAILY ILLNESSES

Let's exercise together – *a healthy mind lives in a healthy body!*

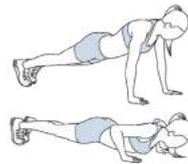
Before we start on our session about daily illnesses, let's do a few exercises to keep our body and mind fit, healthy and strong! Try to do some exercises every day. You don't need much space for these activities. Don't forget to stay hydrated by drinking plenty of water.



JUMPING JACKS (20)



SIT-UPS (10)



PUSH-UPS (20)



PLANKING (20 sec)

Today we want to discuss daily illnesses and small tips and tricks that you can try before seeing a doctor.

HEADACHE



SINUS

CAUSES:

- Stress
- Lack of sleep
- Hunger
- Weather changes
- Certain smells
- Being around smoke



TENSION

SYMPTOMS

Headaches can feel like a tight band around the head, with an ongoing, dull ache being felt on both sides. Sometimes the pain spreads to or from the neck. They normally begin slowly and gradually in the middle of the day.



CLUSTER



MIGRAINE

HOME REMEDIES

- Apply a heat pack or;
- Ice pack to your head or neck
- Avoid things that are stressful
 - Eat regular meals,
 - Drink lots of water
 - Exercise regularly
- Get enough rest and regular sleep.

SEE A DOCTOR

Go see a doctor when the headache doesn't go away for a long period of time or comes with continues nausea and vomiting, with fever or seizures.

NOSEBLEED

Nosebleeds are common. They may be very scary, but they rarely indicate a serious medical problem. The nose contains many blood vessels. These blood vessels are located in the front and back of the nose, close to the surface. They are very fragile and bleed easily.



CAUSES

Dry air is the most common cause of nosebleeds

Other common causes of nosebleed include:

- Allergic reactions
- Injury to the nose
- Repeated sneezing
- Nose picking

SYMPTOMS

- While sitting up, squeeze the soft part of your nose.
- Make sure that your nostrils are fully closed.
- Keep your nostrils closed for 10 minutes, lean forward, and breathe through your mouth.
- Do not lie down when trying to stop a nosebleed. (Lying down can result in swallowing blood and can irritate your stomach.)
- Release your nostrils after 10 minutes and check to see if the bleeding has stopped.
- Repeat these steps if bleeding continues.

SEE A DOCTOR

You should seek medical attention if your nosebleed lasts longer than 20 minutes or occurs after an injury. This may be a sign of a posterior nosebleed (when the tissue at the back of your nose in your nasal cavity is damaged and bleeds).

DAILY ILLNESSES

TOOTHACHE



SENSITIVE TEETH



GUM DISEASE



IMPACTED TOOTH



INFLAMMATION OF TOOTH PULP



TOOTH DECAY



NON-DENTAL CAUSES
(Sinus infection or congestion etc)



ABSCESS



CRACKED TOOTH

Nosebleeds are common. They may be very scary, but they rarely indicate a serious medical problem. The nose contains many blood vessels. These blood vessels are located in the front and back of the nose, close to the surface. They are very fragile and bleed easily.

CAUSES:

Toothaches occur from inflammation of the central portion of the tooth called pulp. The pulp contains nerve endings that are very sensitive to pain. Inflammation to the pulp, or pulpitis, may be caused by dental cavities and infection.

SYMPTOMS

- Possible symptoms are pain with chewing
 - Hot or cold sensitivity
- Bleeding or discharge from around a tooth or gums
- Swelling around a tooth or swelling of the jaw or cheek

PREVENTION

- One can prevent the majority of dental problems by:
- Flossing and brushing the teeth at least twice a day.
 - Limit your intake of sugary foods and drinks
 - You should have them as an occasional treat and only at mealtimes.

SEE A DOCTOR

See your dentist as soon as possible about your toothache if you have a toothache that lasts longer than 1 or 2 days, your toothache is severe or you have a fever, earache, or pain upon opening your mouth wide.



Health WORD SEARCH

Now let's get some work done – can you find 10 words related to health in the word search below?

H	P	A	I	N	Q	F	G	G	C
E	I	N	F	E	C	T	I	O	N
H	S	W	E	L	L	I	N	G	O
E	Z	E	E	N	S	H	F	L	U
A	E	S	N	E	E	Z	E	G	Y
D	B	L	X	U	O	S	V	E	R
A	C	O	N	D	L	A	E	V	D
C	O	U	G	H	R	U	R	E	Z
H	L	O	A	I	A	F	O	R	N
E	D	D	O	B	B	L	O	O	D



TEENS SECTION Brought to you by: (left to right)
Andisiwe Mbelekane (Learn4Life! facilitator) and Zolisa Mcaciso (coordinator for academic programmes)



CHILD PROTECTION WEEK

The national Child Protection Week (CPW) is commemorated in the country annually to raise awareness of the rights of children. From the 31st of May until the 7th of June 2020 marked Child Protection Week in South Africa. The campaign was led by the Department of Social Development. However, it is necessary that everyone protects children and creates a safe and secure environment for them. The campaign is also a call that aims to mobilise all sectors to play a role in the protection and care of children. On the 5th of June 2020, Anele Desi, who is an I-Initiate ambassador, participated at the Child Protection Week webinar part 2 that was brought by partners such as the Department of Basic Education, Childline SA, GIZ, and Unicef. About 30 children from the Eastern Cape and Gauteng discussed child safety issues during Covid-19.

Who is Anele?

