

quaran**Ti**MES FREE COPY

ichomi yakho nge lockdown

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CONVENIENTLY COLOUR CODED

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

PRE-SCHOOL

brought to you by Priscilla Machini, Nolababalo Ntamo, Mandipha Mabi (Montessori educators) and Zolisa Mcaciso (coordinator for academic programmes)

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 Andisive Mbelekane (Learn4Life! facilitator) and Zolisa Mcaciso (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)

Welcome to the fifth edition of quaranTimes, your activity newspaper during lockdown!

Our country is still under lockdown and we are in the storm of the corona pandemic. And at the same time, our old lives with our old responsibilities, hobbies and objectives return. It feels more difficult than ever to succeed under such difficult circumstances. It feels as if everyone around tells us that it is impossible to reach our goals - whether at school, at work, or in life in general.

This reminds me of the story of the frog, who decided to reach the top of a tree. All frogs shouted: "It's impossible! It's impossible!"

Still the frog reached the top

How?

He reached the top because he was deaf and he thought everyone was encouraging him to reach the top..

This teaches us something for the current situation. Sometimes you should be deaf to negative thoughts and comments if your aim is to reach your objective! Surround yourself with those who encourage and motivate you!

Let's be focussed, let's believe in ourselves, and let us try to turn 2020 in to a personal success - against all odds.

Take good care of yourself and those around you!

Your masi-team



masifunde
LEARNER DEVELOPMENT

Lockdown Poetry

by Masifunde's Drama Seniors

Education

For some it is a privilege
for others it's a right
The difference between darkness
and a future that is bright

Some will think a burden
Where others see a gift
The key to moving forward
and to give your life a lift

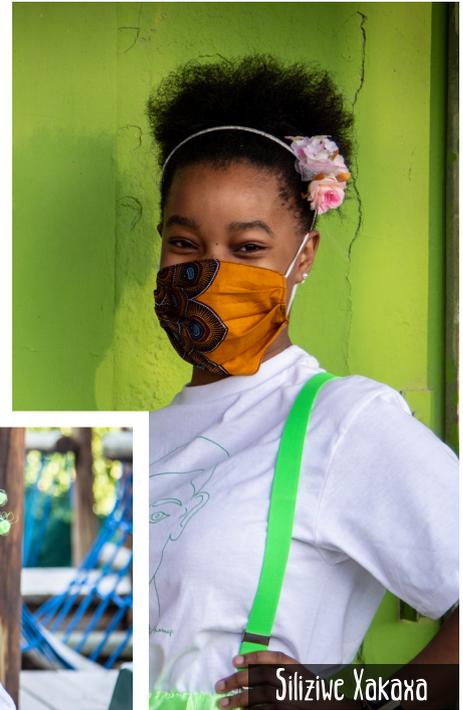
If school is not your calling
look beyond its doors
The world can be a teacher
many adventures are in store

As long as you are learning
your education grows
That will lead to contributions
as you share the things you know

by Azola Nojilana

I don't know anyone who wipes away their tears
with so much grace and tranquility as I do
as young as I am in a world that knows no kids
I have acquired so much knowledge and wisdom
from my challenges trials and tribulations
did not pass by but I told myself to never give up
the way I hold yourself with so much assurance
is really out of this world
the love I spread is nothing compared
to the love I have for that woman in the mirror

by Siliziwe Xakaxa



Azola Nojilana

Siliziwe Xakaxa

Monday to Friday, 8.30 AM and 5.30 PM
Saturday, 9.30 AM
on MPumaKaPa TV (Bay TV, channel 260)





PRE-SCHOOL SECTION Brought to you by: (left to right)
Priscilla Machini, Nolubabalo Ntamo and Nandipha Mabi (Montessori educators)
and Zolisa Mcaciso (coordinator for academic programmes)

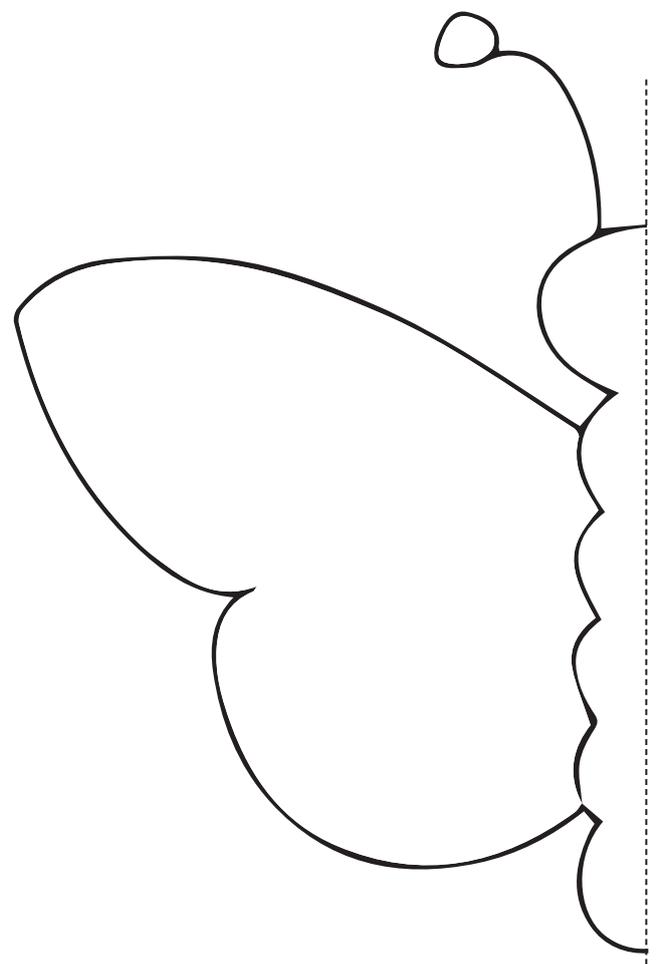


Who's Hiding?

It is winter season. It is cold outside and the animals are hiding in their warm homes.



Can you draw the other side of the animal to see who is hiding here?



Now colour-in this beautiful insect!



