

# NOT TOO YOUNG

TEACHING  
ELECTORAL  
DEMOCRACY  
TO  
YOUNG  
SOUTH  
AFRICANS

ELECTORAL COMMISSION  
ENSURING FREE AND FAIR ELECTIONS  
SOUTH AFRICA



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

# NOT TOO YOUNG

TEACHING  
ELECTORAL  
DEMOCRACY  
TO  
YOUNG  
SOUTH  
AFRICANS



**SOUTH AFRICA**



SHIKAYA  
LEARNING • TEACHING • LEADING

Developed for the Electoral Commission by Shikaya - Education for Human Rights and Democracy

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[www.shikaya.org](http://www.shikaya.org)

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# FOUNDATION PHASE LESSSON PLANS



# LEARNING ABOUT OUR RIGHTS & RESPONSIBILITIES

## EARLY ON IN HOME

▶	FOUNDATION PHASE
▶	GRADE R
▶	LIFE SKILLS



### ▶ THIS LESSON HELPS YOUNG CHILDREN ENGAGE WITH TWO CONCEPTS THAT ARE CENTRAL TO AN ELECTORAL DEMOCRACY

Firstly, they begin to engage with what it means to have a right and a responsibility associated with that right. Secondly, by sharing the chores they already do with the class, they are encouraged to continue to do them and, hopefully, add to what they are already doing. These acts of making very simple choices to help others and improve their conditions are crucial first steps in what will hopefully result in making informed decisions later on. Because the concept of rights can be quite difficult for very young children to understand, the lesson focuses on just one right and one responsibility linked to that right.

The focus of this lesson is around one right – the right to a home - and a corresponding responsibility – to keep the home neat and tidy.

The lesson does not use the word right as this is a very complex concept for children in the early grades to fully grasp. Instead, it introduces the idea that having a home means that we have to do something to keep that home tidy. In the later grades, these children can start to see that these “have to do” actions are responsibilities associated with a right – to have a home or some kind of shelter.

### ▶ THE SAME LESSON CAN BE ADAPTED AROUND OTHER RIGHTS THAT CHILDREN HAVE IF THE CLASS RESPONDS WELL TO THIS FIRST LESSON

#### P R E P A R A T I O N

- You will need to print out and enlarge the chart in Handout 1 or re-draw it on large poster paper.
- If available, get a collection of stickers or crayons for learners to colour in.

#### S T E P O N E

- Organise the learners into a circle sitting on the mat.
- Lead them in the Discussion Ring.

#### S T E P T W O

- Sitting together, ask the learners the following questions below. Allow each question to be answered by a number of learners before moving onto the next. Try to hear from as many of the learners as possible during the Discussion Ring. Encourage the learners to raise their hands before answering:
  - Who lives in your home?
  - How many people live in your home?
  - What are their names?
  - Who has chores to do around the house? (Ask learners to raise their hands if they do chores)
  - What kinds of chores do you do? How do you help keep the house clean and tidy?

### **S T E P T H R E E**

- Conclude the discussion by pointing out to the learners that we all have a home and that we all have to help to keep the home neat and tidy.
- Point out to the learners that most of us are lucky enough to live in a home. But some children don't have a home and they sleep on the streets.
- South Africa would like every child to have a home.
- So if we already have a home we need to help to keep it tidy.

### **S T E P F O U R**

- Put up the chart in Handout 1 on the board or on a wall.
- Work through the following questions with the learners:
  - Who in the class picks up their clothing when they have changed?
  - Who in the class helps wash the dishes after eating?
  - Who in the class helps with the cooking?
  - How else do or can you help in your home?
- After asking each question, ask learners to put up their hand to show if they do that particular chore. If they do, they need to place a sticker in a box on the chart or colour in a box in the correct column in the chart.
- You can add extra columns to include more chores relevant to your particular class.

### **S T E P F I V E**

- Conclude the lesson by asking learners to say what they have learnt today. Help them verbalise that, "because we live in a home, we need to help keep the home neat and tidy".
- The class can sing the song in Handout 2.



