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quaran**Ti**MES FREE COPY

ichomi yakho nge**lockdown**

Edition 7 • 15 - 31 AUGUST 2020 E-PAPER available: www.masifunde.org

CONVENIENTLY COLOUR CODED

PRE-SCHOOL

brought to you by Priscilla Machini, Nolababalo Ntamo and Nandipha Mabi (Montessori educators)

KIDS

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

PRE-TEENS

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

TEENS

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

YOUNG ADULTS

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

CREATIVE ARTS

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

Dear Friends and Readers of **quaranTimes**,

After seven exciting editions of our activity newspaper it is time to say Good Bye!

With level 2, schools and economy have reopened again. There is no need for us to entertain you with the **quaranTimes** any further. Instead, you will be entertained and challenged by the teachers in your school once again. And in the afternoons, all learners will be busy with school work putting in extra hours to make up what was missed during the months of lockdown.

Therefore, this will be the hopefully last edition. "Hopefully", because we hope that everyone of us will continue to protect

ourselves and those around us with masks, social distancing and hygiene to ensure we will soon move to level 1.

Hopefully, we will never have to experience a hard lockdown again in our lives. So, take a second and look back. What have you learned? Which lockdown lessons will you carry forward with you in your life?

South Africa as a nation has learned, that if we don't drink alcohol our crime, murder and rape rate drops tremendously and our country becomes safer and more peaceful. We've also learned new hygienic rules and will incorporate them in our new lives. And sadly, we have learned that some of our leaders were corrupt and stole from us even in desperate times of a global pandemic.

Make sure you'll grow up to be a better leader!

We thank you for following **quaranTimes** and wish you all the best

Your **masifunde** team



**WE'RE
BACK!**
TO GET YOU THROUGH
THE COLD WINTER DAYS!

- African Cappuccino: R17
- Chai Latte: R17
- Red Cappuccino: R20
- Africano: R12
- Espresso Shot: R5
- Scones or Muffins: R12
- Daily Lunch: R35-R40

MyMito Cafeteria, 23 Witbooi Street, Walmer
Open Mon - Fri | 08h00 - 16h00 (take-away only)
Lunch served from 12.00

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Facebook @MyMito!

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LEARNER DEVELOPMENT

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OUR LOCKDOWN HIGHLIGHTS



Lockdown Heroes



Coffe4Heroes



Project Unity



Food Parcels



Lockdown Poetry



'Scribble' and Choir Recordings



quaranTV



Food Parcel Rangers



quaranTIMES



Quaran TV on Mpuma Kapa TV



Arts Exhibition



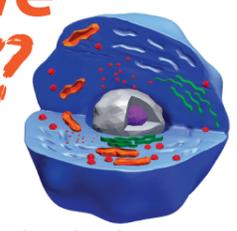
Lockdown Heroes

WHY do we EAT?



We eat to get energy! This energy is not stored in the food, it's your body that makes the energy out of the food you eat.

HOW do we get ENERGY?



It starts with our cells
What is a cell?

Cells are the basic building blocks of our body and each body is made out of trillions of cells
Cells = ama joni omzimba = soldiers of the body

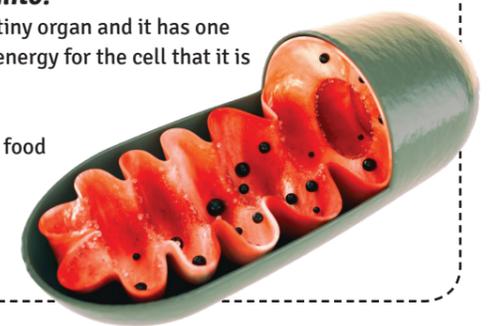
These soldiers need energy to work properly

Inside each cell live many mitochondria - let's call them mitos!

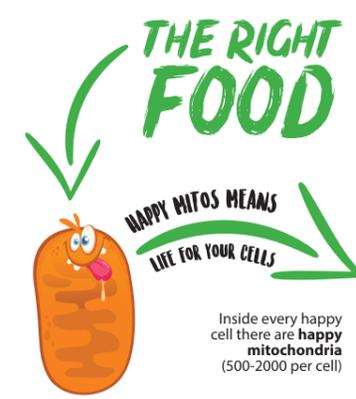
What is a mito?

The mito is a tiny organ and it has one job: produce energy for the cell that it is living in

Mitos use the food that you eat to make this energy



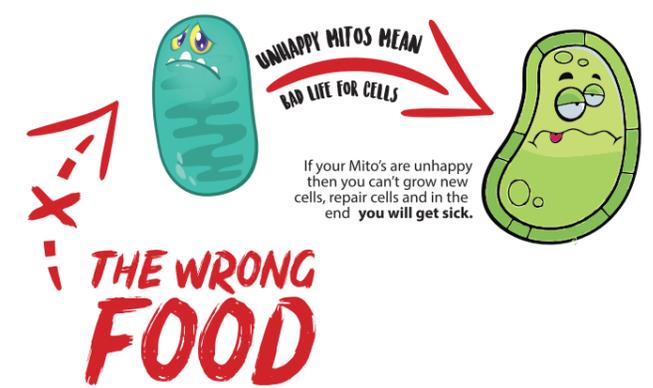
Mitos are the link between your food and your life. If you had no Mitos, you would not be able to turn your food into energy and survive. This means:



THE RIGHT FOOD

HAPPY MITOS MEANS LIFE FOR YOUR CELLS

Inside every happy cell there are happy mitochondria (500-2000 per cell)



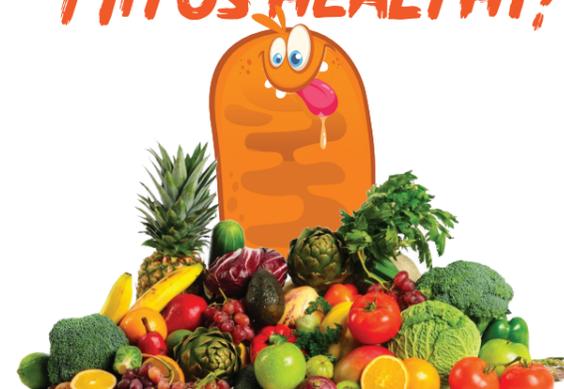
UNHAPPY MITOS MEAN BAD LIFE FOR CELLS

If your Mito's are unhappy then you can't grow new cells, repair cells and in the end you will get sick.