I am Anele Desi. I am 14 years and I am currently doing Grade 9 at Khwezi Lomso Comprehensive School. I am a dedicated and determined young person. I enjoy writing and speaking and I am a I-Initiate ambassador.

How did you become part of I-Initiate?

Last year around September, Masifunde facilitated a Gender based violence education workshop at my school for grade 8 learners. After the workshop we had to nominate 2 learners from each class so that they can undergo a training and be ambassadors against GBV. My classmates then nominated and voted for me, and I also wanted to represent them in this great cause and as an opportunist that I am, I take opportunities presented to me, no matter how big or small, because we do not

know what the future holds. I then attended a training with 20 grade 8s, where NGOs provided us with more knowledge about GBV and skills that we needed in order to go back to our schools and help others learn about GBV and understand that it is wrong and we can all do something to prevent and stop it.

What were the concerns you expressed during the webinar?

I expressed that the situation is frustrating and demanding, we study through WhatsApp groups and most of the time many of us run out of data, which means you will be left out or behind on some work. While some are in areas where there is no internet connection at all, like in the rural areas. E-learning has been difficult.

When it comes to our safety as children, it is difficult because it is said that the number of reported GBV cases increased during the lockdown. Many children could be at risk and cannot go out for help. The other issue is the sale of alcohol, for me I feel like that will add to abuse done to children and by some teenagers like alcohol abuse.

How do you feel about the reopening of schools?

"It has not been easy for me studying at home as it is something new so I am looking forward to going back to school but on the other side, reality is that our schools are over populated and that could put our health at risk as children and our teachers, too. Nelson Mandela Bay being one of the hotspots of covid-19, the thought of going back to school is scary yet we all want to finish our academic year.

Know Your Rights & Responsibilities

What Are My Rights? How are you protected?
Throughout the world, children and teenagers are seen as a group that needs special protection. That is because you are young and should remain unharmed until you are older and more able to cope with life and what it throws at you. But not all people agree that young people are special and should be laughing instead of crying and learning

instead of doing nothing, and have times for play and relaxation.

These laws regarding children are clear and should be obeyed. Much like rules that your parents have in the house to make sure that you don't just do what you want, the government has rules (laws) used to govern the country. These rules and laws set limits and outline exactly what you can and can't do.

As teenagers, it is very important that you start learning about your rights and responsibilities NOW. This means getting to know how the law protects you, why you should follow the law and setting boundaries for how you want to be treated and what is acceptable treatment of others.



Our Constitution is the most important document in our country. It gives us rights and responsibilities that we are entitled to as citizens of South Africa.

WHAT IS A RIGHT?

what you are entitled to receive from others

WHAT IS A RESPONSIBILITY?

what others are entitled to receive from you

DID YOU KNOW?

Children in South Africa live in a society with a Constitution that has the highest regard for their rights and for the equality and dignity of everyone. Protecting children from violence, exploitation and abuse is not only a basic value but also an obligation clearly set out in Article 28 of the South African Constitution.

Tick the correct responsibility that comes with a certain right.

1. **As child I have a right to a safe and comfortable home and a responsibility:**
 - a) To keep it neat and clean.
 - b) To be unhygienic when schools are closed.
2. **As a child I have the right to be well fed and a responsibility:**
 - a) To eat more / less than I should.
 - b) To not waste food
3. **To medical care and a responsibility:**
 - a) To take good care of myself
 - b) To not wearing a mask when I go public and sanitizing my hands regularly.
4. **To good quality education and a responsibility:**
 - a) To study and respect teachers.
 - b) To do my school work only when I feel like it.
5. **To be proud of my heritage and beliefs and a responsibility:**
 - a) To be respect the origins and beliefs of others.
 - b) To think of my heritage and belief as superior and better than those of others.

How Well Do You Know Your Rights? { Match the columns }

RIGHT	Draw your arrows here	DESCRIPTION
1. Equality		a) No one, not even the government, has the right to search your house or property or even have your possessions seized without following the correct legal channels. The government cannot infringe on the privacy of your communication - this includes opening your mails or listening to your phone calls.
2. Life		b) The right states that everyone is equal and must be treated equally. No one has the right to discriminate against you based on your race, gender, sex, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language or birth among others.
3. Freedom & Security		c) You have a right to choose who you want to work for and the kind of work you do, and you must be paid for your work. No-one can be forced to work for someone else.
4. Personal Privacy		d) Everyone has a right to life and nobody, not even the state, has the right to take a life. This means that no person can be sentenced to death by the courts.
5. Slavery, servitude and forced labour		e) This means that no one can be put in prison without good reason; be detained without trial; be tortured in any way or be treated or punished in a cruel, inhuman or degrading way. It means that all humans have a right to be free from all forms of violence from either public or private sources.

Correct answers to Responsibilities that come with Rights: 1=a, 2=b, 3=a, 4=a, 5=a | Correct answers to "How Well Do You Know Your Rights?": 1=b,2=d, 3=e, 4=a, 5=c

GET HELP!

The Department of Social Development has a pilot a 24-hour call centre dedicated to provide support and counselling to victims of gender-based violence -->

- The toll-free number to call is 0800 428 428 (0800 GBV GBV) to speak to a social worker for assistance and counselling.
- Callers can also request a social worker from the Command Centre to contact them by dialling *120*7867# (free) from any cell phone.

