

# **Life in the new South Africa**

<b>Chapter name:</b> Life in new South Africa				
<b>Content:</b> Through research, design and role play activities focused on present day South Africa, pupils can learn about human rights and equality both in the South African context and more globally.				
<b>Section</b>	<b>Activity</b>	<b>Skills</b>	<b>Target year group(s)</b>	<b>Relevant subjects</b>
Children's lives in UK and SA	<b>Background information for teachers on the commonalities and differences in children's lives in the UK and South Africa. This relates to activities 1-5 below.</b>	-	-	-
Children's lives in UK and SA	<p><b>Activity 1 – Creating a children's charter and youth day poster</b></p> <p>Ask pupils the following questions to start a discussion and promote thinking about rights:</p> <ul style="list-style-type: none"> <li>• What does the sentence: "children have a right to play" mean to you?</li> <li>• What might make it difficult for you to exercise this right?</li> <li>• Which other rights do you think are especially important for all children around the world?</li> </ul> <p>Ask pupils to think about what their own 10-point "Children's Charter" would include. Write this up.</p> <p>Ask the following questions about Youth Day:</p> <ul style="list-style-type: none"> <li>• Should there be a Youth Day in Britain?</li> <li>• What would it look like?</li> <li>• What would happen?</li> </ul> <p>Get pupils to design their own poster for youth day.</p>	<p>Pupils engage with and reflect on different ideas, opinions and beliefs</p> <p>Pupils research and evaluate information</p> <p>Pupils express and explain their own opinions to others</p> <p>Pupils apply these skills in the creation of a children's charter and youth day poster</p>	7-9	<ul style="list-style-type: none"> <li>• Citizenship</li> <li>• History</li> </ul>
Children's lives in UK	<b>Activity 2 – Create a poster about children's rights using a quote</b>	Pupils engage with and reflect on	7-9	<ul style="list-style-type: none"> <li>• Citizenship</li> <li>• History</li> </ul>

and SA	<p>Ask each pupil to choose one of the quotations about children from the sheet provided as an attachment and explain what the quote means to them.</p> <p>Ask pupils to make an illustration or a poster to show the quotation they have chosen and what they think it means.</p>	<p>different ideas, opinions and beliefs about children</p> <p>Pupils communicate and justify an argument</p> <p>Pupils present information creatively and effectively through the medium of a poster</p>		
Children's lives in UK and SA	<p><b>Activity 3 – Looking at gender equality in schools</b></p> <p>Ask your class what is done at their school to create equal opportunities for boys and girls to learn and to play.</p> <p>Ask them to find out what is being done in South Africa to make sure there are equal opportunities for girls and boys.</p> <p>You could suggest the following websites as a starting point:</p> <p><a href="http://www.unicef.org/southafrica/children.html">www.unicef.org/southafrica/children.html</a></p> <p><a href="http://www.anc.org.za/misc/childcht.html">www.anc.org.za/misc/childcht.html</a></p> <p><a href="http://ipsnews.net/africa/nota.asp?idnews=44676">http://ipsnews.net/africa/nota.asp?idnews=44676</a></p> <p><a href="http://www.childrensmovement.org.za/index.php?option=com_content&amp;view=article&amp;id=5Item">www.childrensmovement.org.za/index.php?option=com_content&amp;view=article&amp;id=5Item</a></p>	<p>Pupils use the internet to research facts about gender equality in South Africa</p> <p>Pupils think critically about similarities and differences in opportunities at their school and for young people in South Africa</p>	7-9	<ul style="list-style-type: none"> <li>• Citizenship</li> <li>• History</li> <li>• ICT</li> </ul>