WHAT keeps our MITOS HEALTHY?

Your mitos need

- Lots of veggies of every colour
- A small portion of starch at each meal: like a sweet potato, rice, oats, maize.
- An Average portion of Proteins: from eggs, meat, pilchards, chicken, beans.
- Lots of Good fats: from your eggs, butter, avocado and nuts.



Feed your mitochondria the stuff they deserve at MyMito!

FIT ACTIVITY FOR KIDS

WHAT'S YOUR NAME?



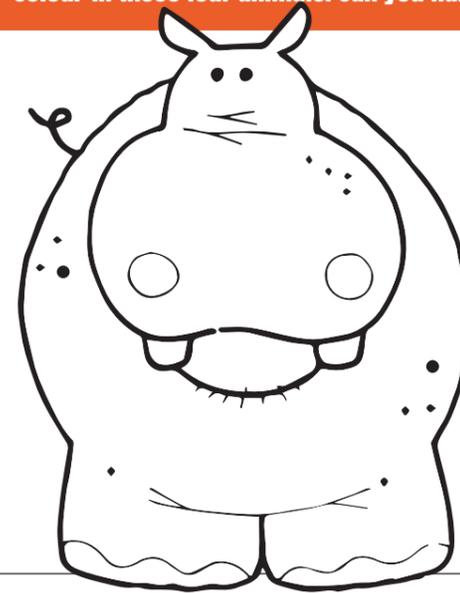
A	jump up & down 10 times	N	pick up a ball without using your hands
B	spin around in a circle 5 times	O	walk back 50 steps and skip back
C	hop on one foot 5 times	P	crawl like a crab for 10 seconds
D	run to the nearest door and back	Q	walk like a bear for 5 seconds
E	walk like a bear for a 5 seconds	R	bend down and touch your toes 15 times
F	do 3 cartwheels	S	walk sideways 20 steps and hop back
G	do 10 jumping jacks	T	pretend to pedal a bike with your hands for 17 seconds
H	hop like a frog 8 times	U	roll a ball using only your head
I	balance on your left foot for 10 seconds	V	flap your arms like a bird 25 times
J	balance on your left foot for 10 seconds	W	pretend to ride a horse for 15 seconds
K	march like a toy soldier for 12 seconds	X	try and touch the clouds for 15 seconds
L	pretend to jump rope for 20 seconds	Y	walk on your knees for 10 seconds
M	do 3 somersaults	Z	do 10 push-ups



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

TIME TO COLOUR IN!

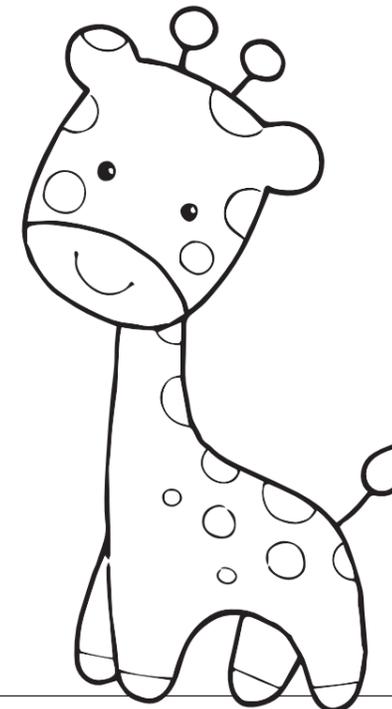
Colour-in these four animals. Can you name them all? Do you also know the sounds they make?



