

Getting to know South Africa

Chapter name: Getting to know South Africa				
Content: Pupils undertake research, play games, carry out a series of simple tasks and plan a footballers' diet to build their knowledge and understanding of South African culture, food and history.				
Section	Activity and instructions	Skills	Target year group(s)	Relevant subjects
Timeline of South Africa and South African football	<p>Activity 1 – Researching South Africa’s football, social and political history</p> <p>Ask pupils to research the questions relating to South Africa’s social, political and football history which are outlined on the attached page. Pupils should use the timeline and websites links which are also provided on the attached page to answer the questions.</p> <p>The timeline also offers opportunities for teachers to develop or access other activities. It can be used for activities to combat racism and promote cohesion, and includes links to South African curriculum material produced for the new South African history and social studies curriculum (see the links in italics which are embedded in the timeline).</p>	<p>Pupils use a timeline and the internet to research facts about South African history and culture.</p> <p>Pupils select relevant information about South Africa and its political, social and football history</p> <p>Pupils have opportunities to discuss and/or write about facts about South Africa</p>	10-11	<ul style="list-style-type: none"> • History • PSHE • Citizenship • Literacy component s – speaking and listening, reading, writing • ICT
Bafana Bafana – A route into South Africa	<p>Activity 2 – Learning about South African players and South Africa’s geography</p> <p>The South African national football team is known as Bafana Bafana.</p> <p>Choose one player from the list provided for each pupil. There were 22 players chosen for the World Cup from amongst the country’s top players.</p> <p>Ask pupils to research and write a biography for their player and describe their player’s home town using the example provided. The list of players also includes information on their birth place.</p> <p>Using a map of South Africa, ask</p>	<p>Pupils research biographical information</p> <p>Pupils use maps to find towns and cities in South Africa</p> <p>Pupils research information and use geographical enquiry to learn about towns and cities in South Africa</p>	4-9	<ul style="list-style-type: none"> • Geography • Literacy – reading, writing • ICT opportunity – using the internet for research

	pupils to use an arrow to mark which part of South Africa their player comes from.	Pupils write a biography and a description of a location in South Africa		
Bafana Bafana – A route into South Africa	<p>Activity 3 – South African food and footballers</p> <p>Use the information provided to discuss the different food groups and the importance of a balanced diet with the class.</p> <p>Ask pupils to plan a balanced diet that would keep their chosen player at peak performance during the gruelling month of the tournament, making sure they include some African foods. Pupils can use the template plan and African food list provided. (A list of players is provided in the attached paperwork for Activity 2.)</p> <p>When pupils have done this ask them to share what they have found out with their classmates.</p>	<p>Pupils discuss food and nutrition and their effects on health</p> <p>Pupils consider what makes a balanced diet</p> <p>Pupils consider the influence of culture on diet</p>	4-7	<ul style="list-style-type: none"> • Science • Design and Technology • PSHE • Literacy – speaking and listening
Globingo	<p>Activity 4 – Globingo game</p> <p>Provide each member of class with a copy of the globingo table provided.</p> <p>Instruct pupils to go around the class asking each other questions from the Globingo table.</p> <p>Pupils must find a different person to answer each question. They should not answer any of the questions themselves.</p> <p>Ask pupils to write the respondents name in the box and the answers to the questions they have answered correctly.</p> <p>The winner is the first person to complete all questions correctly and shout GLOBINGO.</p>	Pupils use their background knowledge and knowledge of South Africa to play the game	4-6	<ul style="list-style-type: none"> • Literacy – speaking and listening • Geography
Simple actions	<p>Activity 5 – Simple actions</p> <p>Simple actions is about inspiring</p>	Pupils undertake a variety of	3-6	<ul style="list-style-type: none"> • Geography • History • Literacy –