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	<p><b>Activity 4 – Health and football research</b></p> <p>Ask pupils to make a list of what young people need in order to be fit and healthy to be good at sport.</p> <p>Once they have quite a few items, ask them to make a list ranking them in order of importance.</p> <p>Ask them to find out about the charity “Alive&amp;Kicking” and why they print health messages on their football. What are they trying to achieve and what have they done so far?</p> <p>Ask them to find out about FIFA's Football for Hope project. What is this project? Where is it taking place? What does it want to achieve?</p>	<p>Pupils use information sources, including the internet, to research the topic of football and health</p> <p>Pupils draw on these to develop and communicate their ideas</p>	7-9	<ul style="list-style-type: none"> <li>• Citizenship</li> <li>• History</li> <li>• PSHE</li> <li>• ICT</li> </ul>
	<p><b>Activity 5 – Football opportunities</b></p> <p>Ask your class the following questions:</p> <p>Environment:</p> <ul style="list-style-type: none"> <li>• What facilities are there in your school/local community/local environment to help and encourage you to become good at football?</li> <li>• What changes would you like to see to your local environment to give you more opportunities to become good at football?</li> <li>• Do you think these are similar or different in South Africa?</li> </ul> <p>Emotions:</p> <ul style="list-style-type: none"> <li>• What hopes and fears do you think might be common to young people in South Africa and young people in Britain?</li> </ul>	<p>Pupils use their critical thinking and enquiry skills to consider their own environment and the opportunities it provides</p> <p>Pupils compare and contrast their environment to that of South African children</p> <p>Pupils express,</p>	7-9	<ul style="list-style-type: none"> <li>• Citizenship</li> <li>• History</li> <li>• Geography</li> </ul>

	<p>Participation:</p> <ul style="list-style-type: none"> <li>• What position in a football team would/do you like to play in, and why?</li> <li>• What are the positive or negative aspects of becoming a professional sportsperson when you are older?</li> </ul>	<p>explain and communicate their views and listen to, and engage with, other pupils' thoughts and opinions</p>		
<p>Equalising relations</p>	<p><b>Activity 6 – Exploring relationships in post-apartheid South Africa</b></p> <p>Read through the brief information on apartheid which is provided as an attachment to this activity.</p> <p>Discuss with the class the implications set out in the information provided.</p> <p>Three scenarios are provided in the attachment. Organise pupils into discussion groups and assign one scenario to each group and ask pupils to explore the issues relevant to their scenario.</p> <p>After pupils have had the opportunity to explore the issues they should note down:</p> <ul style="list-style-type: none"> <li>• the main areas of agreement and/or disagreement in their groups</li> <li>• the reasons for this</li> <li>• some key phrases they used when discussing their feelings.</li> </ul> <p>Teachers may wish to prompt students with sentence stems, some of which might include:</p> <ul style="list-style-type: none"> <li>• “I feel hopeful/angry/saddened when...”</li> <li>• “I disagree with your opinion because...”</li> <li>• “I find it hard to accept ...”</li> <li>• “We need to support... because...”</li> <li>• I’m unsure about ... because...”</li> <li>• “I don’t want to... because”</li> </ul>	<p>Pupils explore and reflect critically on events from South African history</p> <p>Pupils engage in role play activities</p> <p>Pupils express, explain and communicate their views to others; and listen and engage with other pupils' thoughts and opinion</p> <p>Pupils use these activities to consider and draw conclusions about life in post-apartheid South Africa</p>	<p>7-9</p>	<ul style="list-style-type: none"> <li>• Citizenship</li> <li>• History</li> </ul>