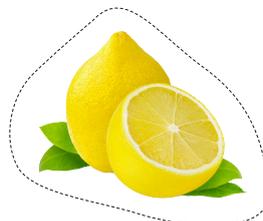
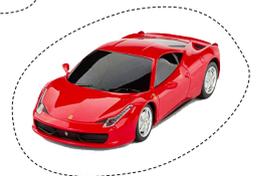
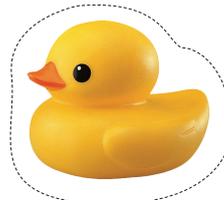
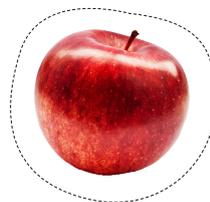
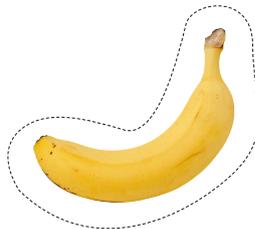
COLOUR SORTING

Cut and paste the pictures in the correct box.

RED

YELLOW

BLUE





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

Do you know YOUR RIGHTS??



Let's take a closer look at children's rights.

Human rights are the basic rights that every human being has. Everyone has the same rights but children need their rights to be protected by adults because they are still young. E.g. parents, teachers

WITH RIGHTS, COME RESPONSIBILITIES!	RIGHTS	RESPONSIBILITIES
<p>As much as you have rights as a child, you also need to learn to that you have responsibilities.</p> <p>Responsibilities means you are doing what is right even when no one is watching, this takes self-control and courage.</p>	Right to a good education	Responsibility to study and respect your teachers
	Right to be well fed	Responsibility not to waste food
	Right to be taken seriously	Responsibility to listen to other and respect their opinions
	Right to be loved and protected	Responsibility to show care and respect to others
	Right to a safe and comfortable home	Responsibility to keep it neat and clean
	Right to medical assistance	Responsibility to take care of yourself

DO YOU KNOW WHAT CHILD ABUSE IS? This is when someone does something to hurt you emotionally, physically, verbal and sexually. Let's take a closer at the different types of Abuse.



SEXUAL ABUSE

is when someone touches you in a way that makes you uncomfortable, like touching your private parts. If a person forces you to show them your private parts, that is also abuse.



EMOTIONAL ABUSE

is when a person bullies you, that means a person does something you don't like, i.e. calling you names, taking your things without permission etc.



VERBAL ABUSE

is when a person calls you names or something bad about you. This is also when someone shouts at you all the time or uses bad words when talking to you.



PHYSICAL ABUSE

when someone hits, beats or throws things at you that cause you to be bruised or hurt, i.e. someone using objects like rocks, pots to beat you that hurt and causes bruises etc.



NEGLECT

is when a child is being mistreated, when the child's needs are not being provided for. This is the responsibility of the parents or the guardian of the child.



If you are being abused by someone, tell someone you can trust like your mom, dad, teacher, social worker or your facilitator. You can also call child line on 08000 55555 (free of charge) or the police on 10111.



Thuli is a young girl who goes to Walmer West Primary School, she is Grade 4. She has friends: Zizo and Sino. Thuli plays with her friends at break time. She always shares her snack with them. A boy in Grade 6, Thando, is always calling Thuli names like 'ugly', 'fat' and 'elephant'. Thuli doesn't like this and reports to the teacher, the teacher tells the boy to stop this behaviour. The next day the boy does the same thing and even kicks Thuli for telling the teacher. This goes on and Thuli tells her mother who comes to the school and talks to the teacher. The boy apologizes to Thuli after the meeting with the teacher and Thuli's mom.

Answer the following questions

1. Who is bullying Thuli?

2. Who is responsible to take care of Thuli at school?

3. Who is supposed to protect Thuli's rights?

4. What type of abuse is bullying?

GET Active Create an Anti- bullying poster

SAFE & UNSAFE TOUCHES

SAFE TOUCHES: When people touch you where you don't feel uncomfortable, for example a handshake from your neighbour, a hug from your mother etc.

UNSAFE TOUCHES: People are not allowed to touch you in a way that makes you feel uncomfortable. You always have the right to say no to being touched!

Answer the following questions

Q 1: Where are people allowed to touch you? (Please note that answers might not be the same to everyone. You are allowed to feel uncomfortable being touched by a parent, too).

Friends: _____

Parents: _____

Class teacher and facilitator: _____

Aunts and uncles: _____

Cousins: _____

Neighbours: _____

Q 2: What could you do if someone touches you and it makes you feel uncomfortable?



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



CULTURAL IDENTITY

What is Heritage, Identity and Culture?

People learn and are influenced by the place and the people around them. In a country like South Africa, many people have learned from stories told to them. These stories carry information and ideas about life and living and shared customs, traditions and memories passed on from parents to children.



A person's heritage is made up of the practices and traditions that are passed on from parents to children. Heritage is also about what has been passed on from the family, community and place where people have been raised. For example: a person may have grown up in a family of medical professionals or in a proudly Xhosa family where the old customs are still followed. This is part of their heritage. People also have a national heritage. A person who was born in South Africa has a South African heritage. This also means they have an African heritage because they were born on this continent.



A person's identity is made up of their own character combined with their family and social roots. Identity, like culture, is ever changing. For example a woman can be a teacher, mother, wife and driver to her children. She can also be a famous politician fighting for justice or a farmer growing crops for food. She may also be involved in looking after her community or supporting the extended family. To herself she may be all of these and much more. At the same time her being a woman of a particular race or being rich or poor influences her identity.