YOU CAN ALSO GET HELP AT

- Childline South Africa: 0800 055 555
- Child Welfare South Africa: 0861 4 CHILD (24453) / 011 452-4110 / e-mail: info@childwelfare.org.za



Conflict RESOLUTION

Conflict is an inevitable part of life. Each of us possesses our own opinions, ideas and sets of beliefs. We have our own ways of looking at things and we act according to what we think is proper. Hence, we often find ourselves in conflict in different scenarios; may it involve other individuals, groups of people, or a struggle within our own selves. Consequently, conflict influences our actions and decisions in one way or another.

Conflict is classified into the following four types:

INTERPERSONAL conflict

refers to a conflict between two individuals. This occurs typically due to how people are different from one another

INTRAPERSONAL conflict

occurs within an individual. The experience takes place in the person's mind. Hence, it is a type of conflict that is psychological involving the individual's thoughts, values, principles and emotions.

INTRAGROUP conflict

is a type of conflict that happens among individuals within a team. The incompatibilities and misunderstandings among these individuals lead to an intragroup conflict.

INTERGROUP conflict

takes place when a misunderstanding arises among different teams within an organization. This is due to the varied sets of goals and interests of these different groups.

CAUSES of Conflict

Differing values - When people have differing values, conflicts can result. If one of your personal values in life is that your family comes first, and if your boss' personal value is that work comes first, conflict can be the result when they ask you to stay late at work or to give up a planned family vacation due to project deadlines.

Making assumptions - If boyfriend or girlfriend in a relationship assumes that the other partner will always buy them gifts or take them out on date once in a while and that doesn't happen, conflict between the boyfriend and girlfriend can result.

Differing expectations - We expect people to know things without us telling them. What do you mean they can't read our minds?

Differences in the way you were brought up - The way that you were brought up, your religion, your gender, your race, and your ethnicity can result in conflict with people who are different than you.

Knowledge and ability to deal with conflict - If you don't know how to resolve conflict or are unwilling to try to resolve conflict, this in itself can conflict with someone else who has more knowledge and is more willing than you are.



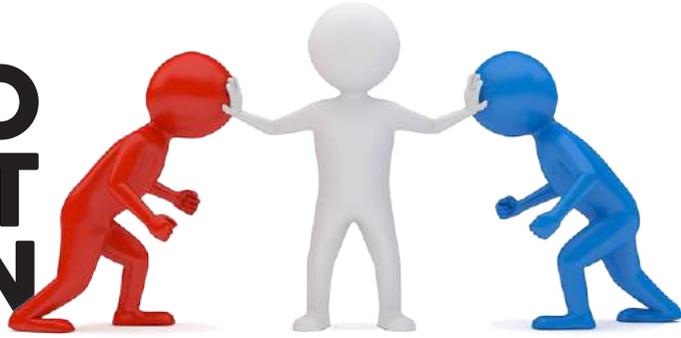
How NOT TO DEAL with Conflict

- **Do not ignore the conflict.** If you have a tendency to avoid or postpone talking about the conflict, you are trying to ignore it and hope it goes away. But, putting your head in the sand and not dealing with the problem means that you will not learn from the experience either.
- **Do not smooth over the conflict.** Do not try to accommodate the other person and suppress your desires. Smoothing over any conflict just to avoid confrontation rather than dealing with the conflict at hand will not assist in way and will result in temporary postponement.
- **Do not use your authority to settle the conflict.** This is the way that it's going to be because I said so! Parents say this all the time to their children when they want them to go to bed and the child wants to stay up and watch TV.
- **Do not use anger to solve the conflict.** Anger can do much damage than good, as the one party may feel threatened by the other, and this may lead to a rise in frustration to both individuals involved and the conflict will therefore be far from over.



YOUNG ADULTS SECTION Brought to you by: (left to right) Fundile Makhosi (Learn4Life! coordinator and facilitator) and Nosikhumbuzo Ngewu (social worker)

5 STEPS TO CONFLICT RESOLUTION



STEP 1

Identify the source of the conflict. The more information you have about the cause of the conflict, the more easily you can help to resolve it.

STEP 2

Look beyond the incident. Often, it is not the situation but the perspective on the situation that causes anger to fester and ultimately leads to a shouting match or other visible—and disruptive—evidence of a conflict.

STEP 3

Request solutions. After getting each other's viewpoint on the conflict, the next step is to get each to identify how the situation could be changed.

STEP 4

Identify solutions you both can support. You are listening for the most acceptable course of action. Point out the various ideas from each other's perspective and what the benefits may be for both.

STEP 5

Agreement. The two parties have to shake hands and agree to one of the alternatives identified in Step 4.

What would you do if...

Read the following scenarios and write on how you would deal with them now having learnt about conflict Resolution.

1. You overhear your friend tell someone that "You are annoying". How would deal with?

2. Your best friend told someone something you had asked her to keep it private. How would you deal with this?

3. Your classmate told someone you said something mean about them, but you didn't and that person comes to confront you. How would you deal with this?

4. You find out that your friend lied to you, and you are now angry at her. How would you deal with?

5. A classmate wrote a bad comment about you on your note book, how would you deal with?



CREATIVE ARTS SECTION Brought to you by: (left to right) Xabiso Zweni (Drama Teacher), Sivuyile Scott (Music Teacher) and Banele Njadayi (Arts Teacher)

THE SPIRE *Theatre to Inspire*

* a portmanteau (a made-up word) coined from the combination of the words 'thespian' (relating to drama and the theatre / an actor or actress) and 'inspire'



THEATRE OF THE OPPRESSED

What is Theatre of the Oppressed?