	<p>individuals to use small, everyday actions to learn about South Africa.</p> <p>Provide pupils with a copy of the Simple actions sheet, which consists of 20 actions that can be done by anyone.</p> <p>Ask pupils to undertake these actions (or a selection of them) and to keep a journal detailing what they have done for each action, the date, their response to the action and the response of others to their action. The journal entry must be signed by an adult.</p> <p>Once all actions are complete, the class or year group should be recognised in Assembly. Pupils have the option of making a power point presentation about what they have learnt and achieved.</p>	<p>simple actions to learn about the history and culture of South Africa</p> <p>Pupils write and maintain a journal</p> <p>Pupils have opportunities to discuss the activities with other pupils</p> <p>Pupils have the opportunity to plan and deliver a Powerpoint presentation about what they have learned</p>		<p>reading, writing, speaking and listening</p> <ul style="list-style-type: none"> • Design and Technology • Citizenship • PSHE • Art • ICT opportunity : using the internet for research, making a Powerpoint presentation
South African Landscape	<p>Activity 6 – South African landscape</p> <p>Tell pupils to look at the photographs provided and ask them what persuasive language they would use to encourage a group of tourists to travel through the interior of South Africa.</p> <p>Ask pupils to:</p> <ul style="list-style-type: none"> • think about what the landscape would look like between venues • consider using their senses to describe the setting • identify and use some examples of technical vocabulary, which they could associate with the human and physical features of South Africa: <p>Savannah Beaches Townships Arid Low mountains Dry Grasslands Desert</p>	<p>Pupils use photographs as a stimulus to geographical enquiry about the human and physical features of South Africa</p> <p>Pupils use technical vocabulary to describe human and physical features</p> <p>Pupils have the opportunity to compare and contrast South Africa with England</p>	4-9	<ul style="list-style-type: none"> • Geography • Literacy - speaking and listening

	Mountain ridge Plains National Park Table Mountain Shanty land	Coastal Rural Markets Urban			
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Probability: Mancala	Activity 7: Learning Probability through Mancala			
	<p>Mancala is a game which is played across Africa but is known by different names in different African countries. It is known as lihus by the Khoikhoi of South Africa.</p> <p>There are many different rules and variations of the game but in the South African version, the game is played on a 4 x 8 board with two stones/beans placed in each hollow.</p> <p>Ask pupils to divide into two teams to play the game.</p> <p>Provide pupils with the instructions on how to play the game and encourage them to calculate where the best place is for them to start picking up the stones/beans as they move around the board.</p>	Pupils practice counting and probability		<ul style="list-style-type: none"> • Maths

Activity 1

Timeline of South Africa and South African football

Research questions

Use the timeline and websites links listed on the following page to find out about the following:

1. What happened at:

- District Six
- Kliptown
- Liliesleaf Farm
- Robben Island
- Sharpeville
- Sophiatown

And what was found at Kimberley?

2. Why was Phefeni Secondary School so important in history?

3. Find out about:

- Steve Biko
- P W Botha
- F W De Klerk
- Ruth First
- Miriam Makeba
- Nelson Mandela
- Hector Pieterson
- Joe Slovo
- Helen Suzman
- Oliver Tambo
- Archbishop Desmond Tutu
- Hendrik Verwoerd
- Shaka Zulu

4. Has the path of football in South Africa been conditioned by the political context? Can you provide some examples? Has football also played a role in influencing South Africa's politics?

Timeline

South Africa History and Football Timeline <http://www.teachers.org.uk/southafricatimeline>

This comprehensive timeline juxtaposes events in football in South Africa with the social and political history of South Africa. The timeline reflects South African perspectives and experiences as much as possible. It also provides dates from British and European social and political history to provide context.

Useful websites

The Apartheid Museum www.apartheidmuseum.org

An excellent website about the apartheid years. It includes information, classroom activities, and some interactive material which is very accessible for pupils.

The Constitutional Court <http://www.constitutionalcourt.org.za>

This website provides entry to a fascinating and very special project. It has been built on part of the site of the notorious prison known as Number Four, which housed many distinguished political prisoners under the apartheid regime (the other part of the prison has been preserved and is now a museum of the history of the prison.) Both the building and the court itself embody the values of the new South Africa and the website is well worth exploring to learn more about this aspect. Information about the law itself is accessible and interesting (see, for example, the information about children's rights.)

District 6 Museum <http://www.district6.co.za>

This website has an interactive timeline.

Action for Southern Africa - ACTSA www.actsa.org

This website includes information on the current development challenges facing South and southern Africa, detailed information about a range of issues including HIV/AIDS, gender, trade and climate change and detailed country profiles for all the countries in southern Africa.

Kick It Out <http://www.kickitout.org>

This website has constantly updated information on football and equality, including resources for schools. It carries information on players' stories through the ages, including early black pioneers of football in England.

South African Government Information <http://www.info.gov.za>

Statistical data, progress reviews and future plans can be accessed from here. Teachers can use them to prepare material, and older students can use it for research.

South Africa History <http://www.sahistory.org.za/>

This is an absolutely essential website for research on South African history for students and teachers. It is comprehensive, includes timelines, biographies and lesson plans on the classroom pages.