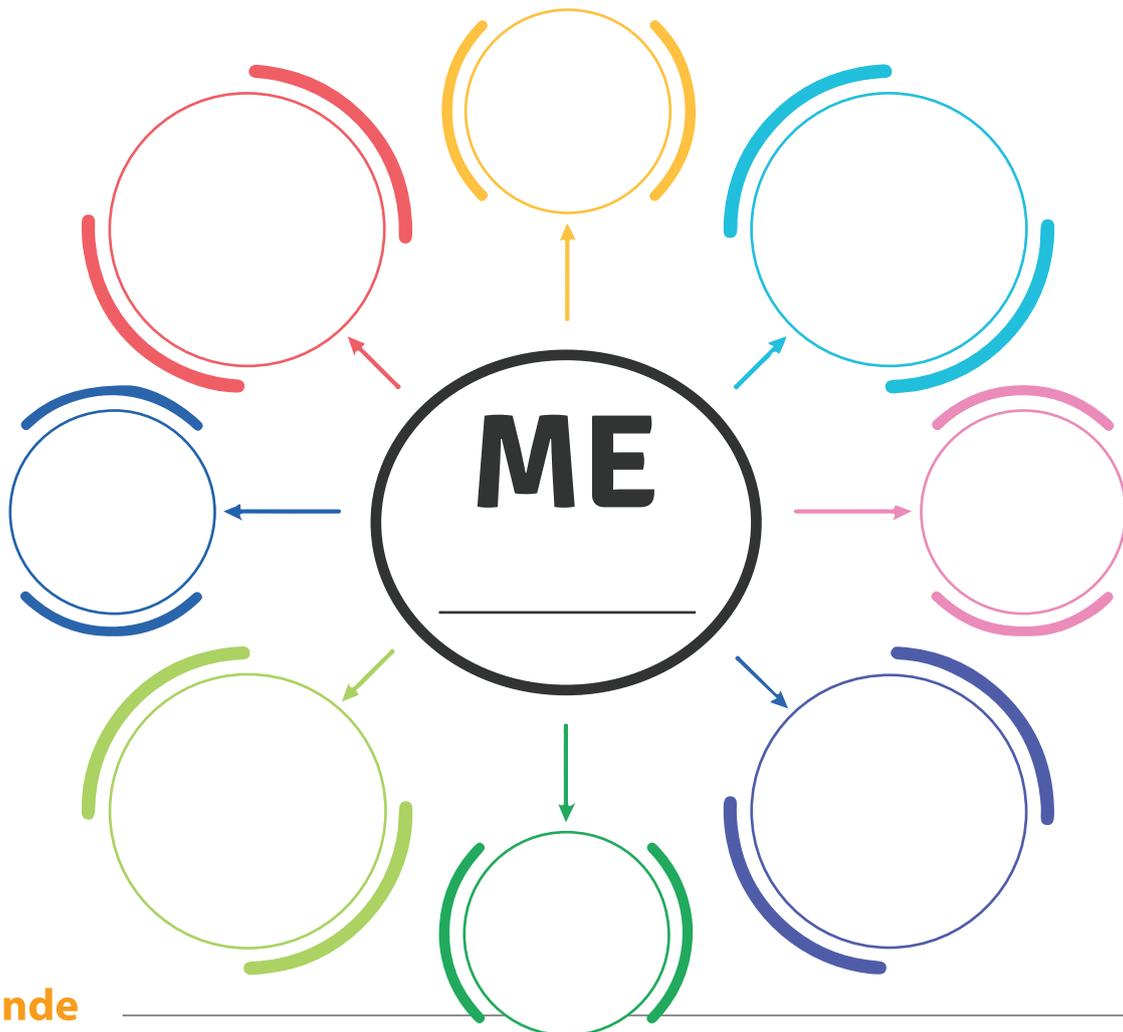
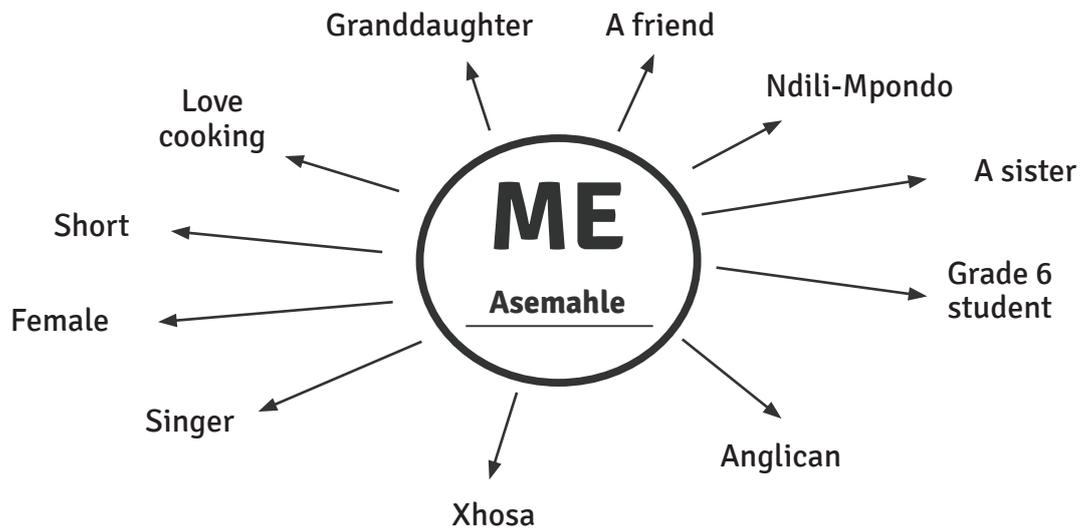
Culture refers to the way of life of a specific group of people. It can be seen in ways of behaving, beliefs, values, customs followed, dress style, personal decoration like makeup and jewellery, relationships with others and special symbols and codes. Culture is passed on from one generation (parents) to the next (children). Culture is not static but always changing as each generation contributes its experience of the world and discards things that are no longer useful to them.

Culture has been called "the way of life for an entire society." As such, it includes codes of manners, dress, language, religion, rituals, and norms of behaviour such as law and morality, and systems of belief.



(THIS IS MY) IDENTITY MAP

Use a bubble map, a table, flow chart or a custom chart to create your own identity map. Here's an example:





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



SELF AWARENESS

Self-Awareness is how you can be able to understand your own character, feelings, motives and desires. It is even being aware of your own personality and individuality.

There are many activities that can help us be more aware of ourselves, activities such creating a collage and the About Me board game

I AM COLLAGES

WHAT IS A COLLAGES?

A collage is a collection or combination of different materials such pieces of papers, photographs, paintings, drawings or fabrics. You can use a collage to create a piece of art or to tell a story in a creative way.

Let's create a words and pictures collage that you can share by presenting it to someone at home.