	<ul style="list-style-type: none"> <li>• “I don’t think it’s fair because...”</li> <li>• “Why don’t we try...?”</li> <li>• “I felt upset/humiliated/infuriated when...”</li> <li>• “After...happened, I didn’t want to...”</li> <li>• “I dislike what you said/did because...”</li> <li>• “We can talk to each other calmly because...”</li> <li>• “We can start solving this by...”</li> </ul> <p>Help students to pool and share the ideas that emerge from all three scenarios. Pair pupils with someone who has discussed a different scenario to theirs and ask pupils to develop a role play of a conversation held between:</p> <ul style="list-style-type: none"> <li>• A civil servant and a group of sports fans.</li> <li>• A group of teachers and a government minister.</li> <li>• Members of a residents group and a local councillor.</li> </ul> <p>An example of each role play is shared with the class.</p> <p>Finally, help the class to summarise what they think relationships between people from different races and of different status might be like in the new South Africa.</p>			
Globetrotting	<p><b>Activity 7 – Eight global dimension concepts through World Cup stadium visits</b></p> <p>This activity links the eight concepts of the global dimension with a virtual visit to each of the stadiums in South Africa which hosted the World Cup.</p> <p>Provide each student with their own passport and visas, using the templates provided. This will be used to record each stadium the pupil has visited, their response to the entry and exit question and any relevant research and information they have collated.</p> <p>Each visit will begin with an entry question and end with an exit question, and will include an activity. The attached sheet includes each stadium, the entry and exit</p>	Pupils use critical thinking and enquiry skills as they take a virtual tour around South Africa visiting 10 World Cup stadiums Through a series of key questions, pupils are challenged to	7-9	<ul style="list-style-type: none"> <li>• Citizenship</li> <li>• History</li> <li>• Geography</li> </ul>

	<p>questions, and a suggested key activity.</p> <p>The entry question may relate directly to the place or stadium or to the concept in a general way. The exit question usually focuses on the student's personal response to the global dimension concept. Teachers may also want to create their own questions.</p> <p>As part of the discussion promoted by the entry question, teachers should discuss with the class how the concepts relate to South Africa now and in the past.</p> <p>Ask pupils to research their response where necessary and use the web to find out interesting information about South Africa from the venue profiles.</p> <p>Once all the cities have been visited, there can be a celebration and review. Students should be presented with certificates of travel.</p> <p>Take photographs throughout the sessions and mount an exhibition. Display all the children's passports with their information. Display their key activities.</p> <p>Ask pupils to make presentations to their class about what they have done and learnt.</p>	<p>consider what it is to be an informed global citizen</p> <p>Pupils carry out research and present their findings to others</p> <p>Pupils explore the concept of taking informed and responsible action</p>		
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**Children's lives in UK and SA**  
**Background information for teachers**

## **The commonalities and differences in children's lives in UK and SA**

### **Number of young people in South Africa and the UK**

Although South Africa's population is smaller than Britain's there are more young people. In Britain young people make up around 20 per cent of all the people living here. In South Africa around 40 per cent of the population are aged under 18. Life expectancy in South Africa is around 50 years of age. With such a large percentage of young people in South Africa, the future of their country really depends on them!

### **Children and health**

There are many things that can affect children's health such as the food they eat, the housing they live in, the amount of exercise they get, how clean the air is where they live and so on. Poverty can affect their health. In Britain 1.6 million children live in housing that is overcrowded, temporary or run down.

In South Africa health can be a struggle for young people. Two thirds of children in South Africa live below the poverty line, many of them in rural areas. Although there are now more families in South Africa that have improved water supplies, around a half of the children in South Africa don't have access to clean reliable water in their house or yard and there are still thousands of schools that don't have access to safe water on site.

The challenge of childhood diseases is being tackled by immunisation. Polio which used to be a problem for some children in Britain until the 1960s was still a problem in South Africa until recently but has now been eradicated. Other health challenges are still there, though. It is estimated that 3.3 per cent of children aged 2-14 are living with HIV. There are also many children in South Africa who have lost their parents because of serious illnesses. There are 3.7 million orphaned children in South Africa and around half of them have lost their parents to HIV/AIDS.

Many orphaned children have to take responsibility for looking after younger brothers and sisters and this limits the time they have to concentrate on their own development and the interests they want to pursue for themselves.

In Britain, some children have problems with the fitness and stamina needed for playing sports like football for different reasons. Very few children in Britain have to walk long distances to school and many children spend their leisure time playing computer games rather than getting physical exercise. Quite a lot of children in Britain eat foods that contain a lot of salt and fats that are unhealthy and some are overweight.

In the rural areas in South Africa, in particular, many children have to walk long distances to school, and instead of eating unhealthy sugary manufactured foods, they eat healthy organic food which their families have grown. So in some ways they will be healthier, but sometimes there is not enough food.