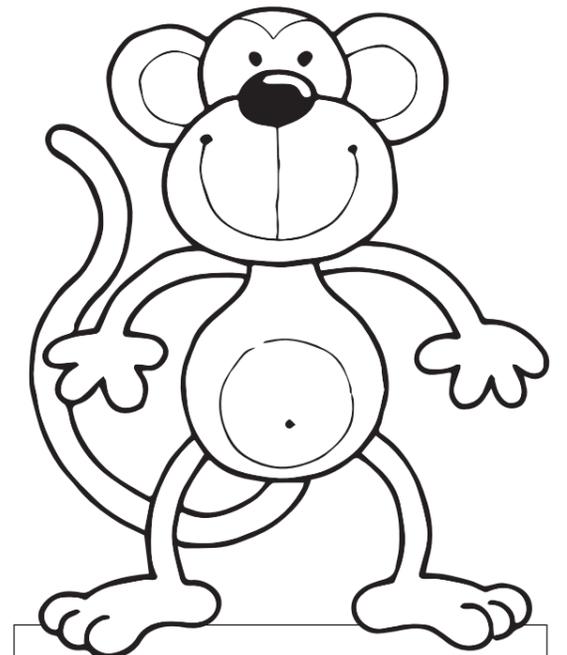
IMVUBU / HIPPO



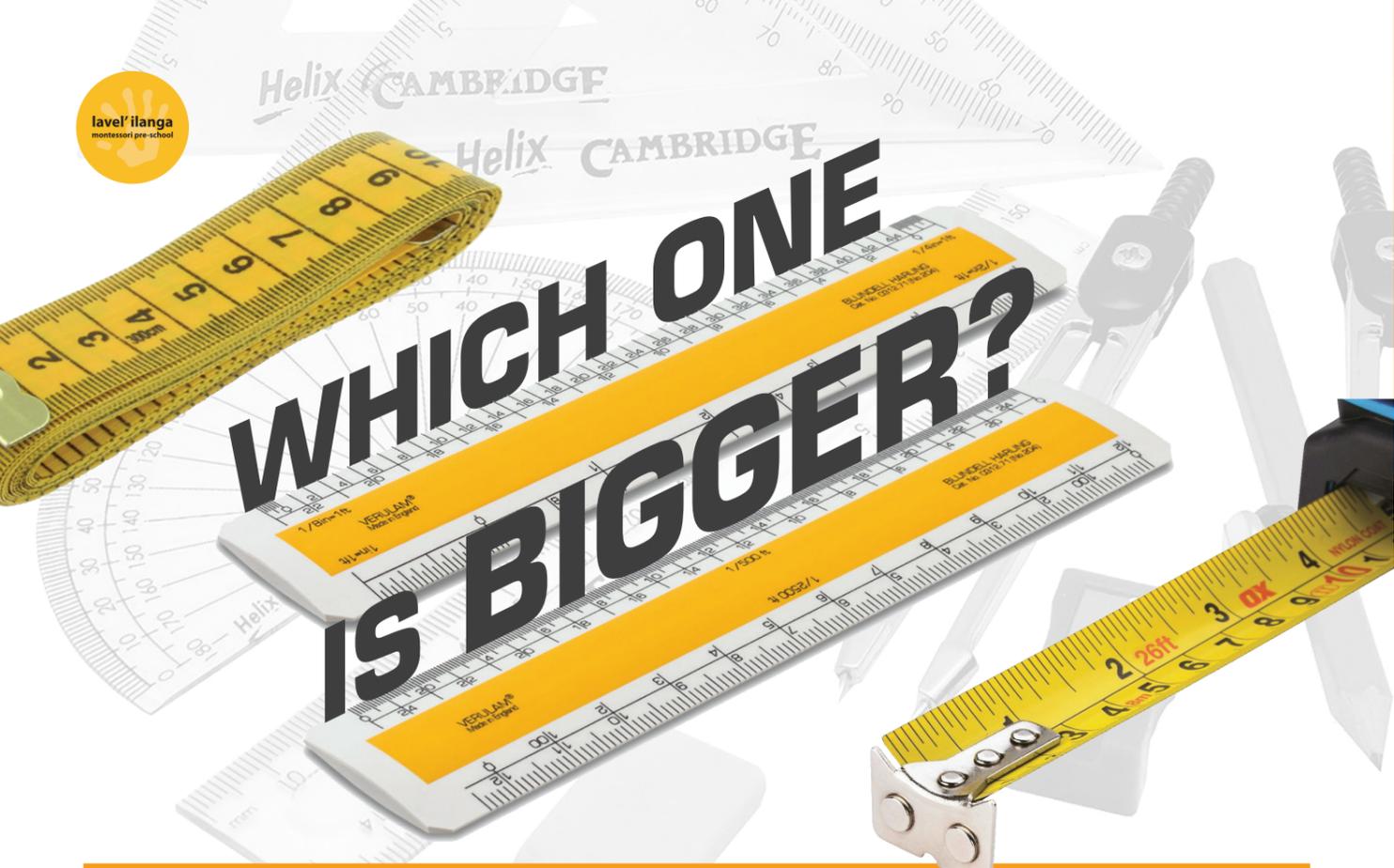
INGONYAMA / LION



INDLULAMTHI / GIRAFFE



INKAWU / MONKEY



Which one is bigger? Circle it.

Number Tracing

Trace the numbers from 1 to 10

1	•	1	1	1	1	1	1
2	••	2	2	2	2	2	2
3	•••	3	3	3	3	3	3
4	••••	4	4	4	4	4	4
5	•••••	5	5	5	5	5	5
6	•••••	6	6	6	6	6	6
7	•••••	7	7	7	7	7	7
8	•••••	8	8	8	8	8	8
9	•••••	9	9	9	9	9	9
10	•••••	10	10	10	10	10	10

ORDERING NUMBERS

Put the numbers in order from greatest to smallest.

252, 514, 625, 652

____' ____' ____' ____

625, 266, 662, 552

____' ____' ____' ____

376, 737, 535, 773

____' ____' ____' ____

195, 76, 239, 45

____' ____' ____' ____

797, 997, 979, 779

____' ____' ____' ____

133, 391, 139, 129

____' ____' ____' ____

562, 886, 665, 682

____' ____' ____' ____

372, 72, 137, 54

____' ____' ____' ____

795, 758, 799, 755

____' ____' ____' ____

565, 597, 502, 577

____' ____' ____' ____



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

CHILD Trafficking



This is where children are tricked, forced or persuaded to leave their homes and are moved or transported and forced to work or sold for other things. This is a crime and is against the law everywhere in the world.

CHILD TRAFFICKING INVOLVES THE FOLLOWING TYPES OF ABUSE:



PHYSICAL



SEXUAL



EMOTIONAL



NEGLECT

WHAT HAPPENS TO TRAFFICKED CHILDREN

They are sold to work as cleaners, to move drugs around, to work on fields and are forced to do different things that children should not do.

Sometimes children are sold off to people who do not have kids. This happens to children all over the world, children are trafficked from the early age of 5.

HOW CAN YOU PROTECT YOURSELF FROM CHILD TRAFFICKERS

1. Tell your parents where you are going if you leave the house, even if you are visiting a friend's place to play.
2. Always go with an adult if you going to a faraway place.
3. Do not keep secrets from your parents.
4. Do not take sweets or gifts from a stranger.
5. Do not talk to strangers on the internet.
6. Don't accept strangers to become your friends.
7. Do not tell people where you are.
8. Do not use sites (internet) that you are under age for or lie about your age to another person
9. Do not let anyone touch you in a way that makes you feel uncomfortable.

THE PIE CHART SHOWS YOU THE PERCENTAGES OF CHILD TRAFFICKING THAT TAKES PLACE IN COUNTRIES ALL OVER THE WORLD.