South Africa 2010 <http://www.sa2010.gov.za>

This is the official government information page about the World Cup, which is constantly kept up to date.

Thutong South African National Teachers' Portal <http://www.thutong.doe.gov.za>

This website is set up for South African teachers, but you may find material which gives a South African perspective to teaching about South Africa and which you can use.

Activity 2

Learning about South African players and South Africa's geography

Bafana Bafana players

Name	Birth place	Further clue to birth place, if required
Aaron Mokena*	Johannesburg	
Anele Ngcongca*	Cape Town, Western Cape	
Benedict Saul "Benni" McCarthy	Cape Town	
Benson Mhlongo	Alexandra	Gauteng Province
Bernard Parker*	Botsburg	Gauteng Province
Bevan Fransman	Cape Town	Western Cape
Bongani Khumalo*	Manzini	Swaziland
Daine Klate	Port Elizabeth	
Darren Keet	Johannesburg	
Daylon Classen	Klerksdorp	130 km south-west of Johannesburg
Elrio van Heerden	Port Elizabeth	
Emile Baron	Fish Hoek	Western Cape
Itumeleng Khune*	Ventersdorp	
Kagisho Dikgacoi*	Brandfort	
Katlego Mphela*	Brits	Northwest Province
Kermit Erasmus	Port Elizabeth	
Lance Davids*	Cape Town	
Lucas Thwala*	Nelspruit	
Mabhuti Khenyeza,	Howick	Kwa-Zulu Natal
Matthew Booth*	Fish Hoek	
Moeneeb Jacobs*	Cape Town, Eastern Cape	
Morgan Gould	Noordgesig	Soweto
Ntuthuko Macbeth-Mao Sibaya*	Durban	
Reneilwe Letsholonyane*	Soweto	
Richard Henyekane	Kimberly	Capital of the Northern Cape
Rowen Fernández	Springs, Guateng	50km east of Johannesburg
Sibonesia Gaxza*	Durban	
Siphiwe Tshabalala*	Soweto	
Siyabonga Nomvetho*	KwaMashu	North of Durban
Siyabonga Sangweni*	Empangeni	160km north of Durban
Steven Jerome Pienaar*	Johannesburg	
Sthembiso Ngcobo	Durban	
Surprise Moriri*	Matibidi	
Teko Modise*	Soweto	
Thanduyise Khuboni*	Durban	
Tsepo Masilela*	Witbank	

* Players chosen for the final 22 man squad

Player biography example

Benni McCarthy of West Ham United is the leading goal scorer for Bafana Bafana. He comes from Cape Town. A sample biography for him is shown below.

BIOGRAPHY	
Name:	Benedict 'Benni' McCarthy
Date of Birth:	Saturday, November 12, 1977
Birth Place:	Cape Town South Africa
Height:	184cm
Position:	Attacker
Club	West Ham United
Former Clubs/Teams:	FC Porto, Celta Vigo, Ajax, Seven Stars

Picture of player.

Cape Town

Cape Town, also called **Kaapstad** (Afrikaans) or **iKapa** (Xhosa), lies at the south western tip of South Africa on the Cape Peninsula and is the **capital of the province Western Cape**.

The Western Cape Province is one of the nine provinces of the Republic of South Africa and can be compared in size to England.

The City Bowl, which is Cape Town's business district, has a picturesque setting **on the Cape Peninsula** as it is framed by the Table Mountain range to the South, the Atlantic Ocean to the West and the Indian Ocean to the South East.

Cape Town is the **legislative capital of South Africa**, with the National Parliament located next to the Company Gardens. From January to June the National Parliament meets in Cape Town, the second half of the year it moves to Tshwane (Pretoria).

Player biography

Name:	
Date of Birth:	
Birth Place:	
Height:	
Position:	
Club:	
Former Clubs/Teams:	