The Theatre of the Oppressed (TO) was developed by Brazilian theatre director Augusto Boal during the 1950's and 1960's. His explorations were based on the assumption that dialogue is the common, healthy dynamic between all humans, that all human beings desire and are capable of dialogue, and that when a dialogue becomes a monologue, oppression ensues. Theatre then becomes an extraordinary tool for transforming monologue into dialogue. "While some people make theatre," says Boal, "we all are theatre."

From his work Boal evolved various forms of theatre workshops and performances which aimed to meet the needs of all people for interaction, dialogue, critical thinking, action, and fun. While the performance modes of Forum Theatre, Image Theatre, Cop-In-The-Head, and the vast array of the Rainbow of

Desire are designed to bring the audience into active relationship with the performed event, the workshops are virtually a training ground for action not only in these performance forms, but for action in life.

Image Theatre uses the human body as a tool of representing feelings, ideas, and relationships. Through sculpting others or using our own body to demonstrate a body position, participants create anything from one-person to large-group image sculptures that reflect the sculptor's impression of a situation or oppression.

Forum Theatre works from rehearsal improvisation to create a scene of a specific oppression. Using the Greek terms "protagonist" and "antagonist," Forum Theatre seeks to show a person (the protagonist) who is trying to deal with an oppression and failing because of the resistance of one or more obstacles (the antagonists).

Forum scenes can be virtual one-act plays

or more often short scenes. In either case, a full presentation is offered to the audience. The joker (difficultator) then says to the audience we will do this again, and if you would do something different than what the protagonist (not the antagonists) is doing, stand up and yell stop. The protagonist will then sit down and the audience member is invited forward to show their solution of the moment. Once the intervention is performed, the audience invariably applauds, and the joker invites the audience to discuss the proposed solution, and to offer even more solutions.

The Rainbow of Desire is Boal's extraordinary effort to apply TO approaches, especially Image Theatre, as a way of offering a systematic psychotherapeutic technique. Although too extensive both in theory and practice to summarize adequately here, suffice it to say that the Rainbow work seeks to exteriorize interior feelings and relationships, but to use a collaborative process.

Theatre Lingo

Word of the Week:

MINSTREL SHOW: A kind of comic stage entertainment popular in the U.S. from the middle of the 19th century into the close of the 1920s, typically consisting of dialogue, songs, and dance in a set pattern, imitating African American manners and speech, performed usually by white actors in blackface



FAMOUS ARTISTS

Look at the paintings by famous South African artists below.

1. What do you think the painting says?
2. How do you feel when looking at the painting?
3. What role does the colour play?