# HANDOUT TWO

## HERE WE GO 'ROUND THE MULBERRY BUSH

Here we go 'round the mulberry bush,  
the mulberry bush, the mulberry bush,  
Here we go 'round the mulberry bush,  
early in the morning

This is the way we clean our rooms,  
clean our rooms, clean our rooms,  
This is the way we clean our rooms,  
early in the morning

This is the way we wash the dishes,  
wash the dishes, wash the dishes,  
This is the way we wash the dishes,  
early in the evening

Here we go 'round the mulberry bush,  
the mulberry bush, the mulberry bush,  
Here we go 'round the mulberry bush,  
early in the morning

Visit <http://www.youtube.com/watch?v=poO40B4fPzg> to learn the melody for the song.

Or

## CLEAN UP, CLEAN UP.

Everybody, let's clean up.  
Clean up, clean up.  
Put your things away.  
(Repeat 3x)

Clean up! Clean up! Clean up! Put your things away.

Pick up your toys.

Pick up your books.

Pick up your shoes.

Put your things away.

Clean up, clean up.

Everybody, let's clean up.

Clean up, clean up.

Put your things away.

(Repeat)

Visit <http://supersimplelearning.com/songs/original-series/one/clean-up/>

to learn the song and actions.



# LEARNING ABOUT OUR RIGHTS & RESPONSIBILITIES

EARLY ON IN HOME

▶	FOUNDATION PHASE
▶	GRADE 1
▶	LIFE SKILLS



▶ **THIS LESSON HELPS YOUNG CHILDREN ENGAGE WITH  
TWO CONCEPTS THAT ARE CENTRAL TO AN ELECTORAL DEMOCRACY**

Firstly, they begin to engage with what it means to have a right and a responsibility associated with that right. Secondly, by identifying the chores they already do with the class, they are encouraged to continue to do these chores and, hopefully, add to what they are already doing. These acts of making very simple choices to help others and improve their conditions are crucial first steps in what will hopefully result in informed decision-making.

Because the concept of rights can be quite difficult for very young children to understand, the lesson focuses on just one right and one responsibility linked to that right.

The focus of this lesson is around one right – the right to a home – and a corresponding responsibility – to keep the home neat and tidy. The lesson does not use the word right as this is a very complex concept for children in the early grades to fully grasp. Instead, it introduces the idea that having a home means that we have to do something to keep that home tidy. In the later grades, these children can start to see that these “have to do” actions are responsibilities associated with a right – to have a home or some kind of shelter.

▶ **IF THE CLASS RESPONDS WELL TO THIS FIRST LESSON, IT CAN BE ADAPTED AROUND  
OTHER RIGHTS THAT CHILDREN HAVE.**

## P R E P A R A T I O N

- You will need to print out and enlarge the chart in Handout 1 or re-draw it on large poster paper.
- If available, get a collection of stickers or crayons for learners to colour in.

## S T E P O N E

- Organise the learners into a circle.
- Join them in the Discussion Ring.

## **S T E P T W O**

- Sitting together, ask the learners the following questions. Allow each question to be answered by a number of learners before moving onto the next. Try to hear from as many of the learners as possible during the Discussion Ring. Encourage the learners to raise their hands before answering:
  - Who lives in your home?
  - How many people live in your home?
  - What are their names?
  - Who has chores to do around the house? (Ask learners to raise their hands if they do chores)
  - What kinds of chores do you do? How do you help keep the house clean and tidy?

## **S T E P T H R E E**

- Conclude the discussion by pointing out to the learners that we all have a home and that we all have to help to keep the home neat and tidy.
- Point out to the learners that most of us are lucky enough to live in a home. But some children don't have a home and they sleep on the streets.
- South Africa would like every child to have a home.
- So if we already have a home we need to help to keep it tidy.

## **S T E P F O U R**

- Put up the chart in Handout 1 on the board or on a wall.
- Ask the learners what each of the pictures on the chart mean. If possible, ask some learners to read the title of each picture.
- Work through the following questions with the learners:
  - Who in the class picks up their clothing when they have changed?
  - Who in the class helps wash the dishes after eating?
  - Who in the class helps with the cooking?
  - How else do or can you help in your home?
- After asking each question, ask learners to put up their hand to show if they do that particular chore. If they do, they need to place a sticker in a box on the chart or colour in a box in the correct column in the chart.
- There are two extra columns for the class to decide what other chores get done at home that should be included. Some suggestions are:
  - Putting our toys away
  - Helping clean up the garden
  - Putting the rubbish in the bin
  - Making our bed?