Your player

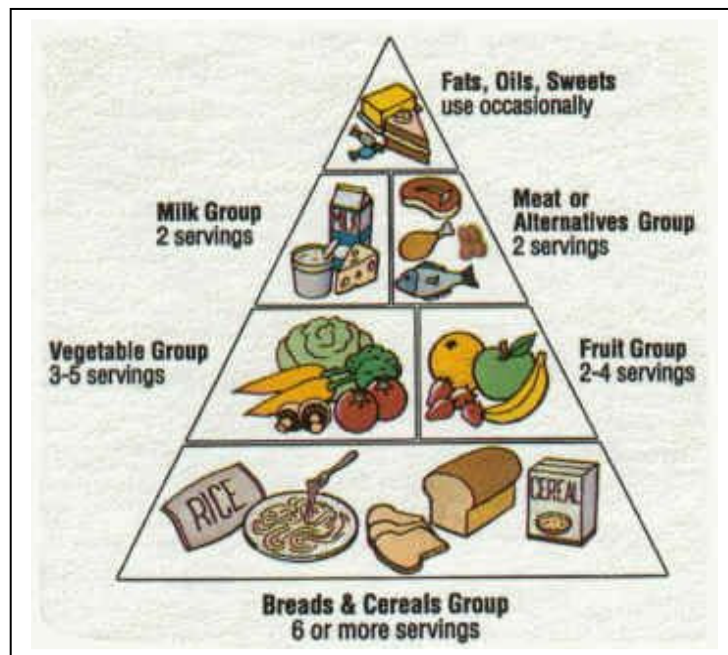
Describe the home town of your chosen player:

Activity 3

South African food and footballers

A balanced diet

- **Carbohydrates**: these provide a source of energy.
- **Proteins**: these provide a source of materials for growth and repair.
- **Fats**: these provide a source of energy and contain fat soluble vitamins.
- **Vitamins**: these are required in very small quantities to keep you healthy.
- **Mineral Salts**: these are required for healthy teeth, bones, muscles etc.
- **Fibre**: this is required to help your intestines function correctly; it is not digested.
- **Balanced Diets**: we must have the above items in the correct proportions.



Plan a balanced diet for your player

Try to select traditional South African foods suitable for your player. Food is your body's fuel and the better the quality of fuel you put in, the better your performance. You need to make sure there is a balance between the major food groups: fats; proteins; carbohydrates; vitamins and minerals; and fibre.

Breakfast

Lunch

Dinner

Typical South African foods and dishes

- [Amasi](#), is milk fermented in a traditional way, which tastes rather like plain yoghurt or cottage cheese. It is very popular in South Africa. It has healthy characteristics, and today might be described as probiotic.
- [Biltong](#), a salty dried meat.
- [Bobotie](#), a dish of [Malay](#) descent, is like [meatloaf](#) with [raisins](#) and with baked [egg](#) on top, and is often served with yellow [rice](#), [sambals](#), [coconut](#), [banana](#) slices, and [chutney](#).
- [Boerewors](#), a [sausage](#) that is traditionally [braai](#)ed ([barbecued](#)).
- [Bunny chow](#), [curry](#) stuffed into a hollowed-out loaf of bread. A bunny chow is called Kota by the locals.
- [Chutney](#), a sweet sauce made from fruit that is usually poured on meat, especially a local brand called Mrs Ball's Chutney.
- [Frikadelle](#) - [meatballs](#).
- Gesmoorde vis, salted [cod](#) with [potatoes](#) and [tomatoes](#) and sometimes served with [apricot](#) jam.
- Hoenderpastei, chicken pie, traditional [Afrikaans](#) fare.
- [Isidudu](#), pumpkin pap.
- [Koeksisters](#) come in two forms and are a sweet delicacy. Afrikaans koeksisters are twisted [pastries](#), deep fried and heavily sweetened. Koeksisters found on the [Cape Flats](#) are sweet and spicy, shaped like large eggs, and deep-fried.
- [Mageu](#), a drink made from fermented mealie pap
- [Mala Mogodu](#), a local dish equivalent of tripe. South Africans usually enjoy mala mogodu with hot [pap](#) and [spinach](#)
- [Malva Pudding](#), a sweet spongy apricot pudding of [Dutch](#) origin.
- [Mashonzha](#), made from the [mopane worm](#), a caterpillar which lives on the mopane trees, often fried until crispy.
- [Melktert](#) (milk tart), a milk-based tart or dessert.
- Melkkos (milk food), another milk-based dessert.
- [Mealie-bread](#), a sweet bread baked with [sweetcorn](#).
- [Miellie-meal](#), one of the staple foods, often used in baking but predominantly cooked into [pap](#) or [phutu](#).
- [Ostrich](#) is an increasingly popular [protein](#) source as it has a low [cholesterol](#) content; it is either used in a stew or filleted and grilled.
- Pampoenkoekies (pumpkin fritters), flour has been supplemented with or replaced by [pumpkin](#) or [sweet potato](#).
- Potbrood (pot bread), savoury bread baked over coals in cast-iron pots.
- [Potjiekos](#), a traditional [Afrikaans stew](#) made with meat and vegetables and cooked over coals in cast-iron pots.
- Rusks, a rectangular, hard, dry biscuit eaten after being dunked in tea or coffee; they are either home-baked or shop-bought (with the most popular brand being Ouma Rusks).
- Samosa or samoosa, a savoury stuffed Indian pastry that is fried.
- Smagwinya, fat cakes,
- Smoked or braai'ed snoek, a regional gamefish.
- Sosaties, grilled marinated meat on a skewer.