Write your thoughts below each picture



Irma Stern



George Pemba



Amos Langdown



Blessing Ngobeni



Gerard Sekoto

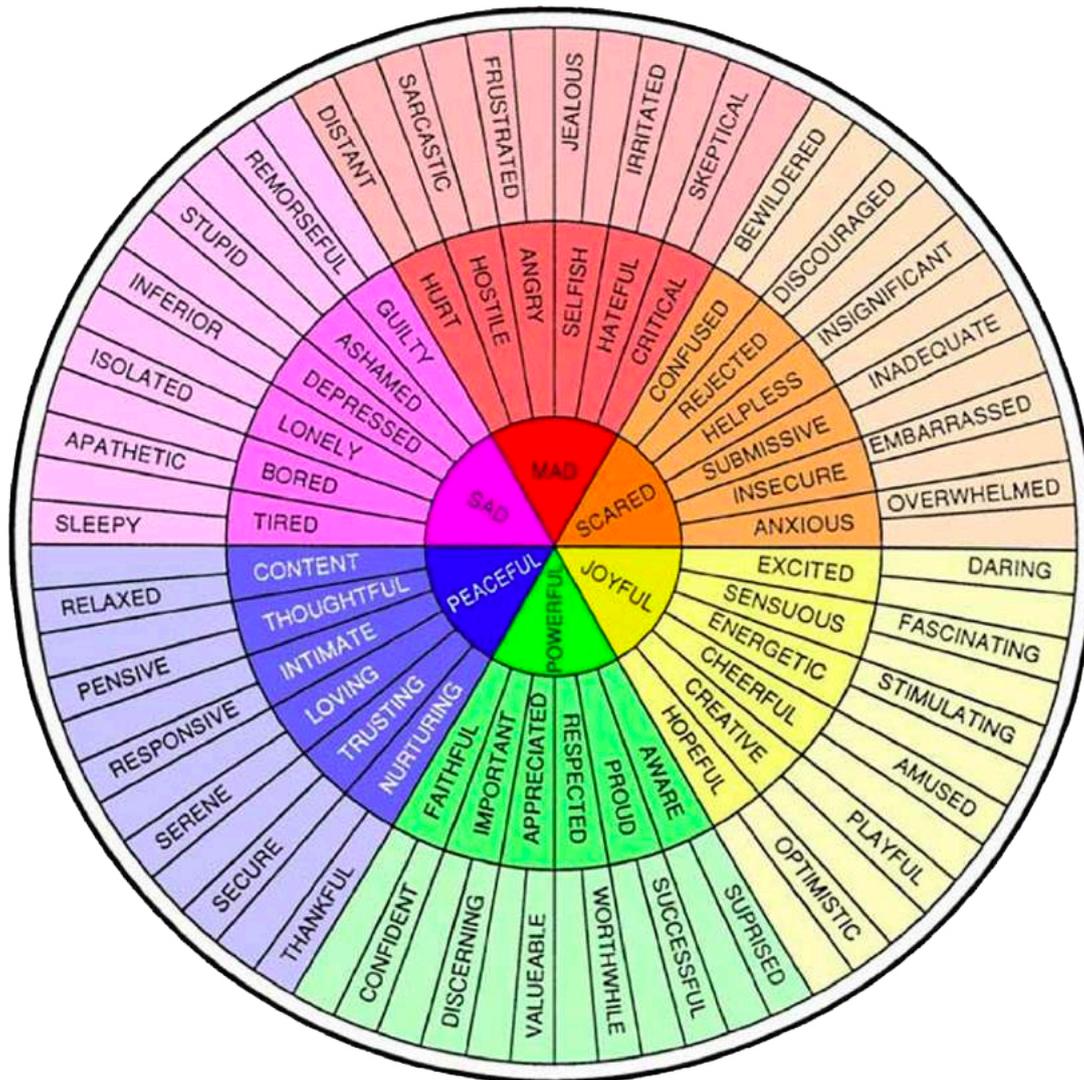
Colours & EMOTIONS

Why is colour such a powerful force in our lives? What effects can it have on our bodies and minds? While perceptions of colour are somewhat subjective, there are some colour effects that have universal meaning.

Colours in the red area of the colour spectrum are known as warm colours and include red, orange, and yellow. These warm colours evoke emotions ranging from feelings of warmth and comfort to feelings of anger and hostility.

Colours on the blue side of the spectrum are known as cool colours and include blue, purple, and green. These colours are often described as calm, but can also call to mind feelings of sadness or indifference.

HAVE A LOOK AT THE 'COLOUR FEELINGS WHEEL':



- Why do you think certain colours make us feel certain emotions? Why is 'yellow' joyful and 'red' mad?

- How do you think the 'Colour Feelings Wheel' could be useful for us as artists?



Brought to you by: Linda Zali (Senior Trainer at mCon)



Creative PROBLEM SOLVING

Problem solving is one of the most important skills you need not only in your personal life, but also at school and in workplaces. You find interpersonal relationships or businesses fail because of poor problem-solving skills. The creative problem-solving process involves creativity. The problem

solvers come up with solutions that are innovative, rather than implementing standard procedures.

The creative problem-solving process is at work anytime you identify solutions that have value or that somehow improve a situation for someone.

A problem can be defined as a scenario in which the current situation does not match the desired situation, or anytime actual performance does not match expectations

The Steps of Creative Problem-Solving



Start by thinking about any problem you have; it can be anything from conflict with friends to struggling with your schoolwork. Write down as much as you possibly can about your problem:

You are now in the information gathering stage: When tackling a new problem, it is important to talk to anyone who might be familiar with the problem. You can gather a lot of information by asking questions to different people who might be affected by or know about the problem. Can you think of anyone who might be familiar with what you are going through?

Defining a Problem and Coming up with Solutions

Once you have gathered as much information about the problem, it is time to define exactly what the problem is all about. The information you collected in the first step will help you understand the root of the problem.



Write the problem down as a statement. For example: I am unable to spend time with my friends because two of them always argue with one another.

Creative Problem Solving Cont'd

Knowing root of the problem it becomes easier to come up with possible solutions. One of the best methods to use when you come up with solutions is a mind map. With this method you write a main idea at the center of a page. Write additional ideas around the page, circling the idea and connecting the ideas with lines. Now use the space below to create a mind map of your possible solutions.