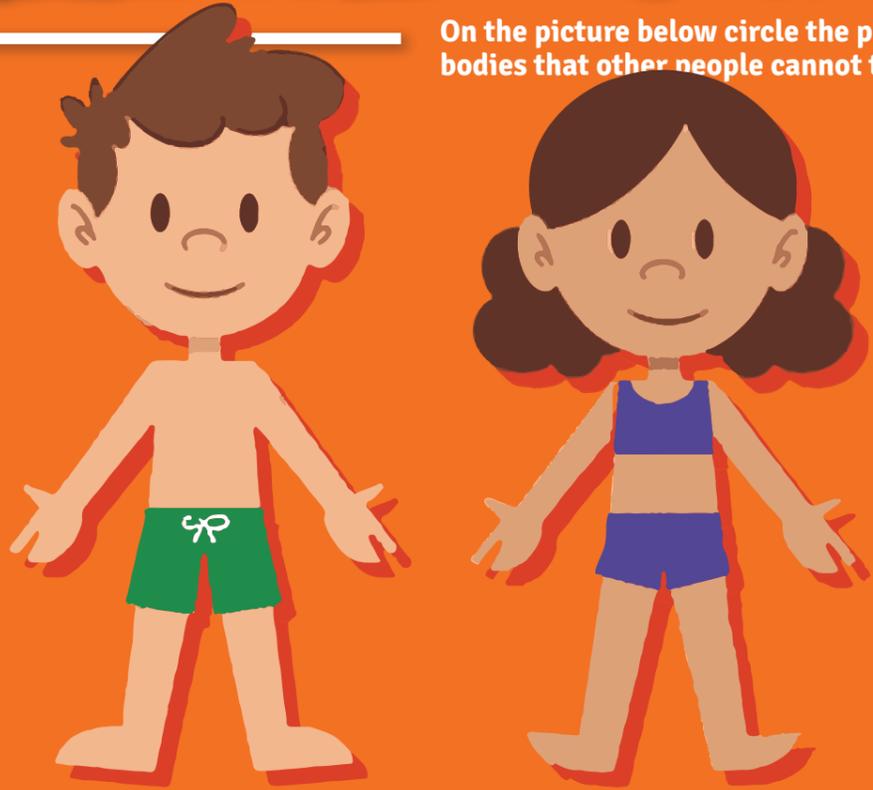
- Europe & Central Asia
- America
- South Asia, East Asia and The Pacific
- Africa and the Middle East

1.2 MILLION CHILDREN ARE TRAFFICKED EACH YEAR.

DID YOU KNOW?

UNSAFE Touch

On the picture below circle the parts of your bodies that other people cannot touch.



Below is a list of parts of your body, arrange these in the table below. According to which person/ people are allowed to touch you on your body.

Shoulder	Head	Backside	Stomach	Cheeks
Arms	Hands	Face	Lips	Boobs (Girls)

MYSELF	FAMILY	FRIENDS

TICK THE BOX WITH THE CORRECT ANSWER

1. When an adults ask you to keep a secret what do you do?

- A. Tell your friends
- B. Tell your mom
- C. Keep the secret

2. If you feel see someone hurting you friend, what should you do?

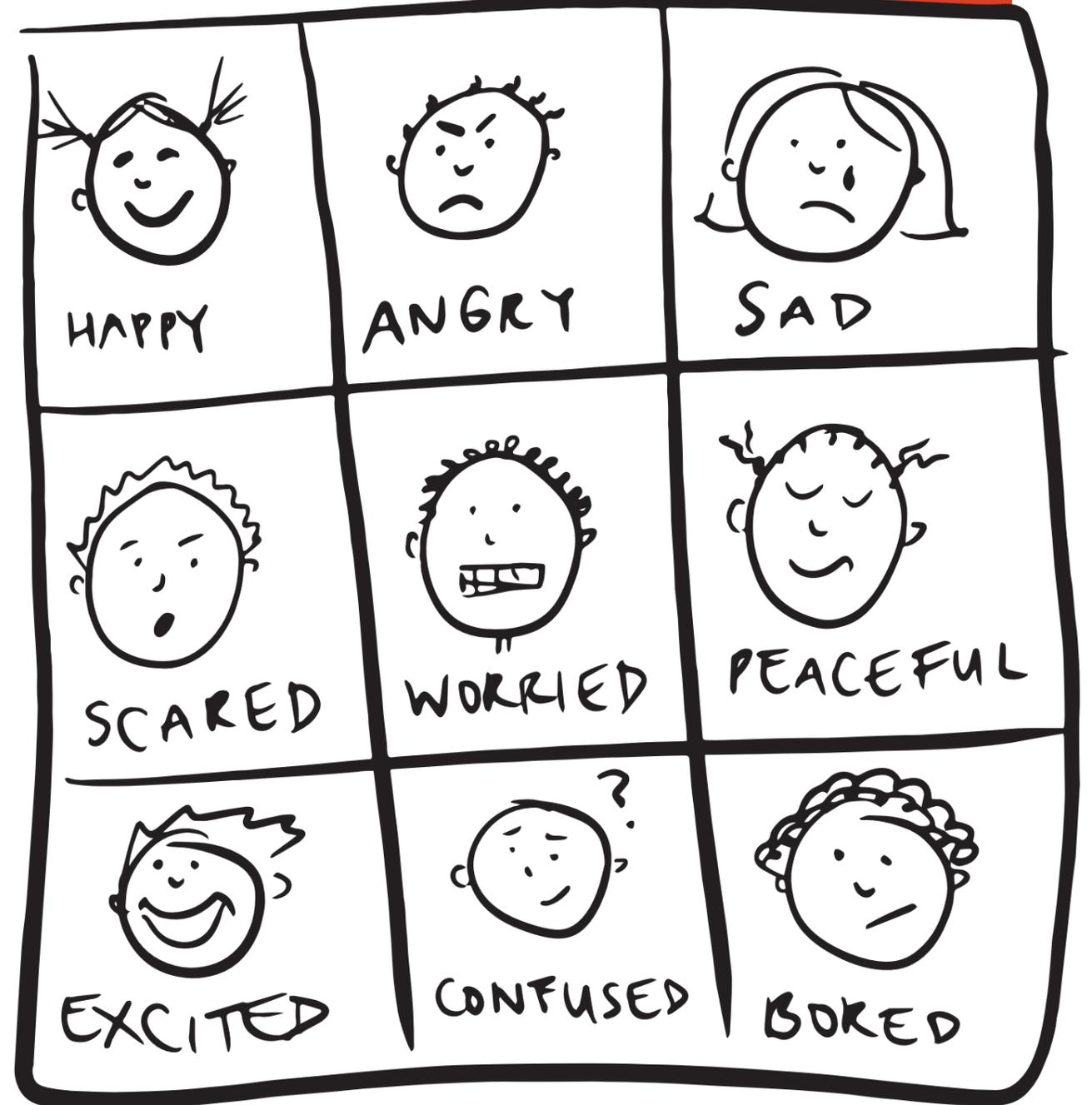
- A. Pretend you did not see anything because you don't want to cause trouble.
- B. Make fun of your friend
- C. Tell an adult that you trust