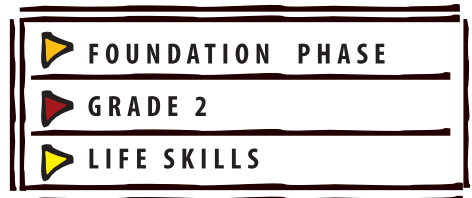
## **S T E P 5**

- To conclude the lesson, ask the learners to look at the chart. Which are the chores that most of us do? Which chores should we all try to do more of?
- Ask learners to say what they have learnt today. Help them verbalise that, "because we live in a home we need to help keep the home neat and tidy".



# LEARNING ABOUT OUR RIGHTS & RESPONSIBILITIES

## EARLY ON IN THE CLASSROOM



### **THIS LESSON HELPS YOUNG CHILDREN ENGAGE WITH TWO CONCEPTS THAT ARE CENTRAL TO AN ELECTORAL DEMOCRACY.**

Firstly, they begin to engage with what it means to have a right and a responsibility associated with that right. Secondly, by identifying the chores they already do with the class, they are encouraged to continue to do these chores and, hopefully, add to what they are already doing. These acts of making very simple choices to help others and improve their own condition are crucial first steps in what will hopefully result in informed decision-making. Because the concept of rights can be quite difficult for young children to understand, the lesson focuses on just one right and one responsibility linked to that right. The focus of this lesson is around one right – the right to a good education - and a corresponding responsibility – to study and respect our teachers. The lesson does not use the word right, as this is a very complex concept for children in these early grades to fully grasp. Instead, it introduces an idea that being able to attend a school means that we have to do something to make that education work for others and ourselves. In later grades, these children can start to see that these “have to do” actions are responsibilities associated with a right – to attend school. However, you might have already successfully introduced the language of rights to your class and in that case, you will more explicitly refer to the right to education in this lesson.

### **THE SAME LESSON CAN BE ADAPTED AROUND OTHER RIGHTS THAT CHILDREN HAVE IF THE CLASS RESPONDS WELL TO THIS FIRST LESSON.**

#### **P R E P A R A T I O N**

- Print copies of Handout 1 so that there are enough cards for each learner in the class.
- Cut out the cards and mix them up.

#### **S T E P O N E**

- Organise the learners into a circle.
- Lead them in the Discussion Ring.

#### **S T E P T W O**

- Sitting together, ask the learners the following questions. Allow each question to be answered by a number of learners before moving onto the next. Try to hear from as many of the learners as possible during the Discussion Ring. Encourage the learners to raise their hands before answering:
  - Why do we go to school?
  - Do all children go to school?
  - Do we have time at school to have fun? What do you do?
  - Do we only come to school to have fun and play?
  - Why do we have teachers?
  - How do our parents and teachers want us to behave at school?

### **S T E P T H R E E**

- Conclude the discussion by pointing out to the learners that we all go to school and that we all have to work hard and listen to our teachers because they are there to help us learn.
- Point out to the learners that while we go to school, not all children are lucky enough to be able to attend school to learn and have fun.
- South Africa would like every child to be able to go to school and learn from good teachers.
- So if we are at school we need to work hard and listen to our teachers.

### **S T E P F O U R**

- Discuss the following questions with the learners:
  - Work through the following questions with the learners:
  - How can we all help to keep our classroom tidy?
  - When another teacher or the principal comes into the classroom, what should we say to them?
  - What should we do when the teacher is talking?
  - What should we do when one of our classmates is talking?
  - What should we do when we are given homework?

### **S T E P F I V E**

- Give each learner a card from Handout 1.
- Ensure that there are enough cards for each learner to have one and that they are evenly distributed amongst the class. If there are 35 learners in the class, there should be 18 of each card and you will need to take one card so that a learner can match his/hers to yours.
- Learners need to read their card and then walk around the room in silence looking for a card that matches theirs and completes their sentence. For example, "When my teacher is talking", matches "I need to listen to my teacher if she is talking".
- It is suggested that learners do this step in silence so that it is easier to manage the process.
- Once learners have matched their card with someone else, they need to stand next to them.
- Help learners who are struggling to find their match as you walk around.
- This lesson can be adapted by using pictures to represent the words on the cards if reading is difficult for some learners.

