

## SABC Education Outreach Teacher Newsletter



Dear teachers

We trust that you are enjoying our newsletters as well as finding them informative.

In this edition we discuss Heritage Day and matters surrounding our heritage. We have such a rich and varied heritage and it is essential that our young learners understand the past in order to move forward with confidence. Knowing one's heritage also fosters understanding and acceptance of other cultures, which is of utmost importance in our society.

This newsletter includes a brief overview of what 'heritage' encompasses and some suggestions for activities that you could try in class. We eagerly await your feedback as well as your suggestions regarding activities for other teachers to use.

Educational Greetings

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### HERITAGE DAY 24<sup>th</sup> September 2008



#### Defining 'heritage'

The author John Steinbeck once said: "How will our children know who they are if they don't know where they come from?"

So, where do our children come from? Let's begin by asking 'what is heritage'? It can be described as 'practices that are handed down from the past by tradition'.

Different forms of heritage include aspects such as historical, architectural, cultural, natural, arts and crafts, traditional food and music.

It is also anything from the past handed down by tradition e.g. historical sites and buildings, natural environment and archaeological finds.

#### Background to Heritage Day

With SA's first democratic elections in 1994, it was decided that important historical days not officially recognized by the apartheid government should receive attention.

Cabinet decided that there should be a day (24 September) on which South Africans celebrate their heritage each year; the first of which took place in 1995.

The Department of Arts, Culture, Science and Technology is the custodian of South Africa's culture, has the responsibility to plan and manage events for Heritage Day at national level annually.

#### Objectives of Heritage Day:

The idea is to preserve, exhibit and promote our diverse but connected cultures. Heritage Day should encourage the youth, in particular, to embrace South Africa's common heritage.

In South Africa a rich blend of different forms of heritage makes its people unique in the world, and it is that heritage, that must be preserved.

Our heritage sets us apart from other people and allows us to identify ourselves from other nations. Our heritage gives a feeling of belonging and pride of place.

#### The SAHRA:

The task of identifying and protecting our heritage is the responsibility of the **South African Heritage Resources Agency (SAHRA)** – visit the website for informative and interesting information: [www.sahra.org.za](http://www.sahra.org.za)

Here are some activities and ideas for you to do with your class:

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### Literacy

#### National heritage resources:

Display lists of the various categories of national heritage resources in class and let the learners research examples of each category.

#### Discuss books about different cultures:

Ask learners to read books about the various cultures South Africa.

They could take the books out at the library or borrow them from friends and family

Thereafter, hold class discussions about their impressions of what they read, whether they would recommend the book to others, and new information that they learnt about their fellow South Africans.

Inflate a balloon and let the learners pull the strips of paper through the paste and wrap them around the balloon.

Learners need to do at least four layers of paper strips. Leave the globes to dry overnight on clean newspaper.

With a felt-tip marker draw in the lines showing the continents.

Using water-based paint let the learners paint the oceans blue and let dry overnight.

Next day let the learners paint the land green and let dry.

The globe can then be used to discuss where we are situated and **where people of other cultures live. The globe can also be used** with other lessons dealing with aspects of geography and history.



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### Mathematics, Science and Technology

#### Learners make a globe:

Teacher would need to assist the lower grades with this class activity.

The globe will take a few days to complete, but it is well worth it and the learners will be very proud of their effort!

#### *You will need:*

- Newspaper
- Flour
- Water
- Balloon
- String to secure the balloon
- Bowl
- Felt tip marker
- Water-based paints

#### *How to proceed:*

Tear newspaper into strips about 2cm wide.

Make a paste of flour and water.

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### Agriculture and Environment

#### Visit National Heritage Sites:

If possible organize trips to national heritage sites.

Thereafter let learners discuss aspects of the sites, their feelings when at the sites and what the places mean to them.

#### Where do people of other ethnic groups traditionally live?

Obtain a map of South Africa:

Point out areas of the country where certain ethnic groups traditionally live, also explain the historical events that lead to them living in that area.

Show learners where well-known monuments and buildings are located and the significance of the structure e.g. why it was erected and by whom.

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## Economics, Commerce and Finance

### Traditional Wealth:

What is understood by traditional wealth? Explain to your learners that there was no money system in Africa before Western money was introduced.

The people of Africa would barter with each other and this was how they traded. Obviously some items were of more value than others.

In groups, ask your learners to create a list of objects, animals, etc. that they think were valuable in those times. What would traditional wealth mean? Who would be seen as wealthy?

Depending on the age and level of your learners, encourage them to draw, cut out pictures from old magazines, write sentences, etc. to explain what they think was viewed as wealthy before the a money system was introduced.



Another interesting concept to discuss with your learners is how wealth could not be hidden away in banks, bonds, trusts, etc. but was very visible. They could see your livestock, crops, land, houses, etc.

### Teachers:

***We will be launching our  
I'm a Writer competition  
in the October  
newsletter...  
not to be missed!***

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## Heritage, Arts and Culture

### The National Flag and the rules for using the flag:

Get learners to draw and colour in the flag. This will help them to remember position of the various colours.

Also, elaborate on the rules for using the flag. It may never be draped over a table, touch the floor, manufactured as bath mats or underwear! They will find this most interesting! For more information on the flag go to

[www.southafrica.info/about/history/flag.htm](http://www.southafrica.info/about/history/flag.htm)



### National symbols:

Get learners to obtain or draw pictures of national symbols to display in class.

### National coat of arms:

Display a large poster of the coat of arms in class and discuss the symbolic meaning of the various elements of the emblem.

### Research different cultures of South Africa:

Let learners research the different cultures in South Africa.

Divide the class into small groups e.g. four per group. Ask them to select a culture/ethnic group in South Africa, preferably not their own.

They must then conduct research regarding the language, traditional dress, food, songs, traditions, celebrations, festivals or any other aspects relevant to that culture.

Each group is allocated time to do a colourful and energetic presentation to the class.

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## Health and Wellbeing

### Traditional cuisine of other cultures:

#### *Have a food tasting session:*

Arrange with a few parents of different cultures to cook a traditional food dish.

If possible ask the parents to be present at the school to present their food dishes so as to be available to answer questions from learners and even, if at all possible, to wear traditional dress.

It would be ideal if the dishes could be prepared in the classroom so that they can see the various ingredients.

Give learners copies of the recipes and have a fun tasting day!

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## Leadership and Management

### Learners organize a cultural event:

Provide learners with the opportunity to show their leadership and management skills by arranging a cultural event with little assistance from the teachers (this is to be adapted according to age of learners).

They must arrange a concert of different traditional dancers, in traditional dress and serve traditional food.

Parents should be approached to provide advice and assistance with supplying traditional dress and food. This event could possibly form part of a class / grade / school fundraising activity whereby parents are invited one evening and take part. This allows for a great opportunity for the adults to also learn about other cultures.

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## Civic Issues

### Indigenous Knowledge Systems (IKS):

Learners can debate the importance of preserving indigenous knowledge and its relevance in modern society.

Discussions on how IKS can benefit the economy and alleviate poverty.

Obtain posters (or better still, examples) of traditional wild plants used in healing and nutrition, edible insects, farming and other traditional items for display in class.

Learners can research projects launched with a view to preserving Indigenous Knowledge Systems.



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