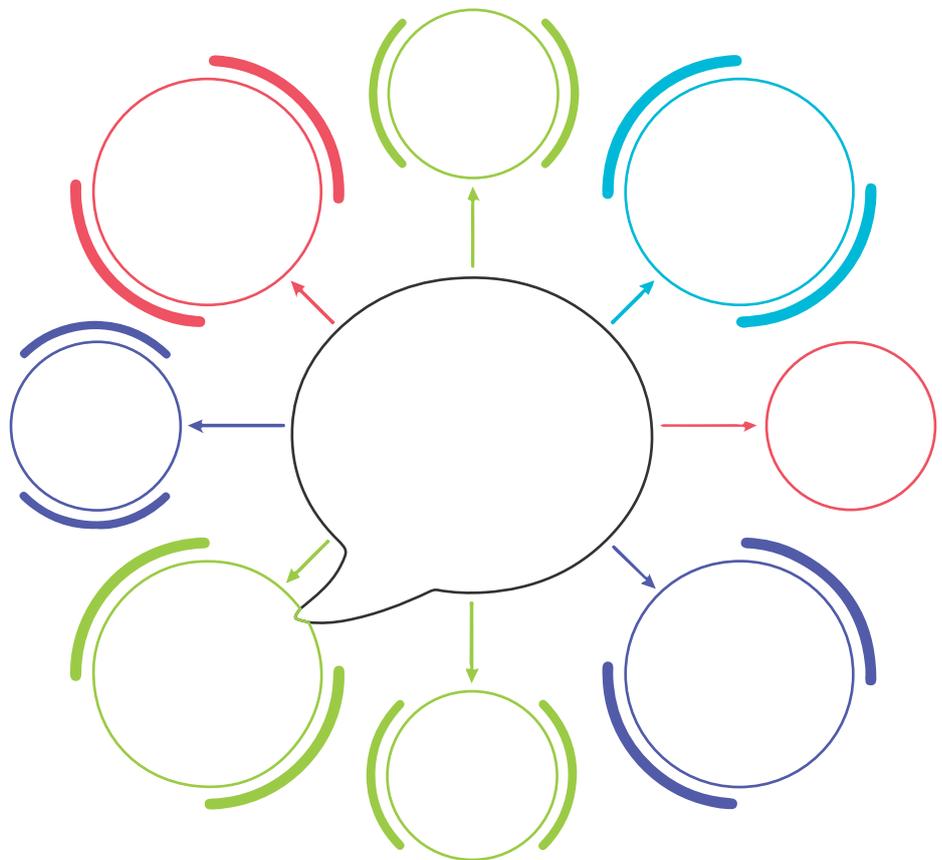
Selecting the Best Solution

With many different solutions in hand, you need to analyze those solutions to determine the effectiveness of each one. For each possible solution you must create a list of potential advantages and disadvantages. Consider the potential results of each solution, both the immediate results and the long term. Develop criteria that possible solutions should meet. Think about what you want the solution to do or not do.

Additionally, the criteria for an effective solution to the problem should consider the following:

- **TIMING** – Is the problem urgent? What are the consequences for delaying action?
- **TREND** – What direction is the problem heading? Is the problem getting worse? Or does the problem have a low degree of concern when considering the future of the circumstances?
- **IMPACT** – Is the problem serious?

Now let us help you select the best solution for your problem. Select the best three solutions and weigh their advantages and disadvantages against each other. Fill in the information on the table below and use that information to select the best solution(s) to your problem.



Possible Solution 1		Possible Solution 2		Possible Solution 3	
Advantages	Disadvantages	Advantages	Disadvantages	Advantages	Disadvantages

Selecting the Best Solution

Once you have selected one or more solutions to the problem, it is time to implement them. Identify tasks you need to do, resources you need to implement and re-evaluating the solution and adapting, as necessary. All the best in implementing your solution. Please do not forget to go through this whole process again should you encounter any other problems.

CYBER BULLYING



Read the following story and answer the questions below.

Abongile and his friends are posting lies about Siphosethu on Facebook that Siphosethu cheated on his math test and during his last soccer game. The pictures circulated on social media and others made memes about Siphosethu. When he found out what people were saying about him on social media, it hurt his feelings and he didn't want to go to school anymore. Furthermore, other learners were saying nasty things to him in his messenger inbox.

1. According to this story, what would you say is cyberbullying?

2. What are the dangers of posting lies about someone on social media?

3. Has someone ever posted something online about you that made you feel uncomfortable? What did you do about it?

4. Why do you think other people were sharing these lies about Siphosethu?

5. What were you going to do if you were Siphosethu?

6. What were you going to do if you saw someone posting accusations about someone on social media?

PUZZLE TIME!



Find the value of each symbol and the value of the ? mark.

$$\text{Tea Cup} + \text{Alarm Clock} = \text{Sun and Cloud}$$

$$8 = \text{Tea Cup} + \text{Tea Cup}$$

$$\text{Sun and Cloud} = \text{Ladybug} \times 3$$

$$\text{Alarm Clock} - \text{Tea Cup} = 1$$

$$\text{Sun and Cloud} + \text{Ladybug} \times \text{Alarm Clock} = ?$$

ED FRACTIONS

FRACTIONS

COLOR IN THE FRACTIONS AND ANSWER THE QUESTIONS BELOW:



Colour
 $\frac{1}{4}$



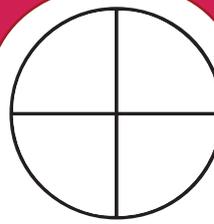
Colour
 $\frac{2}{5}$



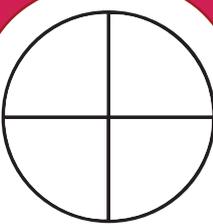
Colour
 $\frac{1}{3}$



Colour
 $\frac{1}{5}$



Colour
 $\frac{2}{4}$



Colour
 $\frac{3}{4}$



Colour
 $\frac{2}{3}$



Colour
 $\frac{4}{5}$



Colour
 $\frac{3}{5}$



Colour
 $\frac{1}{2}$

The Children bought 8 MyMito muffins from Sis' Nezi.

1. Khanya ate three muffins. What fraction did he eat? _____
2. Thandokuhle ate two muffins. What fraction did she eat? _____
3. Oyama ate one muffin. What fraction did she eat? _____
4. How many muffins are left and what is the fraction of the left over MyMito muffins? _____

Holiday FUN!



Create your own story by filling the gaps

One day, _____ and _____ decided to
(Name 1) (Name 2)
_____ while on their school holidays. _____
(Verb) (Name 1)
grabbed a _____ and they hit the road! _____
(Noun) (Name 1)
thought they should _____ which _____
(Verb) (Name 2)
thought was very wild. "It's school holidays! We have
to _____!" _____ exclaimed. While on their
(Verb) (Name 1)
journey _____ saw a _____ climbing a _____
(Name 1) (Animal) (Noun)
and that scared _____.
(Name 1)
Later, it was time for a snack so _____ suggested
(Name 2)
they eat _____ and _____ and drink
(Food) (Food)
_____ juice. Holiday time is all about _____
(Flavour) (Adjective)
experiences, and _____ and _____ wanted to
(Name 1) (Name 2)
make the most of it. After a quick _____ in the _____,
(Noun) (Noun)
it was time to _____. It had been another _____ day!
(Verb) (Adjective)

SCOOP THE NUMBERS!

CUT OUT THE ICE-CREAM SCOOPS on the right. Place each scoop on the correct cone.