### **S T E P S I X**

- Have the learners sit back in the Discussion Ring next to their partner.
- Go around the circle asking each pair to read their two cards together. Ask each pair why their statement is important. What would happen if we didn't do what the card said? This allows the class to hear all of the other statements.
- In the discussion, help them to see that the consequences are not just that they might be punished, but that if everyone did what was on the cards, we would all enjoy school and be able to do well.

### **S T E P S E V E N**

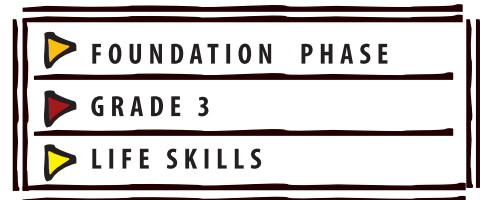
- To conclude the lesson, ask some learners to share one thing from the statements that they are going to try to do from now on.

# HAND OUT ONE



WHEN MY TEACHER IS TALKING...	... I NEED TO LISTEN TO MY TEACHER IF SHE IS TALKING.
WHEN MY CLASSMATE IS TALKING OR ASKING A QUESTION...	... I NEED TO LISTEN TO MY CLASSMATE IF THEY ARE TALKING OR ASKING A QUESTION.
WHEN ANOTHER TEACHER COMES INTO THE CLASSROOM...	... I NEED TO GREET ANY TEACHER WHO COMES INTO OUR CLASSROOM.
WHEN I AM GIVEN HOMEWORK...	... I NEED TO DO MY HOMEWORK WHEN I GET HOME.
WHEN I HAVE FINISHED READING BOOKS IN THE CLASSROOM...	... I NEED TO PUT MY BOOKS AWAY WHEN I HAVE FINISHED READING THEM.
IF I SEE LITTER ON THE CLASSROOM FLOOR...	... I NEED TO PICK UP LITTER IF I SEE IT ON THE CLASSROOM FLOOR.
IF I MAKE A MESS IN THE CLASSROOM...	... I NEED TO CLEAN UP ANY MESS THAT I MAKE IN THE CLASSROOM.
WHEN IT IS TIME TO DO WORK IN CLASS...	... I NEED TO WORK HARD WHEN IT IS TIME TO DO WORK IN CLASS.
WHEN I AM PLAYING AT BREAK TIME...	... I NEED TO BE NICE TO THE OTHER CHILDREN WHEN I AM PLAYING AT BREAK TIME.

# OUR WANTS & NEEDS



**▶ THESE TWO LESSONS HELP YOUNG CHILDREN UNDERSTAND MORE ABOUT RIGHTS BY EXPLORING THE DIFFERENCE BETWEEN WANTS AND NEEDS. THEY WILL UNDERSTAND THAT BASIC NEEDS CAN BE CONSIDERED RIGHTS.**

## LESSON ONE

### P R E P A R A T I O N

- Print out copies of Handout 1 and cut out the cards.
- For the activity, the class will be divided into groups of four to six learners and each group will need to get their own pack of 20 cards.

### S T E P O N E

- Divide the class into four groups of four to six learners.

### S T E P T W O

- Ask the learners to imagine that as a group they are going to move to a deserted island where there is nothing.
- They are given magical backpacks that allow them to take some interesting things with them to help them live happily on the island.
- Give each group one set of 20 Wants and Needs cards.
- All of the things that are on the cards will be able to fit into their magical backpacks. All of these things are items they might need or want with them.
- Give them a few minutes to look at all the things on the cards and to ask questions if they don't understand any cards or words.

### S T E P T H R E E

- After a few minutes, while they are still looking, explain to the groups that they are now ready to pack their bags. However, while packing the few bags they are allowed to take on the boat, it turns out that only 14 items fit in their bags. The boat has arrived and it is a lot smaller than we had originally hoped for.
- So the groups have to decide which six items they are willing to leave behind. Which are the things that they can do without on the island?
- Give them five minutes to do this and line up the items they won't be able to take with them.