### **Child labour**

Some children in South Africa have little time to be free to play and get exercise because they have to work. About 1 million children in South Africa are engaged in *child labour*. Sometimes this is work they are paid for, sometimes this is work they do for their families like collecting wood or fuel, which can be very difficult and tiring. The South African government has been working to make new laws to reduce and hopefully to stop child labour.

The Constitution of South Africa says children have a right to be protected from work that is dangerous or exploitative, or would affect their schooling and development and to protect them from work that is not appropriate for their age.

[http://www.afrol.com/News2001/sa026\\_childlabour\\_raid.htm](http://www.afrol.com/News2001/sa026_childlabour_raid.htm)

### **School facilities to support sport**

One of the places that many children in Britain get to take part in sport and games and use facilities is through schools. Most schools have a PE hall and some, especially secondary schools, have their own sports fields and pitches.

In Britain nearly every child who is of school age does go to school, but in South Africa that is not the case. There are nearly 200,000 children aged between 7 and 15 in South Africa who are not at school and more of these are girls than boys. But the situation is improving. More children in South Africa today are now completing school; there are almost as many girls as boys at school. It is still the case, though, that facilities and opportunities for children are generally better in the urban schools than the rural schools.

In 2006 the South African government launched its “Mass Participation School Sport programme” focusing on football, netball, volleyball, athletics, cricket, basketball. Through this programme it is trying to ensure that more children have the opportunity to take part in these sports.

More and more girls are being encouraged to play football. South Africa has had a women's football team – Banyana Banyana – since 1993 and since 2001 it has had its first under-19 national women's football team.

### **Children's right to play**

Governments of many countries around the world are agreed that children have the right to play, and they know that means also that children should be able to play freely, confidently and safely.

There is a very important United Nations document called “The Convention of the Rights of the Child”, which most countries in the world have signed. The British government signed this document in 1991. This means that the British government has a responsibility to try to make sure that there are play opportunities for children and young people.

In local areas the council takes on this responsibility. Local councils have to think about making sure that streets and estates and parks and green spaces are available for children to use for play. They know that children need play environments that are safe, healthy and fun. But not all play environments in Britain are like this and some areas have much more green space and many more facilities than others.

In South Africa in 1992, there was a conference held by a children's rights organisation called Molo Songololo, and 200 children aged 12-16 from 20 different regions of South Africa came there. They discussed the difficulties they had as children, especially under the apartheid rules. But they had high hopes for the future and they wrote a new document called “The Children's Charter of South Africa”. Among the statements in this charter it says:

- All children have the right to clothing, housing and a healthy diet
- All children have the right to clean water, sanitation and a clean living environment

- All children have the right to play and to access to free and adequate sports and recreational facilities

<http://www2.ohchr.org/english/law/crc.htm>

### **The Soweto football stadium and events of 1976**

In Soweto, near Johannesburg, there is a football stadium called the Orlando Stadium. It was built in 1959. In June 1976 it was going to be used for something other than football. School students from many schools in Soweto were organising a protest because at that time black children had to go to separate schools that had much worse facilities and the government was also bringing in a law that the teaching of most subjects had to be done in the Afrikaans language – the language of the apartheid law-makers.

Children left their classrooms in protest and many teachers agreed with them. As their marches joined up, they were heading in the direction of Orlando Football stadium. When they got there they were planning to make speeches to explain what they were protesting about and what they wanted to change. The police blocked their path and asked the children to go home. They refused and stood there singing their national song “God Bless Africa”. The police fired live bullets and threw tear gas at the children and at least 23 people died that day as they tried to run away from the police. Amongst those who died was a 13 year old boy called Hector Pieterse. His picture was smuggled out of South Africa and news spread around the world about the brutality of the apartheid regime. This made more people everywhere determined that the children of South Africa should have a future of freedom and equality although many across the world continued to support the apartheid regime.

The football stadium was then closed by the authorities as a punishment, but it has been rebuilt and is now ready for use again.