What you will need: Magazines, Scissors, Glue, White A4 or A3 paper, Colourful markers or paint. **How to do it?** Follow the below steps

<p>STEP 1</p>	<p>On your plain A4 or A3 paper write the words "I AM" bold in the middle of the page so much that they can be centre of attention.</p>	<p>STEP 3</p>	<p>In your magazines, look for words and pictures that can best describe the list you came up with in step 2 and neatly cut them.</p>	<p>Your collage can only have words that describe you</p>
<p>STEP 2</p>	<p>Brainstorm a list of your personal characteristics, qualities and favourite things. Here is a "Thinking Sheet" to help you with some of the favourite things you can think of - Name your favourite: Season / Fruit / Cold drink Hot drink / Time of day Dessert or sweet / Place to spend a day Foreign language / Room in your house Film or TV show / Music Person in the world / Animal English word / isiXhosa Word Subject at school Etc.</p>	<p>STEP 4</p>	<p>Paste the words and/or pictures on the white paper around the "I AM" words you wrote. You can be creative in the way you place them.</p> <p>Your collage can have both words and pictures</p>	<p>Your collage can have only pictures</p>

ABOUT ME BOARD GAME





Understanding **STEREOTYPES ON GENDER ROLES** *in relationships*

GENDER

Gender refers to the socially constructed characteristics of women and men* – such as norms, roles and relationships of and between groups of women and men. It varies from society to society and can be changed. It is not bound to the sex you are born with, that means you can be born male (sex), but identify as a girl (gender) etc.

We can further explain Gender as follows:

- It is an identity that is learned, that changes over time and changes from one culture or society to another.
- It is both a social construct (meaning something made up by people) and a personal identity. In social terms gender refers to socially created roles, personality traits, attitudes, behaviours and values attributed and acceptable for men and women as well as relative power and influence of each.
- This means that gender is relational (occurs in relation to something else) and refers not simply to women or men but to the relationship between them.
- For example, a woman's gender not only means that she is considered and expected to have feminine attributes such as being soft spoken or gentle, but that having these characteristics society also expects her to be less dominant than men.

GENDER ROLES

Gender roles are defined as the social and cultural traits that different societies assign to males and females. Such gender roles are the patterns of behaviour, rights and obligations defined by a society as appropriate for each sex.

STEREOTYPE

Stereotype is a widespread, generalized, exaggerated or oversimplified belief about an entire group of people (including ethnic, national, cultural, racial, religious, gender minorities or sexual minorities) without acknowledging individual characteristics and differences. Gender stereotypes are simplistic generalizations about the gender attributes, differences, and roles of individuals and/or groups. Stereotypes can be positive or negative, but they rarely communicate accurate information about others. When people automatically apply gender assumptions to others regardless of evidence to the contrary, they are perpetuating gender stereotyping.

RELATIONSHIPS

Relationships refer to close connections between people, formed by emotional bonds and interactions. These bonds often grow from and are strengthened by sometimes mutual experiences or personal likes.

- The man is the provider.
- The woman is supposed to cook and clean the home.
- The man speaks and the woman listens.
- A man shouldn't cry and show his emotions.
- The woman is supposed to be the comforter.
- A man cannot sexually abuse his partner.
- A woman must wear dresses and make-up.
- A woman must ask to do/attend something from partner.

BREAKING THE STEREOTYPES ON GENDER ROLES IN RELATIONSHIPS

Traditionally in a relationship, the male is the provider and holds the power. The women are more submissive nurturers. Within developed countries, gender roles are breaking down, which should be the case in this day and age as the world is evolving with time. However, within developing countries it is more difficult to break down gender roles, due to lower standards, societal challenges and less access to education. This means that women who are unable to receive an education need to find a husband in order to be looked after. This need to be looked after shows weakness within females, and manifests a male's inherent need to dominate. Thus, this creates a mind-set which paints the repression of women as acceptable. Consequently, when women step out of their prescribed gender role, they are challenging the male role of power. The male then feels an innate need to push the female back into her gender role through any way deemed acceptable. What must be examined is why acts of violence towards women can be deemed acceptable. In modern relationships both men and women have an equal status. Expectations of females and males in relationships apply to any relationship, no matter if hetero- or homosexual or any other form.



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

Understanding **STEREOTYPES ON GENDER ROLES** *in relationships*



ACTIVITY

1. According to your understanding of Gender Roles Stereotypes in a relationship, do you think gender role stereotypes in a relationship can have a bad effect on both the partners? If so, what could they be?

2. Do you think gender roles stereotypes in our youthful relationships can successfully be non-existent? If so, how can one address such with their partner?

3. What can we as the Youth do to break the stereotypes of gender roles in our society at large?

Disclaimer: The article is written in a context of an exemplary heterosexual relationship – by no means it is intended to conform the reader to any type of sexual orientation.





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'

TOWNSHIP THEATRE (KENTERISM)

South African writer Gibson Mthuzuzeli Kente single-handedly made the 'township musical', a form of popular theater in black South African culture during the repressive apartheid era, into a dominant means of expression and exuberance. He died of acquired immune-deficiency syndrome (AIDS) in 2004 after a career that spanned nearly 50 years, and his impact on South African culture was impressive. "He wrote and performed plays which reflected township life", noted a Guardian tribute by Liz McGregor, "and trained and inspired hundreds of black actors and singers at a time when black creativity was viewed as a threat and suppressed by the apartheid state. Using the limited resources available in townships, he created musicals and plays that reflected the fears, hopes, joys and tribulations of black urban communities."

Kente founded a theater business in the early 1960s and asked his friends to submit scripts. Few that met his requirements were forthcoming, so he began writing his own plays. The first of these was *Manana, the Jazz Prophet*, which premiered in 1963. His next was *Sikalo*, which was a great success and even played to white audiences in the city of Witwatersrand in 1965 and 1966. Its story features a young man who tries to avoid the gangs in his township, but winds up in jail anyway. These and subsequent township musicals had several common features: much of the action took place in the quasi-legal she-beens, or taverns, where black South Africans could drink. Such establishments were usually run by a formidable woman, and populated by tsotsis, or thugs, dancing girls, and ordinary workers. There was usually a pompous police officer to provide comic relief, as well as dissolute priests and a Zulu boy who delivered his lines in broken English. Song and dance were also key elements of the township musical, and Kente wrote his own scores, which were heavy on jazz and African gospel.