- [Tomato bredie](#), a lamb and tomato stew.
- [Trotters](#) and [Beans](#), from the [Cape](#), made from boiled pig's or sheep's trotters and onions and beans.
- Umlegwa, a dish made with free-range chicken.
- [Umngqusho](#), a dish made from [semolina](#) and black-eyed peas.
- Umphokogo, an African salad made of [maize meal](#).
- [Umqombothi](#), a type of beer made from fermented wheat.
- Umvubo, sour milk mixed with dry pap, commonly eaten by the Xhosa.
- [Vetkoek](#) (fat cake, magwenya), deep-fried [dough](#) balls, typically stuffed with meat or served with [snoek](#) fish or jam.
- [Waterblommetjie bredie](#) (water flower stew), meat [stewed](#) with the flower of the Cape Pondweed.

Activity 4

Globingo

Globingo

<p>Knows where to find South Africa on the map</p> <p>Who?</p>	<p>Has eaten food produced in another country</p> <p>Who?</p> <p>What?</p> <p>When?</p>	<p>Likes meeting new people from other countries</p> <p>Who?</p>
<p>Knows who Nelson Mandela is</p> <p>Who?</p>	<p>Knows the name of the South African national anthem</p> <p>Who?</p>	<p>Enjoys football and supports a team</p> <p>Who?</p> <p>Which team?</p>
<p>Is from a different background to you</p> <p>Who?</p>	<p>Knows what a township is</p> <p>Who?</p>	<p>Has recycled at home or school</p> <p>Who?</p> <p>When?</p> <p>Where?</p>

Activity 5

Simple actions

Simple actions

1. Cook a dish from South Africa.
2. Tell a story from South Africa.
3. Watch a movie about South Africa.
4. Make up a quiz on South Africa - create the questions and the answers.
5. Visit the library and read a story set in South Africa. Identify the setting of the story on a South African map.
6. Read a book about apartheid and segregation.
7. Sign off your email with a note about South Africa.
8. Find five facts about South Africa.
9. Use your facts from action number 8 above to write a short story or poem about South Africa.
10. Create an exhibition on any aspect of South Africa.
11. Smile :O)
12. Learn to say a few things in a South African language.
13. Have a meal with someone from South Africa.
14. Play a South African game.
15. Join a big action campaign in support of tolerance and anti-discrimination.
16. Play football wearing the colours of the South African national team.
17. Give a book about South Africa as a present to someone.
18. Define the words 'segregation', 'apartheid'.
19. Create an anti-discrimination banner.
20. Say a sentence in one of the languages spoken in South Africa

Activity 6

South African landscapes

Source: Action for southern Africa



ACTIVITY 7

Learning Probability through Nsolo

Setting up to play the game

To play this game you will need a board of 4 x 8. You can make such a board using egg boxes/trays as they have ideal sized hollows.

In each of the 4 x 8 hollows in the board you must place 2 stones/ beans. So you will need 64 stones/beans to play the game.

Rules of the game

Each player owns the two rows on his/her side. So to play the game, pupils should divide into two teams.

Initially there are two stones/beans in each hole. Player A owns the top two rows of the board. Player B owns the bottom two rows of the board. Each hollow has two stones/beans in it.

Either player may start the game. If player A starts they will pick up both the stones/beans from any hollow of their choice on their side of the board. They move their stones/ beans two places clockwise on their side of the board, dropping a bean in each of the hollows as they pass.

Player A will capture all the stones/ beans in the row on which they land (both their own beans and that of their opponents) so pick up all the beans in their two hollows and their two hollows opposite.

Starting in the next hollow the player moves around the board, dropping a stone/bean in each hollow. When they run out of beans they once again pick up all the beans in a single row.

Player A stops when they land on a space where there are no beans on their opponent's side. Player B then has their turn. The game finishes when one player has captured their opponents beans/stones so that their opponent is no longer able to move around the board.

A diagram to show how the game should look at start of play

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••	••	••	••	••	••	••	••
••	••	••	••	••	••	••	••
••	••	••	••	••	••	••	••