### **Youth Day**

To remember the bravery of the schoolchildren of Soweto and the events of June 1976, when children protested against the effects of apartheid on their rights to an equal education, the new South African government has made June 16<sup>th</sup> into a national holiday which is called “Youth Day”.

## **Activity 2**

### **Children's rights' poster**

## **Quotes about children and young people**

“We must all work to make the world worthy of its children” (Pablo Casals)

“If we are ever to have real peace in this world we shall have to begin with the children”  
(Mahatma Ghandi)

“In a disparate world children are a unifying force” (Graca Machel Mandela)

“Children are a wonderful gift. They have an extraordinary capacity to see into the heart of things” (Desmond Tutu)

“Many things can wait; the child cannot. Now is the time his bones are being formed, his mind is being developed. To him, we cannot say tomorrow; his name is today” (Gabriela Mistral)

“There can be no keener revelation of a society’s soul than the way in which it treats its children”  
(Nelson Mandela)

## **Activity 6**

### **Exploring relationships in post-apartheid South Africa**

## **Apartheid in South Africa**

South Africa is a country that has undergone a huge number of changes in its recent history. The biggest changes have been political. These political changes have had a tremendous effect on the people who live in South Africa. The changes have come about because of the ending of the political system of “apartheid”. “Apartheid” means “separate development”.

### **The philosophy behind apartheid**

Some people believe that white people are superior to people of other racial backgrounds. People who think in this way want to see themselves living and working separately from people who belong to other ethnic groups. They would like to have the best facilities and the best public services set aside for white people exclusively.

### **Apartheid in practice**

The South African government, which was made up of white people, decided that all other races of people in South Africa would not be equal to them, so it set up a political system called “apartheid”. The government believed that white people should dominate all other groups. Under the apartheid system, white people had superior homes, schools, healthcare, work opportunities and life chances than those provided for the rest of the people in South Africa. It also meant that Black and Asian people had fewer rights. For example, they were not allowed to vote and there were laws to stop black and Asian people from moving around the country freely to live and work. There were laws to stop people from different races from getting married. The contributions that Black and Asian people could make to the country were not highly valued.

White people made up less than 10 per cent of the population, as compared with Black Africans who were almost 80 per cent of the population. The other 10 per cent of the population was made up of what the government classified as “Coloured” by which they meant people of mixed heritages, Indian people and Asian people.

### **Apartheid in sport**

During the Apartheid years in South Africa, rugby was the game of the white population loved by the Afrikaaners, whilst football was the game enjoyed by Black people who were oppressed.

Since 1994 and the end of the Apartheid regime, the South African Rugby Football Union has been working hard to make rugby the game of all South Africans mainly through an active development programme throughout the country.

### **Resistance and challenge**

The system of apartheid was heavily criticised and resisted by the majority of the population of South Africa. However, the harder people protested, the more the government enforced the apartheid laws, protecting the privileges enjoyed by the white population; and the more they passed laws to control, suppress and punish anyone who challenged or organised against the system. Apartheid was official government policy in South Africa for almost 50 years. It formally ended in 1994 when Nelson Mandela, a South African who had been imprisoned under apartheid, became president.

## **The legacy of apartheid**

Apartheid had a huge impact on the lives of South Africans. Although life has changed for so many, we can still see its effects today. There are still major challenges in providing quality education and jobs, although major steps have been made in the provision of homes, access to water and electricity. Chapter one: Background information looks at some of the successes of the new South Africa, along with the ongoing challenges, many of which are a legacy of apartheid.

## Group work scenarios

1. You were a civil servant in the Department for Sport and Recreation in apartheid South Africa and you still have this job now.

Questions to consider are:

- How will you make sure that the majority of Black South Africans who live in rural areas have the opportunity to play competitive football.
- How do you feel about the fairness or unfairness of having to make special provision for Black people?
- Black South Africans may want to take part in sports that they have not had much access to during apartheid, such as tennis or cycling, as facilities were often reserved for white people. What does your department think about sharing resources for these sports with citizens of all racial groups?