Theatre Lingo

Word of the Week:

REHEARSAL (noun) – Repeated practicing of the play, movement, dance and music for a period of time before the official performance.

The Gibson Kente Musical Tribute (Market Theater)



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LEARNER DEVELOPMENT

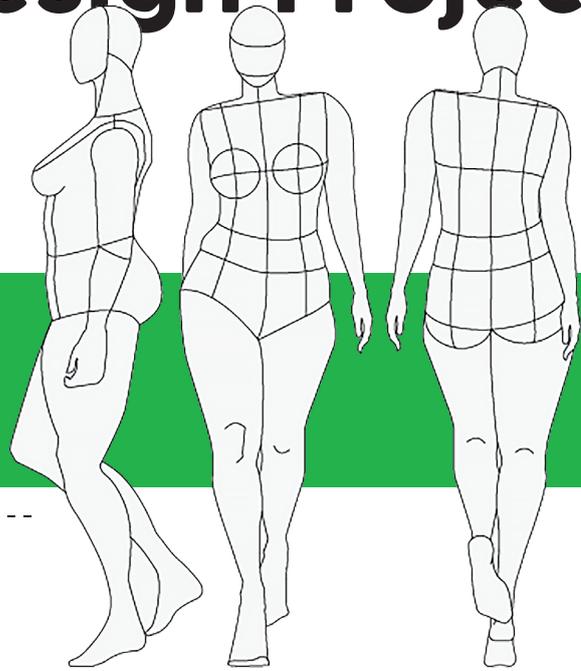
Funded by the National Arts Council of South Africa

National Arts Council **NAC**
an Agency of the Department of Arts & Culture

CRE IMAGINING

A Fashion Design Project

Your practical project is to design woman's outfit that reflects the diverse cultures from South Africa. Fashion designers begin by drawing shapes of figures which they then use as a kind of template around which they begin to design their clothes. Here is an example of a template that designers use:



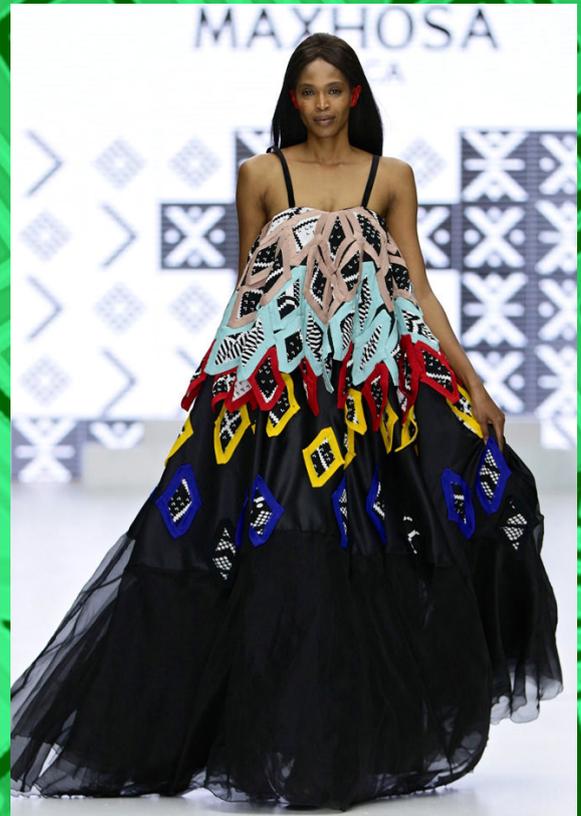
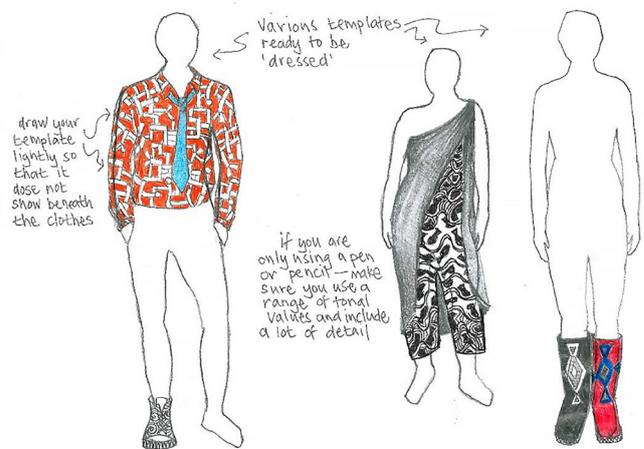
ING HERITAGE:

On a separate sheet of paper, start developing your ideas, researching traditional African clothing and textiles and collecting interesting colour combinations and pieces of fashion from magazines that interest you. It can look like this.



When you have drawn a couple of sketches of designs that you are happy with, begin to “dress” your template.

You can take inspiration from the images below. These are examples by PE-born designer Laduma Ngxolo (MaXhosa by Laduma). Make sure your work is imaginative and unique.



Poetry and Music

Music helps develop rhythmic intelligence and notice rhythm in a language, which are important skills in learning how to read and developing fluency as readers

There has been a long-standing history connection between poetry and music:

- Much poetry was performed with music.
- The roman word for poem is “carmen”, meaning song.
- Other terms that are used in poetry come from music, such as crescendo, climax and coda.
- The earliest poetry exists in a form of hymns.
- Poetry has cadences, rhythm and rhyme like music has.
- There are also few RnB/Soul singers who use poetry in their music, such as Lauryn Hill, Jill Scott and Angie Stone just to mention a few.

Also rap music and hip hop has its origins in poetry: it uses the same principles (cadences, rhythm and rhyme), but also free style. Free style is where you give a word have to try come up with something using that word and any other words that rhymes with to create a piece or song.

Now it's your turn: Recite a poem accompanied by music! You can write your own poem, use one you've learned of at school, free style (improvise) or use the ones you can find in this or previous editions of QuaranTimes.

Take note of the following:

- Show emotion
- Flow with the music
- It can be any language





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

PRESENTATION SKILLS

Presentation skills are one of the most important skills you should possess if you want to succeed in life whether in school, workplace, or your business. One way or the other you will be required to make a presentation or speech in your lifetime. So, the earlier you start working on your presentation skills the better. These skills will not only help you get your ideas across and give you confidence, but they are also a great asset for personal growth and career development.