3. If someone asks you to accompany him or her to any place, do you?

- A. Leave without telling your parents
- B. Leave with the person immediately
- C. Tell another friend to tell your parents

HOW I AM FEELING...

Colour-in the faces, thinking about the different emotions. As a family, you can put it up on a wall and discuss how everyone is feeling every day, and why.



Now colour in the following patterns :)

Can you name the tribe/culture that uses these patterns on their houses?



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

DIVERSITY



having different types of people in a group, such as people of different races, cultures and abilities

1. How are you different?

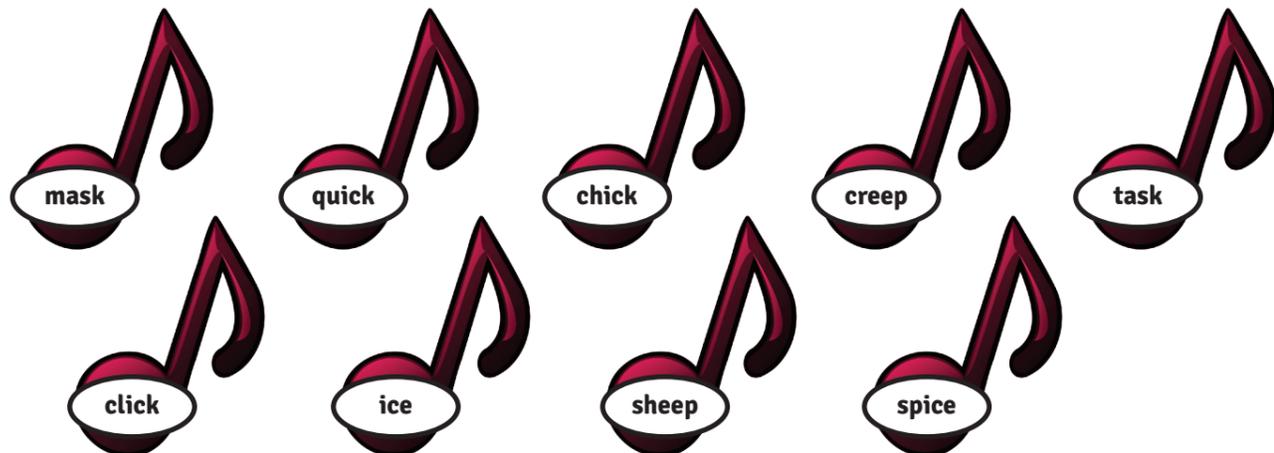
2. How diverse is your community?

3. Choose two of your friends: How are they similar? How are they different?

4. Do you think it is a benefit to having a diverse group of friends? Why?

musical Notes

Read the words in the music notes and colour them in. Use the same colour for words that rhyme.



VALUING DIVERSITY

Activity Grid

Instructions:

1. Complete all four activities
2. Choose one of the topics below as a prompt/help to complete an activity
3. Try to use a different topic for each activity

Topics:

- Discrimination
- Racism
- Celebrating Differences
- Cultural Beliefs and Behaviours
- Safe schools
- Inclusivity

Activity One

Design a poster on your chosen topic about how you can value diversity. (E.g. a poster advertising that discrimination is not tolerated in your class at school.)

Activity Two

Write a short script to role-play on your chosen topic about how you can value diversity. (E.g. a short play about how you and your best friend are different and why this is a good thing.)

Activity Three

Conduct an interview with someone older (e.g. your granny) and find out how they value diversity.

Activity Four

Talk to someone in your class who you think is very different to you. Find at list 10 things you have in common.



Number Line PATTERNS

Fill in the missing numbers on the number patterns

Example	Pattern?
10, 20, 30, 40, 50, 60, 70, 80, 90, 100	+ 10

Number Line	Pattern?
10, 18, 26, _____, _____, 50	
61, 55, 49, 43, _____, _____, _____	
56, 67, 78, _____, _____, _____, _____	
6, 8, 10, _____, _____, _____, 18	
26, 23, 20, _____, _____, _____, 8	
90, 80, 70, _____, _____, _____, _____	
25, 30, 35, _____, _____, _____, 55	
100, _____, 40, _____	

Now make your own number line, use the pattern below.

Number Line?	Pattern
	- 6
	+ 15
	x 2
	- 9

Cultural words

Unjumble the following words related to culture.

hitarege		msiuc	
urecltu		aarwneess	
bleief		vlaeus	
ntaridito		iednttiy	
lnagageu		csutmos	
cuotrny		dtiesvriy	

How do you want to feel TODAY?

Think about how you want to feel today, and then think what you can do to help yourself feel that way. This will help you to connect your feelings to your actions and behaviours, so you can do more of what makes you feel safe, healthy and connected to others, and strong!

I want to feel:	I will:
• Safe	• Ask for help when I feel anxious



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



RELATIONSHIPS

A relationship is the way in which two or more people or things are connected with one another, or the state of being connected.

TYPES OF RELATIONSHIPS

1. Relationship with Oneself

Often we focus on building relationships with others and forget the essential first step: Having a relationship with ourselves. That is the crucial first step if we are to have good relationships with others.

One of the reasons why people have troubles building a relationship with themselves could be that they don't like themselves without realizing it.