## **S T E P F O U R**

- So they set off. They leave the harbor, wave goodbye to their friends and family and set sail. They see dolphins and whales as they are sailing along and having a great time looking forward to their new home on the island.
- Then suddenly, the weather changes and they hit a huge storm. It pours with rain; the boat is swaying from side to side and is being hit by massive waves. The boat is damaged badly. The captain is very nervous and calls everyone together. He says that the boat is going to sink unless they get rid of some of the luggage.
- Everyone is very worried so they decide to throw six items overboard in order to prevent the boat from capsizing.
- Ask the groups to choose which six items they will throw out.
- Again, give them five minutes to do this and then line the items up below the first 6 items they already left behind.

## **S T E P F I V E**

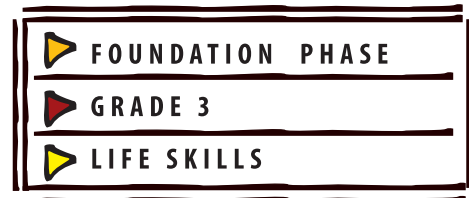
- Throwing the six items overboard helped. The boat was saved and managed to get through the terrible storm. The next morning, the sun is shining and the island is on the horizon.
- With eight items left in their bags, the items they really could not give up, the groups reach the sunny island where their new life can begin.
- Ask the groups to lay down the last eight cards below the others.

## **S T E P S I X**

- Ask all of the groups to look at what they have left.
- Ask the different groups to read out their list of eight things that ended up with them on the island.
- Ask one person in each group to keep their group's cards to use in the next lesson.

*Adapted from BIG DEAL Module of War Child's I DEAL intervention ([www.warchildholland.org](http://www.warchildholland.org))*

# OUR WANTS & NEEDS



▶ **THESE TWO LESSONS HELP YOUNG CHILDREN UNDERSTAND MORE ABOUT RIGHTS BY EXPLORING THE DIFFERENCE BETWEEN WANTS AND NEEDS. THEY WILL UNDERSTAND THAT BASIC NEEDS CAN BE CONSIDERED RIGHTS.**

## LESSON TWO

### S T E P O N E

- Remind learners about the previous lesson – when they had to choose just eight things to take with them.
- Then ask the groups to share:
  - Some of the things they threw out first. Why did they choose these?
  - Some of the things they threw out second. Why did they choose these?
  - What were they left with in the end? Why did they choose these?

### S T E P T W O

- On the board, make a class list of the things that each group had left at the end.
- Explain to the class that a need is something essential that everybody requires to survive and to lead their lives. A want is something that someone can do without, even though it may make his/her life better to have it.
- Looking at the list, ask the class to identify which are wants and which are needs by asking of each item: “Is this something that everybody needs to survive and lead their life?”
- Once they have identified the wants and needs on the list, invite some learners to come up to the board to erase the wants so that only needs are left on the board.

### S T E P T H R E E

- Conclude the lesson by explaining to the class that the most basic needs, like those on the board, are sometimes referred to as rights.
- Ask the class if anyone can explain what a right is.
- Tell the class that, “Rights are things that we all need to survive and develop to our full potential.”

# HAND OUT ONE

Illustrations from BIG DEAL Module of War Child's I DEAL intervention ([www.warchildolland.org](http://www.warchildolland.org))