$21+9=$

12

$2+3=$

9

$4-2=$

77

91

$5+5=$

STORY TIME!



Read the story and answer the questions.

I have a friend.
His name is Abinel.
Abinel is a boy.
Abinel has a remote-control car.
He loves his remote-control car.

I have a friend.
Her name is Imenge.
Imenge is a girl.
Imenge has a pink teddy bear.
She loves to play with her teddy bear.

1. I have a _____

- a) a car
- b) a pen
- c) a friend

2. His name is _____

- a) Alwaba
- b) Aya
- c) Abinel

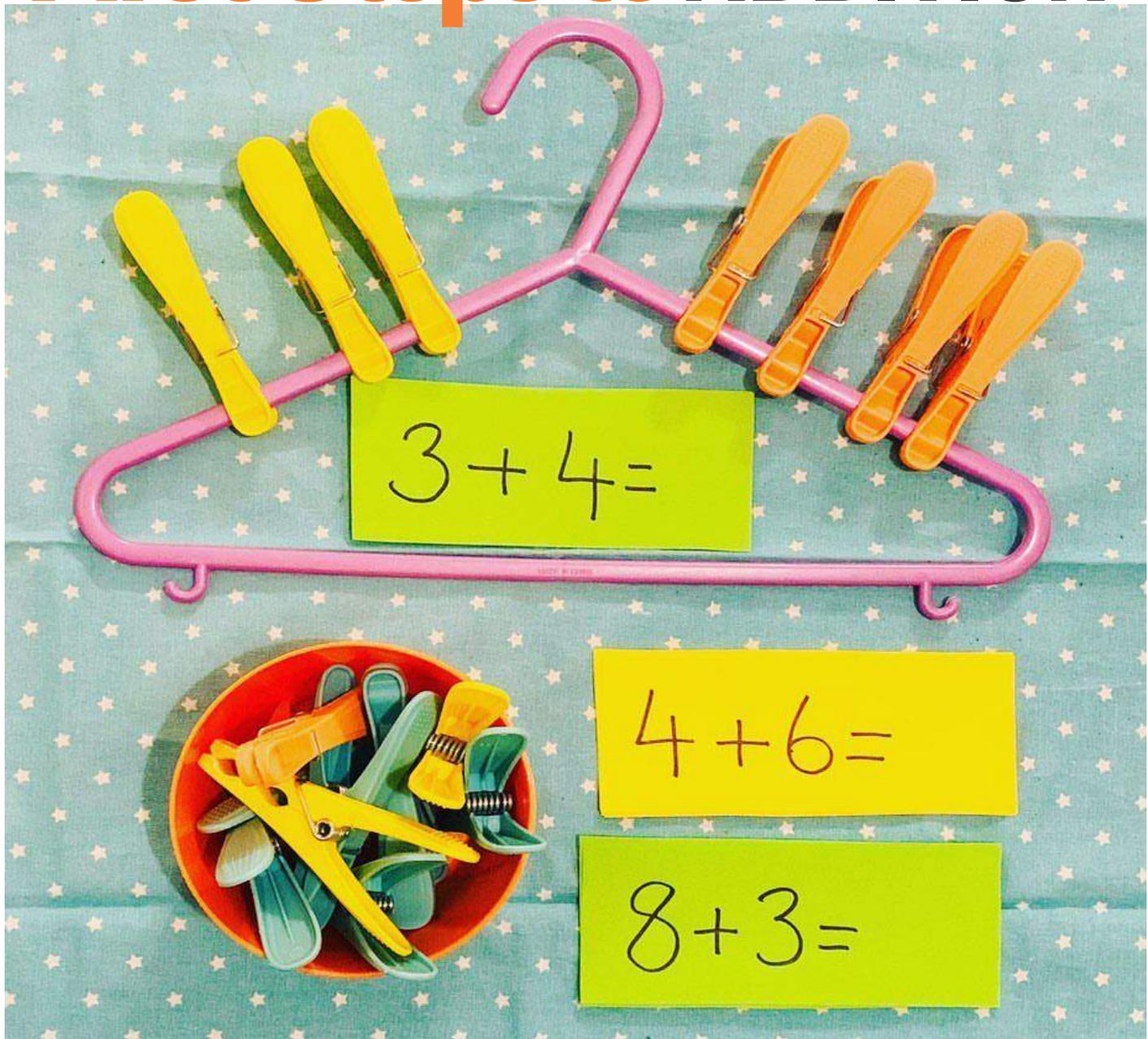
3. Imenge has a _____

- a) pink skipping rope
- b) pink teddy bear
- c) remote-control car

4. Imenge is a _____

- a) boy
- b) girl

First Steps to ADDITION



MATERIAL:

- 10 pegs
- Hanger
- Black marker
- Sheet of paper or empty cereal box
- Small bowl
- Scissors

INSTRUCTIONS:

- On paper/cereal box, cut out 10 rectangles and write +1 sums.