How to establish a Relationship with yourself?
 Accept things you can't change
 There are some things you cannot change, such as your background and your past. So learn to accept them

Focus on your strengths
 Instead of focusing on your weaknesses, recognize you always your strengths and build your life around them.

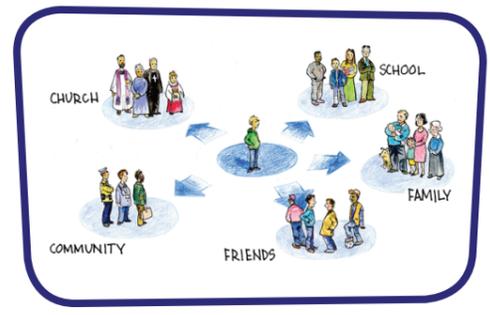
Write your success stories
 we are too focused on what we don't have that we forget about what we have. So make a list of your achievements; write your success stories. They do not have to be big things; there are a lot of small but important achievements in our life.

Stop comparing yourself with others
 You are unique. You can never be like other people, and neither can other people be like you. You have everything you need to achieve your life purpose, so it's useless to compare yourself with others.

Always be true to yourself

2. Family Relationships

Family is defined as a domestic group of people with some degree of kinship – whether through blood, marriage, or adoption. "Family" includes siblings and parents, as well as relatives who you may not interact with every day, such as your cousins, aunts, uncles, grandparents, and stepparents. Families in the 21st century come in all shapes and sizes: traditional, single parent, blended (more than one family together in the same house), and gay and lesbian parents – just to name a few.



2. Friendships

A friend is defined as a person you know well and regard with affection, trust and respect. As people get older, some of their friendships will start to change, and some may grow deeper. Sometimes one might begin to know many more people maybe from school or other social places, although not all of them will be their close friends.

4. Romantic Relationships (also known as intimate relationships)

An intimate relationship is one in which you can truly be yourself with someone who you respect and are respected by in return. Just as peer pressure can negatively impact a friendship, partners can overpower each other and create instability in a romantic relationship. Intimacy does not have to be physical or sexual, rather an emotional connection.

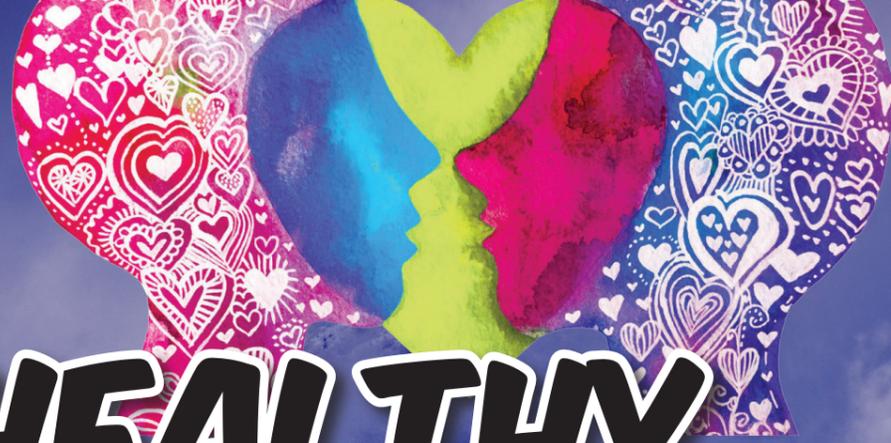
As preteens become teenagers and enter adolescence, new kinds of relationships emerge. Friends may find themselves attracted to each other in ways they were not before, and they may become closer, or grow apart. Either way, relationships are bound to change during the teenage years, especially in the area of romance (as boyfriend and girlfriend/ boyfriend and girlfriend/ girlfriend and girlfriend).



Make a Safety Plan¹

Make a safety plan for yourself. You can use this set of questions to help someone else make a safety plan. If you experience domestic violence you may choose to keep your safety plan in a secret hiding place (such as in a book or with a friend).

<p>This is a safety plan for: _____</p> <p>I am going to use this safety plan when: _____</p> <p>_____</p> <p>The people I trust who can help me be safe:</p> <p>Name: _____ Number: _____</p> <p>Name: _____ Number: _____</p> <p>Name: _____ Number: _____</p> <p>What should I say if I have to phone one of those people for help?</p> <p>_____</p>	<p>What is a safe place for me to go when there is violence in our house?</p> <p>_____</p> <p>Is there anything I must remember to take with?</p> <p>_____</p> <p>If I can't leave the house, where is the safest place for me to hide?</p> <p>_____</p> <p>If I can call the police (1011), what should I say to them?</p> <p>_____</p>
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HEALTHY RELATIONSHIPS

What Makes a Healthy Relationship?

(The building blocks of a healthy relationship look like this)

Mutual respect

Trust

Honesty

Support

Fairness/Equality

Seperate identities

Good communication

WARNING SIGNS OF AN UNHEALTHY RELATIONSHIP?

When a boyfriend or girlfriend uses verbal insults, controlling behaviour, mean language, nasty putdowns, gets physical by hitting or slapping, or forces someone into sexual activity, it's a sign of verbal, emotional, or physical abuse.

TIME FOR AN ACTIVITY!

1. The most important relationship to have is a relationship with _____

2. Name at least 3 things that can help you establish a relationship with yourself:

1. _____
2. _____
3. _____

3. Writing your success stories also helps with establishing a relationship with yourself, think and write down 5 things you are happy/proud of about yourself.

1. _____
2. _____
3. _____
4. _____
5. _____

5. Which one is a sign of an unhealthy relationship

- Separate identities
 Controlling behaviour
 Good communication

Letter to my Loved one...

Letters have been used for many years to communicate with loved ones. Due to the new technology things have changed and people rather use emails, texts, or other social media platforms to communicate with their friends, family etc.

In this activity you can do it the old school way (friendly letter) to your friend or family member telling them how much they mean to you and what role they have played in your life. Use an empty page from a book or exam paper to write the letter. You can send it to your loved on if you want.

288 Yoyo Street
Walmer
Port Elizabeth
6070

12 Bhabhathane Street
Walmer
Port Elizabeth
6070

Dear Zanele,

I wrote this letter to tell you how much you mean to me.