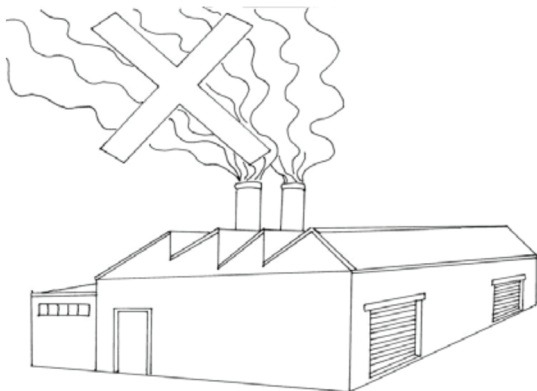
## MEDICAL CARE WHEN YOU NEED IT



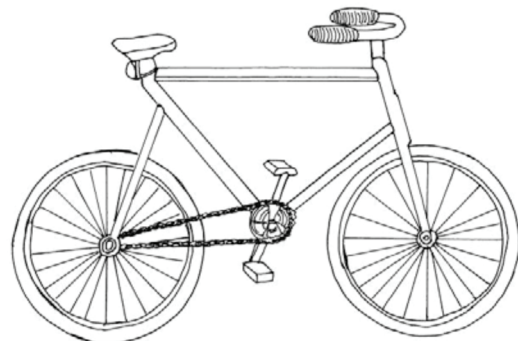
## EDUCATION



## CLEAN AIR



## A BICYCLE



**TO BE ABLE TO EXPRESS YOUR  
OPINION AND BE LISTENED TO**



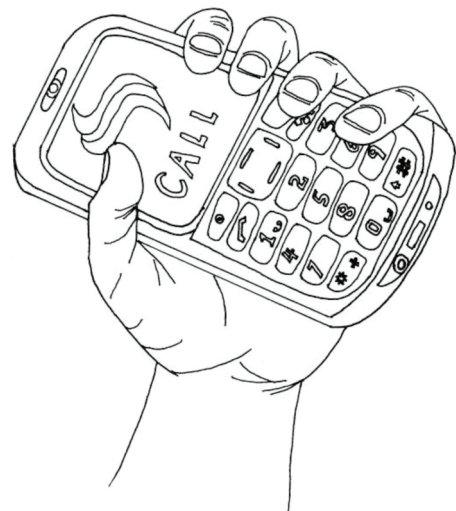
**TO BE ABLE TO PLAY**



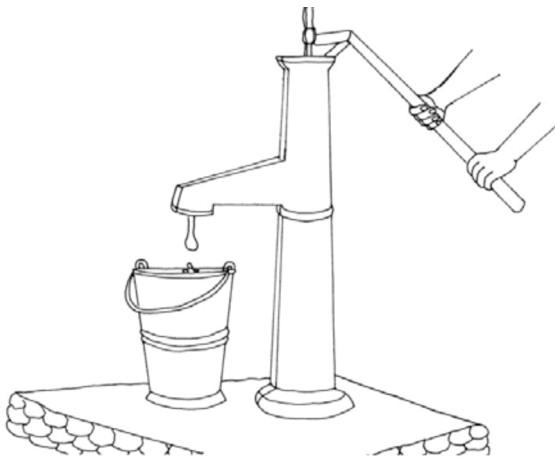
**HOLIDAY TRIPS**



**A CELL PHONE**



**CLEAN WATER**



**HEALTHY FOOD**



**PROTECTION FROM  
ABUSE AND NEGLECT**



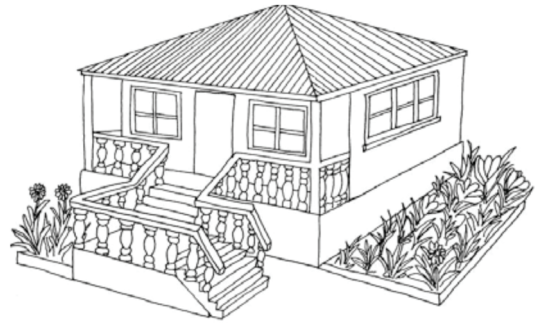
**YOUR OWN BEDROOM**



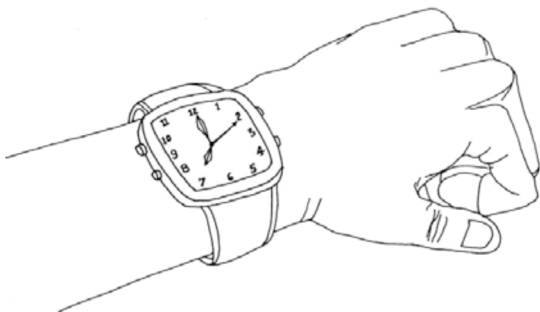
**FASHIONABLE CLOTHES**



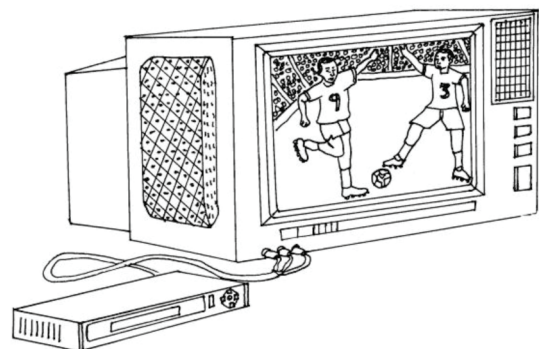
**A DECENT SHELTER**



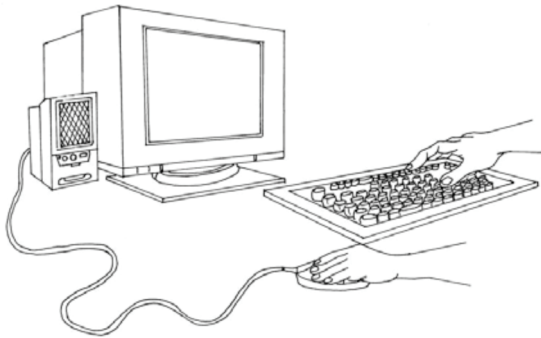
**A WATCH**



**A TELEVISION SET**



**A COMPUTER**



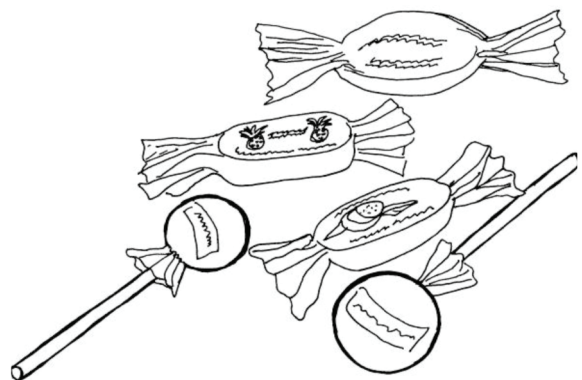
**PROTECTION FROM  
DISCRIMINATION**



**TO BE ABLE TO PRACTICE  
YOUR RELIGION**



**SWEETS**





# FOUNDATION PHASE CO-CURRICULAR ACTIVITIES



# IT'S TIME FOR US TO TALK

(SUITABLE FOR PARENTS OF GRADE R-3 AND ABOVE)

## “WHERE, AFTER ALL, DO UNIVERSAL HUMAN RIGHTS BEGIN? IN SMALL PLACES, CLOSE TO HOME...” ELEANOR ROOSEVELT

**▶ DEMOCRACY WEEK PROVIDES AN OPPORTUNITY TO ORGANISE AN INFORMAL PARENT CARE-GIVER EVENING AROUND HOW THE SCHOOL IS PREPARING THEIR CHILDREN TO LIVE IN A DEMOCRACY AND WHAT THEIR ROLE AS PARENTS CAN BE IN THIS.**

- Parents can be invited for an evening of discussion around the question:  
*“How can we support each other in helping our children to grow up as responsible, caring and active democratic citizens?”*
- Each parent can be asked to contribute something to eat or drink for the evening.
- Parents can be shown some of the activities and lessons that are being introduced to their children during Democracy Week and throughout the year.
- Depending on numbers, the discussion can take place with interested parents and class teachers in a discussion ring. In this simple structure of parents sitting in a circle together talking, they are experiencing one of the ways their children are being supported as democratic citizens where they listen to each other and share opinions.