A presentation is a process of presenting a topic, idea, or a product to an audience. A presentation can be a school experiment, demonstration, lecture, or speech meant to inform or persuade.

Before we go any further with presentation skills and how you prepare for presentations, we want to think of 5 qualities you need to make good presentations. Please fill in the following worksheet.

Worksheet 1

List five qualities that you feel are needed to give a good presentation.

1. _____

2. _____

3. _____

4. _____

5. _____

Importance of Effective Presentation Skills:

- Helps improve confidence to speak in front of a crowd.
- Helps you earn good marks at school, university, or college
- It helps improve language skills, especially English-speaking skills.
- It helps at the time of a job interview.





COMMUNICATION SKILLS

Being able to communicate well is important if you want to provide an excellent presentation. Without being able to verbalize your ideas and opinions there is very little chance of having a successful presentation. You have between thirty seconds and two minutes to capture your participants' attention. It is important to capture your audience right from the beginning. Selecting a good opener to your presentation is an important way to take command of an audience. You can that by using one of the following:

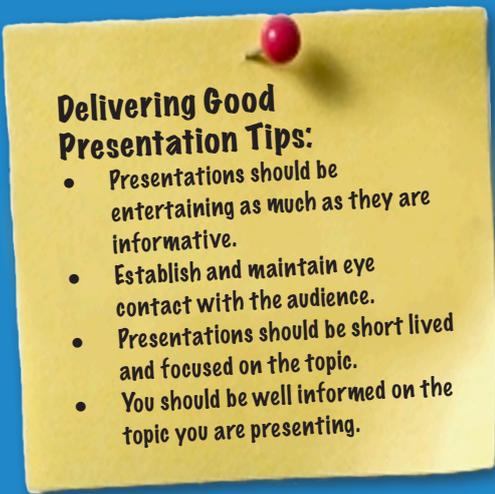
- ▶ A reference to a current or well-known news story
- ▶ A personal experience
- ▶ A historical event

Understanding your body language and other physical cues is also very important when you are presenting material in front of an audience. Your non-verbal communication skills are just as important as your verbal skills. Combined they make up the complete communication package that you use when you are presenting your material.

“ IT IS NOT WHAT YOU SAY, IT IS HOW YOU SAY IT

We are all born with a tone of voice. While most people are not gifted with a radio announcer's voice, we can learn to improve our tone of voice. The idea is to have your voice sound upbeat, warm, under control, and clear. Here are some tips to help you begin the process.

- Make sure you are breathing from the diaphragm.
- Stand up tall when you are doing a presentation; posture affects breathing, which affects tone.
- Smile, it warms up the tone of your voice.
- Record your voice and analyze the playback.
- Get feedback from a friend or family member about the tone of your voice.



Delivering Good Presentation Tips:

- Presentations should be entertaining as much as they are informative.
- Establish and maintain eye contact with the audience.
- Presentations should be short lived and focused on the topic.
- You should be well informed on the topic you are presenting.

Okay by now you should know what presentations are and how to present your topic or idea effectively. Let us now focus your attention on how to put a presentation together. Time to practise doing presentations with the people close to you. Now think of a topic you are passionate about; it can be anything from your schoolwork or something personal like your career plans. Your task is to create a 10-minute presentation for your family.

Use the following to help you create your presentation.

- Every presentation has a purpose, it can be to inform, entertain, or persuade. So the first you do is determine the purpose of your presentation.
- The next thing is to know your audience. Who is the audience? What do they need to know with regards to this topic? Your presentation must fit the needs and interest of your audience.
- Do research. You need to collect as much information on the topic as possible. Remember you must be well informed about the topic you are presenting.
- Decide on a which presentation form you are going to use. Will it be PowerPoint presentation, a poster, experiment, or a speech?
- Create a structure for your presentation. Once you have collected all the information you need it is time to start putting together your presentation. Use the following structure for your presentation.
 - ▶ Your Introduction and Objectives
 - ▶ Introduce the main themes/topics
 - ▶ Development of the main themes/topics
 - ▶ Conclusion
 - ▶ Question and Answer Round.

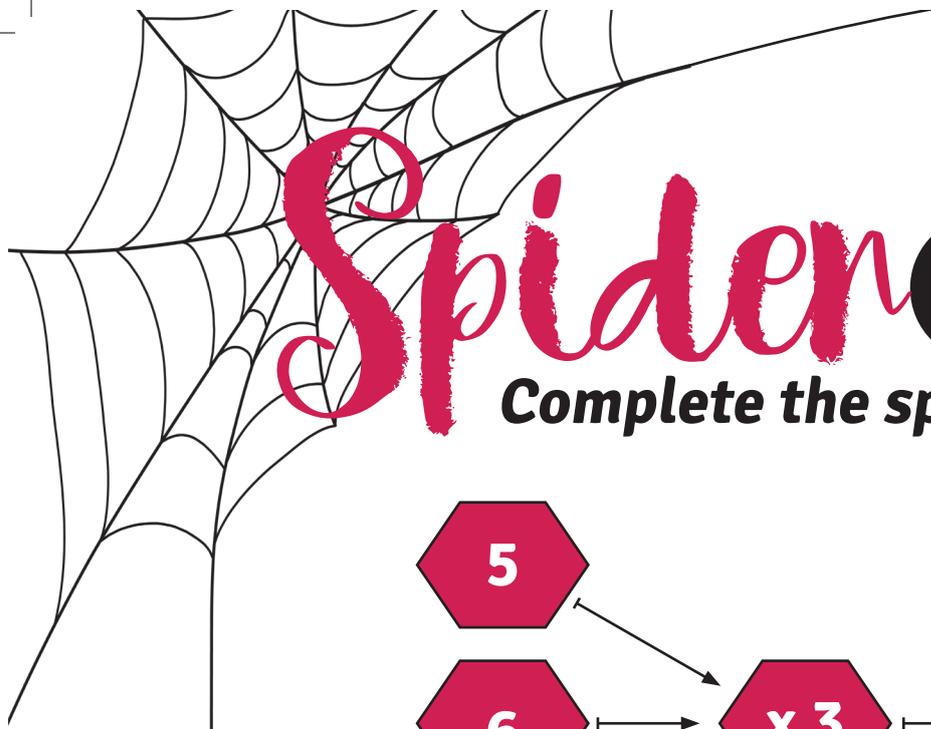
- Use visual aids like pictures, videos, or graphs to make your presentation more interesting. Remember you want to capture the attention of your audience throughout your presentation.
- Practise. Practise. Practise! Once you finish putting it together the next step is to rehearse your presentation. Make sure you do this many times as possible and in front of an audience (people close to you) so that they can give you feedback. Practise doing your presentation within a prescribed time limit. In this case you have 10 minutes.