You and I have been friends for the past ten years

I am looking forward to seeing you at the gathering next year.

Best regards,
Sinesipho

Address of person

Your address

Greeting

Introduction of letter

Body of letter (it can be paragraphs)

Conclusion/closing

Greetings and your signature or name



WORKSHEET ONE

Read through the values listed on the table below. Rate the importance of each workplace value by marking an X in the appropriate box. Do not over-analyse your response. Select the box that most accurately describes your true feelings.

WORKPLACE VALUE	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT SO IMPORTANT	UNIMPORTANT
Independence				
Freedom				
Teamwork				
Recognition				
Creativity				
Loyalty				
Honesty				
Status				
Perseverance				
Positive attitude				
Competitive				
Leadership qualities				
Self-confidence				
Humility				
Quality				
Respect				
Open-mindedness				
Stability				
Innovation				
Detail-oriented				
Flexibility				
Discipline				
Empathy				
Order				

ASSESSING YOUR SKILLS

Once you have identified the things you value the most and your reasons for working, the next step is to assess skills set that may be valuable to the hiring companies. Being aware of the skills you possess will help identify which job on the market you should be looking for. An example, you cannot apply to be a pilot if you do not possess the technical skills to fly a plane for.

WORKSHEET TWO

Read through the following skills and circle the top five that accurately describe you. Once you have circled your top skills, write notes beside them explaining why they are important to you and how you have demonstrated the skill successfully. Once you have gone through all the skills listed below, check if there are any skills that you possess that are not listed.

Organization	Basic Computer	Typing		Analytical ability	Strategic planning
Speaking	Listening	Manual labour	Creativity	Cooking	Painting
Leadership	Writing	Rhythm and bodily movement	Interpersonal relationships	Collaboration	Intrapersonal knowledge

CONGRATULATIONS!

you now have idea what you value the most in a work environment and have assessed your skills set. You have laid solid foundation for you job search journey.

The next steps on your journey to employment: •► Create a professional CV •► Go for intensive job hunting



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

COMMUNICATION Skills



Communication, at its simplest, is the act of transferring information from one place to another. It may be vocally (using voice), written (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs) or non-verbally (using body language, gestures and the tone and pitch of voice). In practice, it is often a combination of several of these. Therefore, Communication Skills is the ability to convey information to another effectively and efficiently.

IMPORTANCE OF GOOD COMMUNICATION SKILLS

Developing your communication skills can help all aspects of your life. The ability to communicate information accurately, clearly and as intended is a vital life skill and something that should not be overlooked. It's never too late to work on your communication skills and by doing so you may well find that you improve your quality of life. Professionally, when you are applying for a job you will almost certainly need to demonstrate good communication skills. Communication skills are needed to speak appropriately with a wide variety of people. In your personal life, good communication skills can improve your personal relationships by helping you to understand others, and to be understood.



5 Important Communication Skills

1. Listening

Listening is one of the most important aspects of communication. Successful listening is not just understanding of what is spoken, but also an understanding of how the speaker feels during communication. If a speaker can see and feel that someone is listening and understands, that can help build a stronger, deeper relationship whilst it can also create an environment in which everyone feels safe to express ideas, opinions and feelings, or plan and solve problems in a creative way.

2. Straight Talking

Conversation is the basis of communication, and one must not neglect its importance. Even a simple conversation with friends and family can build mutual trust and even detect problems before they become serious. A healthy dose of chatting with an unknown person can lead to a world of opportunities. Be accessible and friendly because then you will be able to talk to almost anyone.

3. Non-verbal Communication

Non-verbal signals are wordless communication. It is our body position, facial expression, hand movements, gestures, eye contact, attitude and tone of your voice, muscle tension and the way you breathe. The way you look, listen, react and gesture, speaks far more about feelings than words will ever be able to. Developing the ability to understand others and their use of non-verbal signals will help you connect with others, express what you think, meet challenging situations, and build better relationships at home and in the society.

5. Emotion Control

In communication, feelings play an important role. Making decisions more often affects the way you feel than the way you think. Your nonverbal behaviour affects the understanding of other people and how others understand and perceive you. If you are not aware of your feelings, you will not be able to express your needs and experiences. This can result in frustration, misunderstanding and conflict. Control of emotions provides you with tools to understand others, yourself and the messages you send.

4. Stress Management

In small quantities, stress can be very useful and encouraging. However, when the stress becomes constant and completely begins to take effect, it can affect communication. When you are under stress you may misunderstand other people, send confusing nonverbal signals, and have inappropriate behaviour. How often did you feel stressed during discussion with your friends and then said or did something you regretted later? If you improve stress management skills, not only will you avoid these subsequent regrets, but you will also be able to influence the other person you are entering into a conflict.



COMMUNICATION Skills ACTIVITY

1. Two of your friends, Lonwabo and Zola are having a heated argument that seems like it might get physical any moment now. You intervene and stop this argument, what is the first thing you say or do in this situation?

2. You are unhappy with the amount of chores you are given to do at home by your parents during this Lockdown, as you feel it affects your school work because you don't get enough time to complete the work that is sent to you by your teacher to complete. How do you deal with this?

3. You ask your younger sister Zintle, if she has done her school work, she looks down, hangs her head and shakes it side to side. What is her response by doing that and what kind of communication skill is she using?

4. You are stressed about the re-opening of schools as you do not feel ready and worried about the health of your grandmother once you re-open schools. At the same time you do not want to miss out on any more school work, you are cracking your head trying to decide what to do in this instance. What kind communication skill(s) should you practise in this situation?



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



Getting a job - any job - involves sales and marketing. Your service or product is your set of skills and experience. Those that can "sell themselves" are the ones who will not only get the job but be able to pick and choose among the best positions offered in the field of their choice. You may have more ability, skill, knowledge, and experience than another candidate for the same position but without the ability to sell yourself, the job will go to someone else.