You will be discussing the issue with a group of young people from a rural area

You are a group of young people from a rural area who love sport. You will be meeting with a senior civil servant to discuss access to sport by Black people.

- How will you encourage the civil servant to give Black South Africans in rural areas the opportunity to play competitive football?
- Many Black South Africans want to take part in sports that they have not had much access to during apartheid, such as tennis or cycling, as facilities were often reserved for white people. How will you encourage the civil servant to ensure that facilities can be used by Black people who often live a long way from the facilities?

2. You are a group of African primary school teachers. In post-apartheid South Africa you all studied and qualified at the University of Johannesburg.

Questions to consider are:

- What hopes do you all have of finding a job in Johannesburg?
- How easily will you get work in a school that has mostly white children attending it?
- If you were considering working in a rural school in South Africa, which didn't have access to electricity or running water what would you ask the minister to do?

You will be discussing the issue with a government minister

You are a government minister. You will be meeting a group of primary school teachers who want to work in Johannesburg.

There are very few teaching jobs in Johannesburg but there are teaching jobs available in rural areas. Some rural schools have very few facilities and travelling to Johannesburg is difficult.

3. In South Africa the challenge of providing decent housing for the growing population has been immense. Over three million new homes have been built since the end of apartheid, but this is nowhere near enough.

You are members of a residents group who live in an informal settlement outside Cape Town. The government have promised to build you new homes, but because of the shortage of land they want you to move five miles away from where you live now. You are meeting with a local councillor to explain the difficulties you face.

Questions to consider are:

- How do you feel about having a new home?
- How do you feel about moving further away from Cape Town?
- What impact will this have on your life?
- What would you like the councillor to do?

You are a councillor for an informal settlement outside Cape Town. You are meeting with a group of residents who have been offered new homes five miles away

- You have worked hard to ensure local people have good homes, how would you react to their concerns?
- Is there anything you can do to help them?

## **Activity 7**

### **Globe trotting through South Africa**

**Visit 1**

Royal Bafokeng Stadium in Rustenburg  
England v USA – June 12

<b>Global concept</b>	Values and perception
<b>Entry question</b>	What are your first ideas when you hear the words South Africa?
<b>Exit question</b>	Why do you think it is important to learn about other places?
<b>Key words</b>	stereotype, values, perception
<b>Key activity</b>	Create a poster in which you find pictures of South Africa that show similar things in the UK, e.g. cities, cars, skyscrapers, families, snow, fast food outlets.

**Visit 2**

Green Point Stadium in Cape Town

<b>Global concept</b>	Diversity
<b>Entry question</b>	What can you do as an individual to promote equality?
<b>Exit question</b>	What can you do as an individual to promote equality? Have your views changed since entering the country and undertaking the key activity?
<b>Key words</b>	Discrimination, apartheid, inclusion, equality
<b>Key activity</b>	Create a collage of the students in your class using images of just the eyes or the hands or the feet; create another collage using just the uniform.

**Visit 3**

Nelson Mandela Bay Stadium in Port Elizabeth

<b>Global concept</b>	Global citizenship
<b>Entry question</b>	Why do you think that each verse of the South Africa national anthem is a different language? (Teachers can find a copy of the national anthem under activity 17 in Chapter 3 – Fan culture).
<b>Exit question</b>	What are you doing to show that you are global citizen?
<b>Key words</b>	citizen, global, international, community
<b>Key activity</b>	Ask your teacher about signing the Global Charter and conduct a survey of your school. What countries are represented? Learn one new thing about each country. Display what you have learnt.

**Visit 4**

Soccer City Stadium in Johannesburg

<b>Global concept</b>	Interdependence
<b>Entry question</b>	What does the South African word Ubuntu mean?
<b>Exit question</b>	How is your community dependent on you and how are you dependent on your community?
<b>Key words</b>	Team work, cooperation, relying, support
<b>Key action</b>	Visit a school in your community and offer to read stories and poems about South Africa to children younger than you; visit a residence for the elderly and read for them.