Well done! You are now good and ready to do a presentation for your family members. All the best!



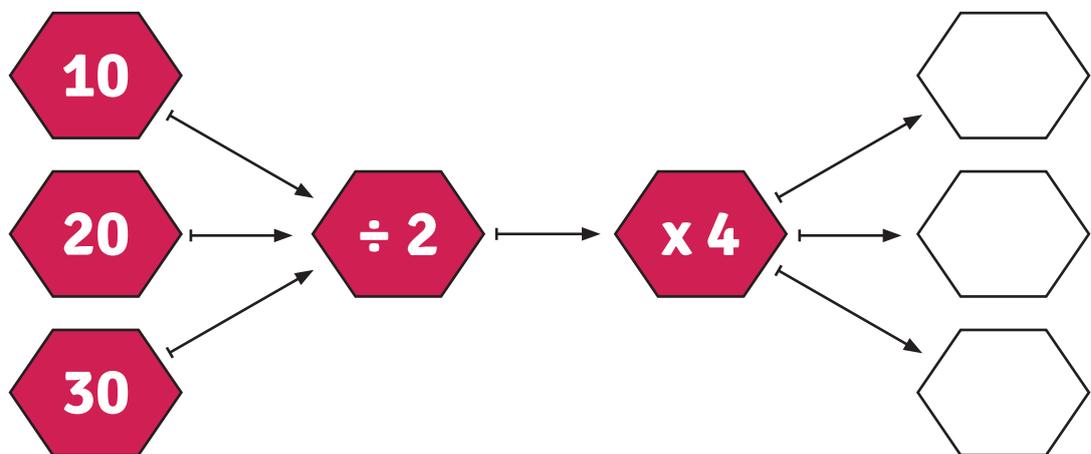
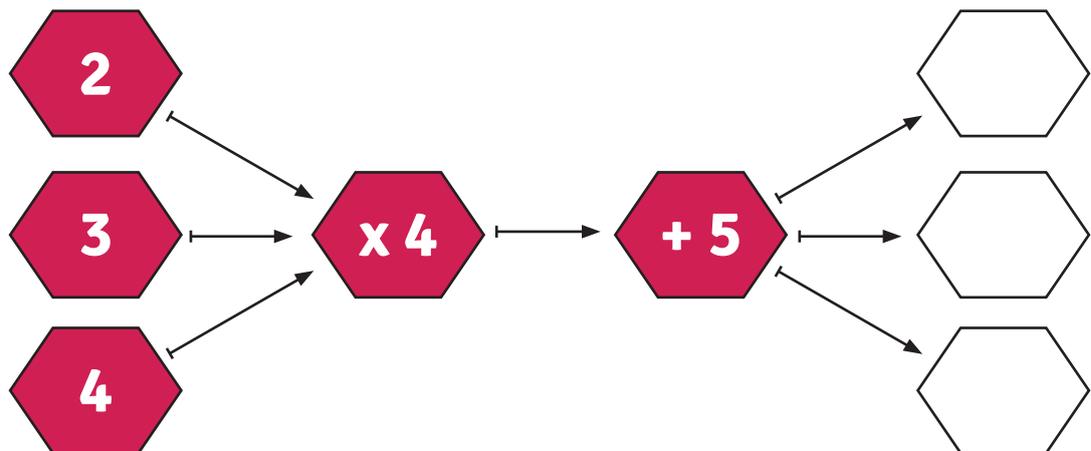
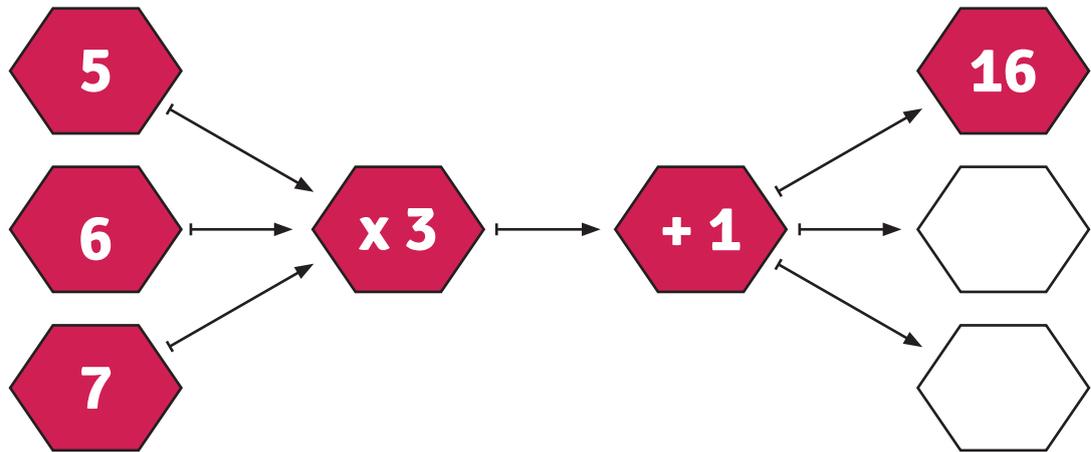
OVERCOMING NERVOUSNESS

- Practise: it is important to rehearse your presentation.
- Watch how other people do presentations.
- Arrive early to yourself enough time to prepare.
- Use positive visualisation to prepare yourself mentally.
- Take deep breaths
- Get a good night rest a day before your presentation.



SpiderGRAM

Complete the spider diagram below



(Auto) Biography Writing...



WHAT IS AN Autobiography?