$1+1 =$

$1+2 =$

$1+3 =$

$1+4 =$

$1+5 =$

$1+6 =$

$1+7 =$

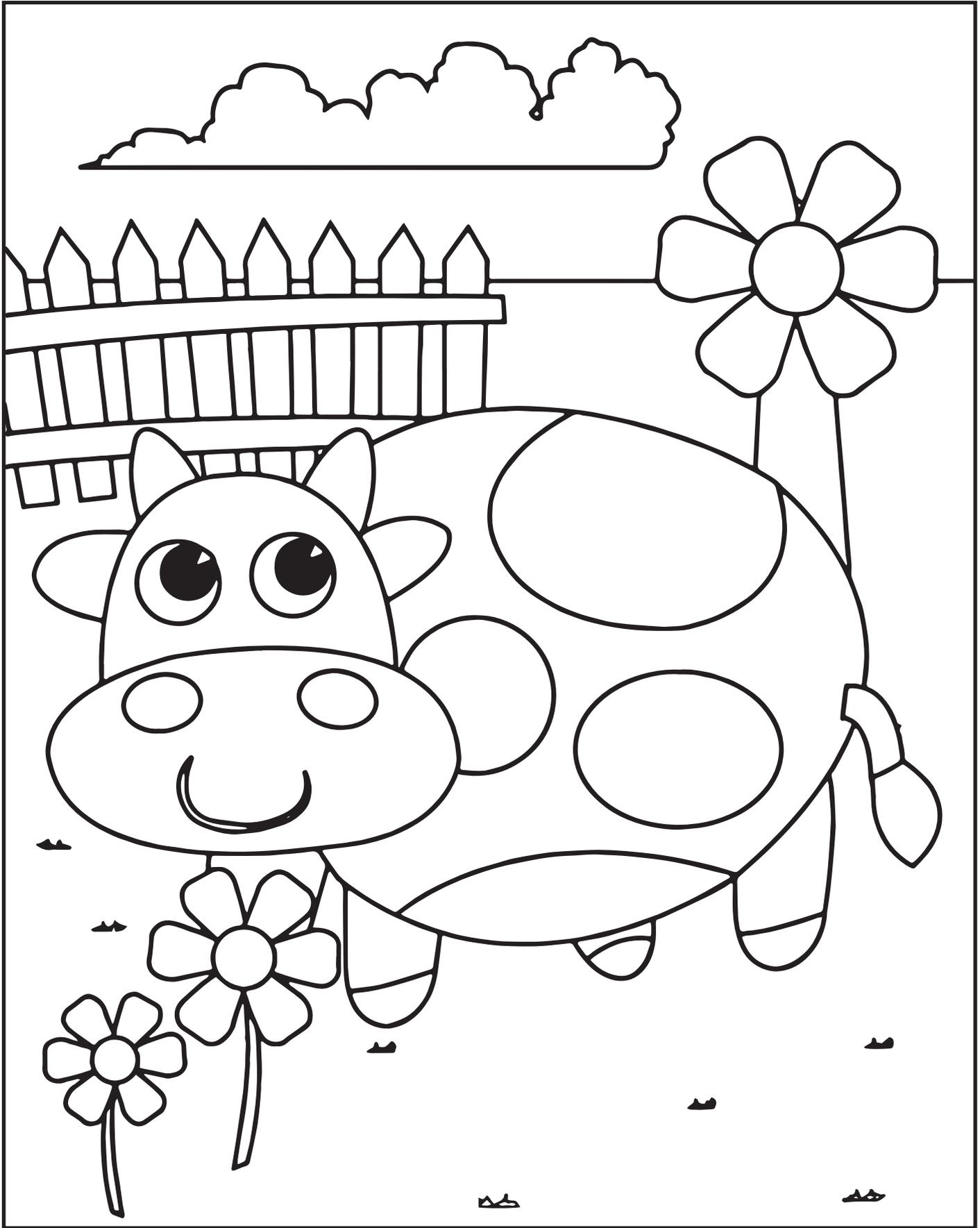
$1+8 =$

$1+9 =$

- Place the sum inside the hanger and ask the child to place the pegs with the correct number on each side of the hanger, i.e. for $1+3=$ they put 1 peg on the left side and 3 pegs on the right side.
- Ask the child to count the pegs and solve the sum.

Once the child has mastered +1 you can move to +2, +3 or higher.





LOCKDOWN HEROES

#Coffee4Heroes

Shout-out to all the people on the 'frontline': social workers, community workers, teachers, nurses, doctors and maintenance staff – just to name a few! They are the backbones of our communities during this crisis and make sure we get through this safe and sound.

As a thank you, the awesome MyMito team, supported by the wonderful guys from the Fathers House Foundation, delivered delicious goodies to more than 250 lockdown heroes in Walmer Township.

Do you know a lockdown hero? Remember to thank them for their service whenever you can!



QUARANTV
ICHOMI YAKHO NGELOCKDOWN

on MPuma Kapa
TV (Channel 260)

Mon - Fri 08h30 &
17.30 // Sat 09h30

Tune in for fun and
educational content
from the arts, sports,
the world of books and
much more!





**WhatsApp support
(now available in isiXhosa):**
Say "Hi" to 0600 123 456

CALL FOR ASSISTANCE

Emergency Number: 0800 029 999
NMBM Call Centre: 0800 20 50 50
GBV Command Centre: 0800 428 428 or *120*7867# (free)
Childline: 0800 055 555
South African Police Service: 08600 10111



// REMINDERS

- Greet your friends and teachers by using the elbow or foot
- Don't hug, kiss or shake hands
- Wash or sanitize hands as often as possible
- Keeping a distance of 2m from your friends is important

// LEARNING ABOUT MASKS

- Have at least two cloth masks
- Wear the cloth mask all the time
- Try to only touch the straps
- Never pull down your mask – not even to talk
- Make sure you wash your mask as soon as you get home
- Dry it in the sun and iron to kill germs

IMPORTANT: Children who are sick must stay at home!

masifunde
LEARNER DEVELOPMENT

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