**Visit 5**

Ellis Park Stadium in Johannesburg

<b>Global concept</b>	Social justice
<b>Entry question</b>	Why was it unfair to have the Bantu Laws?
<b>Exit question</b>	What can you do as a child to make your community a fairer place?
<b>Key words</b>	fairness, equity, justice, townships
<b>Key activity</b>	Become a member of the school council or list the benefits of having a school council.

**Visit 6**

Peter Mokoba Stadium in Polokwane

<b>Global concept</b>	Sustainable development
<b>Entry question</b>	What crafts are Zulu men and women famous for? For example Beadwork, baskets, mats and clay pots. (Teachers could refer to materials and images provided under activity 14 in Chapter 3 – Fan Culture for this.)
<b>Exit question</b>	How can your actions in your home affect someone's life in South Africa too?
<b>Key words</b>	sustainable, development, recycle, environment, responsibility
<b>Key activity</b>	Create an eco-club in your school; become a recycle monitor.

**Visit 7**

Durban Stadium in Durban

<b>Global concept</b>	Conflict resolution
<b>Entry question</b>	Who was Steve Biko?
<b>Exit question</b>	What can you do to resolve a personal conflict? What can you do to avoid conflict with someone who has been rude to you?
<b>Key words</b>	conflict, listening , negotiate, compromise
<b>Key activity</b>	Register to be a peer mentor or create a buddy system in your school or create a friendship charter.

**Visit 8**

Loftus Versfeld Stadium in Tshwane/Pretoria

<b>Global concept</b>	Human rights
<b>Entry question</b>	Why is apartheid a violation of human rights? (Teachers could refer to the information under 'Exploring relationships in post-apartheid South Africa', which is provided earlier on in this chapter for background.)
<b>Exit question</b>	Why are chores not a violation of your human rights?
<b>Key words</b>	rights, respect, responsibility, needs, wants
<b>Key activity</b>	Register with a group that promotes human rights such as ACTSA or Amnesty International, or sign a petition that you agree with or create a rights and responsibility poster. (Teachers could refer to the quotation page provided under activity 2 in this chapter for ideas.)

**Visit 9**

Free State Stadium in Mangaung/Bloemfontein

<b>Global concept</b>	<b>Values and perception</b>
<b>Entry question</b>	Why do you think South Africa is called the Rainbow Nation?
<b>Exit question</b>	In what way has your views and understanding of South Africa changed?
<b>Key words</b>	stereotype, perceptions
<b>Key activity</b>	Give a talk about what you have learnt about South Africa to group of students in your school at an assembly.

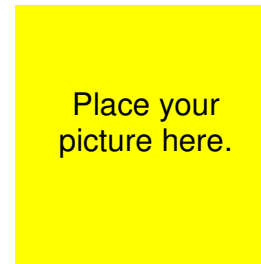
**Visit 10**

Mbombela Stadium in Nelspruit

<b>Global concept</b>	Diversity
<b>Entry question</b>	How many languages are spoken officially in South Africa?
<b>Exit question</b>	What activities do you participate in your school or community that promotes diversity? (carnival, food festival, etc)
<b>Key words</b>	difference, acceptance, inclusion
<b>Key activity</b>	Create a poster, story, poem or song which encourages others to appreciate difference; Learn to say five things in one of the South African languages. (Teachers could refer to the activities and materials in Chapter 3 – Fan culture for this.)

**SOUTH AFRICA  
PASSPORT**

**GLOBETROTTING THROUGH  
THE TEN WORLD CUP CITIES**



Your name:

Start date:

End date:

**CITY: name or photo**

STAMP

STADIUM DATA

Answer to entry question:

1. Name  
Seating capacity  
Language(s)

Distance from another city previously visited

2. Name  
Seating capacity  
Language(s)

Distance from another city previously visited

Answer to exit question

**CITY: name or photo**

STAMP

STADIUM DATA

Answer to entry question:

1. Name  
Seating capacity  
Language(s)

Distance from another city previously visited

2. Name  
Seating capacity  
Language(s)

Distance from another city previously visited

Answer to exit question