A biography is a story about a person **written by themselves.**

WHAT IS A Biography?

A biography is a story about a person **written by someone else.**

Write an autobiography about yourself and your background using the template below.

ALL ABOUT ME

My name is _____

I was born in _____ on _____

My hair colour is _____ and my eye colour is _____

My clan name is _____ and I speak _____

I live in _____ with my _____

My favourite colour is _____ and I love eating _____

My culture is _____

Our traditional foods are _____

Men and boys in my culture wear _____

Women and girls in my culture wear _____

Some of the traditions we practice in my culture are _____

Insert a
picture of
yourself here

Draw a picture of our traditional clothes, homes, dance or food here.

MIND THE GAP!

Fill in the missing numbers to the sums

$4 + \square = 20$

$8 + \square + 6 = 20$

$\square + 2 + 5 = 20$

$9 + 4 + \square = 20$

$6 + 6 + \square = 20$

$20 = 7 + 6 + \square$

$7 + \square + 5 = 20$

$20 = \square + 4 + \square$

Colour the correct word that matches the arrow.

	ABOVE	LEFT	BELOW	RIGHT
	ABOVE	LEFT	BELOW	RIGHT
	ABOVE	LEFT	BELOW	RIGHT
	ABOVE	LEFT	BELOW	RIGHT

PHONICS

FUN

- { 1. Identify the name of what's in the picture on the left. }
 2. Colour-in or connect the correct sound for each word.
 3. Write the word on the line provided.

	C	O	T	_____ cat _____
	S	A	M	

	S	A	D	_____
	B	E	T	

	T	A	T	_____
	P	O	P	

	M	E	P	_____
	T	O	D	

	B	E	P	_____
	D	O	D	

	C	O	G	_____
	D	A	T	



Practicing balance is very important at an early stage of a child's development. Freeze is an exciting and fun way which to help small children to practice balance.

Step 1

Choose your favourite song. You can play it with a cellphone, speaker, laptop or even sing.



Step 2

Prepare the dance floor- remove everything that could be a hazard!



Step 3

Play or sing the favourite song. Let them dance!



Step 4

Pause the music – every time you pause the music or stop singing, the little one should also pause and stand very still – freeze – you shouldn't move at all.



Step 5

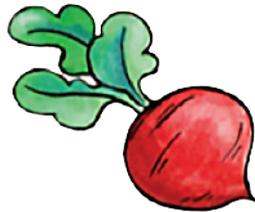
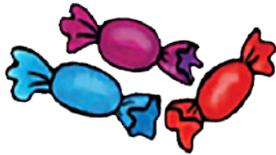
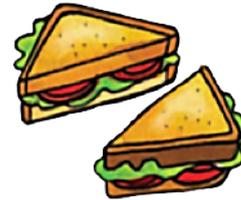
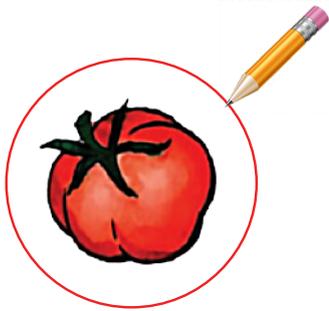
Repeat step 3 and 4 as much you want and enjoy!



Let's Count!

Circle the blocks that have 1 (one) item.

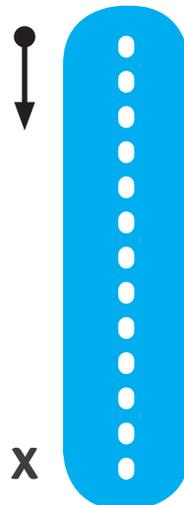
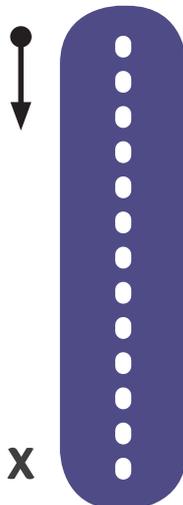
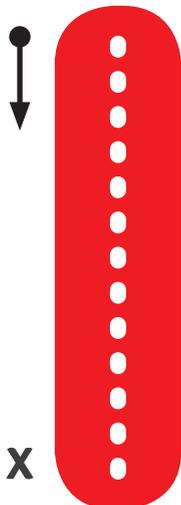
Clap your hands once for each item you see.



Now practise these numbers



Practise the numbers.





Arts Exhibition 2020 - Lockdown Edition -



Celebrating the Arts during lockdown is not an easy thing to do, but nevertheless we wanted to give a little bit of colour and hope to Walmer Township with our Lockdown T-Shirts!

The T-Shirts were designed by our Visual Arts Seniors during lockdown, while the Drama Seniors added their own spice to each of them.





**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



IF YOU ARE DIAGNOSED WITH COVID-19, OR IF YOU HAVE SYMPTOMS BUT CANNOT GET TESTED, WHAT SHOULD YOU DO?



- Stay at home for 14 days
- Stay calm
- Ensure you have family members on hand who can help you to get shopping and things you may need
- Keep connected to people you care about by phone and video calls

DO



DO NOT

- ▶ Go to work
- ▶ Use public transport
- ▶ Go to public places
- ▶ Go shopping
- ▶ Visit anyone
- ▶ Attend religious gatherings
- ▶ Have visitors in your home
- ▶ Leave home unless you need medical care

WHAT'S THE DIFFERENCE?

- ◀ You have tested positive for the virus or you have symptoms and likely have Covid-19
- ◀ You need to avoid contact with other people for :
 - 14 Days after your test if you have no symptoms
 - 14 days after your symptoms started if you have mild disease
 - 14 days from the last day you needed oxygen if you were treated in hospital with severe disease
- ◀ You do not need to re-test to confirm you are negative to de-isolate

**ISO
LAT
ION**

**QUA
RAN
TINE**

- ▶ You have been in close contact with someone with the virus and you don't have symptoms and haven't tested positive
- ▶ You need to avoid contact with other people for 14 days after your exposure to the person with Covid-19
- ▶ If you do not develop symptoms you can de-isolate after 14 days
- ▶ If you develop symptoms you are considered to also have Covid-19 and then you need to isolate for 14 days from the start of *your* symptoms