Searching for a job can be intimidating. How do you know what job you are best suited for? How do you build a winning CV and cover letter? Where can you find job opportunities? How do you network without feeling nervous? What happens when you land an interview? And most importantly, where do you find help when you need it?

This edition these questions and more. They will help you become highly effective in communicating your skills, strengths, and experience to potential employers giving you an edge in a competitive job market.

The success of one's career depends greatly on the ability to recognize the job-related values that are important to the individual as well as the hiring company. Identifying the purpose for working and the assessment of skills can help determine the types of jobs to apply for.

Identifying Your Values and Purpose

To be able to sell yourself well and present your skill set and experience as an attractive option to potential employers, you must first identify your own values and your purpose for working. It is important to pay attention to the reasons you are looking for work and the things you value the most in a work environment. Now let us help you identify your own values and reasons for job searching. If you are currently looking for work, what is the driving force behind your job searching. Think for a moment.

Here are some common purposes for job seekers.

- // Gain an income source that provides for my basic survival needs and some of my wants.
- // Find an outlet for my creativity, skills, abilities, and energies that will not only benefit myself but will help others also.
- // Make a valuable and lasting contribution to my community and to society.
- // Use my qualifications and skills for something worthwhile.
- // Do something constructive with my time to avoid boredom.
- // Be in a place where I can meet new people, travel, and gain new experiences.
- // Get out of debt.
- // Save money for the future.
- // Try a new skill and gain new experiences.
- // Fulfil my dreams and my mission in life.



Imagination

Imagination is like fuel for an artist. I said artist, not actor, because any kind of art - painting, writing, acting, dancing, or anything - it thrives on imagination. The story, characters, place, props, everything on stage or set is imaginary or make believe. Actor has to imagine that whatever circumstance the writer has offered are true.

Stanislavski offers you a great tool to imagine anything. The tool is called "if". Imagine you have to storm out of a room and slam the door behind because you are angry with your wife or husband. You have to imagine relationships with other actor because the other actor is not your real wife or husband or the so called room is just a wall and the door in the middle and open on other three sides.

Stanislavski acting techniques teaches how to have good imagination. To be a have good imagination, you must be a good observer: Observe everything that surrounds you; try to remember each and every detail about it - be it a person or a thing -, just imprint its image on your mind. Create a bank of it. And when you imagine, make sure you provide some motive to it. Imaginations are like inward actions; hence they are must have a motive. First be a spectator to it, when you are familiar with it, be a part of it.



"If I am a cup maker, I'm interested in making the best cup I possibly can. My effort goes into that cup, not what people think about it."
Denzel Washington

Theatre Lingo

Word of the Week:

CURTAIN CALL (noun) – Also called the 'final bow', when performers return to the stage at the end of a performance to be recognized by the audience. Typically, the performers will recognise the conductor and orchestra (for musicals) and the people in the tech booth.



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) came from the combination of the words 'thespian' (relating to drama and the theatre / an actor or actress) and 'inspire'.

WORDS GREATEST ACTOR

Marlon Brando Jr.

Marlon Brando Jr. (April 3, 1924 – July 1, 2004) was an American actor and film director with a career spanning 60 years, during which he won the Oscar for Best Actor twice. He is well-regarded for his cultural influence on 20th-century film. Brando was also an activist for many causes, notably the civil rights movement and various Native American movements. Having studied with Stella Adler in the 1940s, he is credited with being one of the first actors to bring the Stanislavski system of acting and method acting, derived from the Stanislavski system, to mainstream audiences.

Method acting is a technique or type of acting in which an actor aspires to encourage sincere and emotionally expressive performances by fully inhabiting the role of the character. It is an emotion-oriented technique instead of classical acting that is primarily action-based.

WHO AM I?

Do you find this question difficult to answer? Why?

Today you will be learning how to make your own mask (no, not the ones you are used to by now), showing how you see yourself.

YOU WILL NEED



6 big pieces of tin/
aluminium foil



Scissors



Black marker



Masking tape
(about ½ a roll)



Piece of cord
or ribbon to fit
around your head



Optional: paint,
crayons, felt pens,
glitter, beads, glue,
newspaper/magazine
cut-outs, feathers etc.

INSTRUCTIONS

1

Scrunch the 5-6 pieces of aluminium foil a little bit. This is the base of your mask. The pieces should be long and large enough to cover the middle of your neck to the top of your head. Place them in a pile. They should be flat but look textured.

2

Lift the stack of sheets up and push it onto your face. Push down as hard as you are comfortable pushing. Do it carefully, so the foil does not become punctured. You can get help from a friend or adult for this part.

3

Mould it to the shape of your face. Be sure to cover all the areas. Check you have the general outline of your face imprinted: eyes, eyebrows, nose, lips, chin, and cheekbones. Curve the top to fit against your head and the bottom to rest against the start of your neck.

4

Use a marker and trace around your eyes (it might be good to follow the bones around your eye socket) for where you want to place the eye holes in your mask. Also, trace around anything else you want cut out, such as breathing holes by your nose and a hole for talking by your mouth.

5

Carefully remove the foil from your face. Draw a line along the top edge of the mask and cut. This should be where you want the top of the mask to end. If you want a full face mask, draw a line at your hairline. If you want a masquerade look, cut just above the brow.

6

Cut with sharp scissors around the edges of the mask. And note—once you cut it, you can't really go back easily, so leave a bit of extra.

7

Cut holes or slots in the side of your mask. These are for the ribbons/cord/shoelaces to attach the mask to your face.

8

Cut small sections of masking tape. While pressing the mask to your face to keep the features strong, gently place the tape onto your mask. When you feel the mask's features are firm enough, place all the sections of tape, overlapping, across all visible places of foil, including the back (foil is itchy next to the skin).

9

Tie a cord or ribbon to the holes in the side of your mask. Leave enough length to both wrap around your head, and to tie in a nice knot or bow.

10

Personalize your mask with paint or any other materials you like.

11

Clean up your materials or messes.



Try and create two masks—one that represents how you are perceived and one that represents how you feel inside. What is the meaning of the differences in the masks and how do you feel when wearing each?