

## AFRICA DAY 2017

### Curriculum activities linked to Africa Day

Subjects	Content	Activities
<b>Languages</b>	English writing and oral	"I am an African" speech by Thabo Mbeki
	Poetry	South African and African poems in the poetry anthology
	Afrikaans literature	Discussions around themes in prescribed texts such as: <ul style="list-style-type: none"> <li>• <i>Die laaste karretjiesgraf</i> (Drama: Grade 11 FAL)</li> <li>• <i>Die kruppel Engel</i> (Novel: Grade 11 FAL)</li> <li>• <i>Spieëlbeelde</i> (Short Stories: Grade 12 FAL)</li> <li>• <i>Fiela se kind – die drama</i> (Drama: Grade 12 FAL)</li> <li>• <i>Vatmaar</i> (Novel: Grade 12 HL)</li> <li>• <i>Oupa Thomas Daniel Granfield</i> (a poem from "Verse in my inboks", the poetry anthology for Grade 12 HL)</li> </ul>
	Afrikaans writing and/or oral	Essays or transactional writing on topics that relate to Africa, e.g.: <ul style="list-style-type: none"> <li>• <i>Is there hope for our continent?</i></li> <li>• <i>I am an African</i></li> <li>• <i>A speech delivered at an African Youth Conference</i></li> </ul>
<b>Accounting</b>	Grade 10: Indigenous bookkeeping	Engage learners in a discussion about informal bookkeeping systems used by informal traders in South Africa.
<b>Business Studies</b>	Grade 10: Socio-economic issues  Grade 11: Impact and challenges of socio-economic issues	Survey and debate
<b>Consumer Studies</b>	Cultural and traditional South African cuisine	<u>African dishes:</u> <ul style="list-style-type: none"> <li>• Umngqusho (samp and beans)</li> <li>• Steamed bread with offal</li> <li>• Umphokoqo (Phuthu porridge with mass/sour milk)</li> <li>• Chakalaka – derived from mine workers as an accompaniment to the mealie pap and samp they were eating</li> <li>• Umleqwa – free range chicken</li> <li>• Morogo – combination of greens</li> <li>• Mopani worms</li> <li>• Bunny chow – derived from sugar cane workers in Durban who used it as means to transport their lunch</li> </ul>

		<u>Other dishes:</u> <ul style="list-style-type: none"> <li>• Bobotie</li> <li>• Biltong</li> <li>• Koeksusters</li> <li>• Cape Malay Curry</li> <li>• Milk tart</li> <li>• Potjie kos</li> <li>• Malva pudding</li> </ul>
<b>Dance</b>	Indigenous dances	Performance
<b>Drama</b>	African drama forms	Storytelling, myths, rituals
<b>Economics</b>	<p>Grade 10: History of money and banking</p> <p>Grade 11: Economic growth and development – SA's role and relative economic importance in Africa</p> <p>Grade 12 : Economic systems – protection and free trade</p>	<p>Learners do research and have discussions on early African money, indigenous money and colonial money.</p> <p>Research and draw a comparison between South Africa and other selected African countries in the African Union or SADC regarding aspects such as: population; infrastructure; production; consumption, poverty and wealth; foreign trade; economic freedom and competitiveness.</p> <p>Research, evaluate and have discussions on SA international trade policies with selected African countries (e.g. Zimbabwe, Nigeria and Egypt) regarding export promotion, import substitution, protectionism and free trade arrangements.</p>
<b>Geography</b>	<p>Grade 10: The impact of climate change on Africa's environment and people.</p> <p>Grade 11: Africa's weather and climate.</p>	<p>Write an essay in which you discuss the impact of climate change on the environment and people of Africa.</p> <p>Do research regarding the impact of El Nino in South Africa, especially the Western Cape, by making use of newspaper articles and the internet regarding the following:</p> <ul style="list-style-type: none"> <li>• Search for Western Cape rainfall statistics from 2012–2017. Compare the statistics and discuss how El Nino was responsible for the drop in rainfall over this period.</li> <li>• Choose any dam in the Western Cape. Do research on the change in the dam levels of the dam you have chosen.</li> <li>• How do you think El Nino will impact on the economy of the Western Cape as well as Africa?</li> </ul>
<b>History</b>	<p>Grade 10: Heritage</p> <p>Grade 11: South Africa</p> <p>Grade 12: Africa</p>	Research, debates, presentations

<p><b>Life Sciences</b></p>	<p>Grade 10: Application of indigenous knowledge systems and biotechnology – traditional medicines and traditional healers</p> <p>Grade 11: Biodiversity of microorganisms– Traditional technology to produce e.g. beer, wine and cheese</p>	<p>Research, worksheets, discussions</p>
<p><b>Music</b></p>	<p>Grade 10: Term 2 – learners choosing this stream have Introduction to Indigenous African Music (IAM). They continue with the study of IAM for the rest of the FET phase.</p> <p>Grade 11 and 12: Learners can research the National Anthem of South Africa and the AU Anthem</p>	<p>The learners engage in the music activities of African countries, regions and their broad music traditions.</p> <p>Learners can sing and play the National Anthem and study the various sections of the Anthem and learn about the contributions of each of the following people: Enoch Sontonga ML de Villiers J Zaidel-Rudolph</p> <p>Learners can also learn to sing the AU Anthem.</p>
<p><b>Tourism</b></p>	<p><b>Mapwork</b></p> <p>Grade 10: A good quality colour road map of South Africa, indicating cities, towns, airports, harbours, etc. A map of the local area or city is recommended.</p> <p>Grade 11: A good quality colour map of SADC countries, indicating cities, towns, airports, harbours, etc.</p> <p>Grade 12: A political map of Africa and a time zone map with the major cities of the world.</p>	<p>Learners discuss and discover the location of South Africa in relation to other SADC countries. Discussion can also include incoming tourism arrivals from neighbouring countries.</p> <p>Grade 11 learners locate SADC countries on map.</p> <p>Learners can revise time zone calculations using time zones and flights to and from SADC countries.</p>