- An initial discussion point can be around a quote by Eleanor Roosevelt:  
*“Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”*
- Many parents are not consciously aware of things that they can do or are doing to support their children’s democratic nurturing. During the evening, they can be introduced to various ways which they can support their children to be active and democratic citizens.
- These can include things like:
  - Talk to your children about voting, especially when it is election time.  
Voting is a learned social behavior so from a young age children should be aware that their parents vote. If children don’t talk about voting in the home and know that every few years their parents vote, they will more than likely not vote when they are older. By talking about voting and the choices parents make, they are showing them that voting is important.
  - Try to involve your children in family decisions.  
Allow children to make some decisions, where appropriate, around meals, what books to read, what the family can do together, chores, and other activities. If young children are part of the decision-making process, they will learn to understand what it means to make choices and the consequences of these choices.
  - Read the newspaper and listen to or watch the news together on radio or television. Discuss news about local issues, especially those that affect children.
  - Where the opportunity exists, attend a school meeting together. Let your children see that parents take an interest in their education and that the school includes parents in the decision-making process.
  - Participate in community service together. Volunteering can be a first step towards political awareness and action. Your children can be included in the decision that the family makes as to what kind of service activity the family will do together.

 **SOME DISCUSSION QUESTIONS TO BE BROUGHT INTO THE DISCUSSION RING CAN BE:**

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- Are my children learning the democratic values of public good, mutual care, tolerance, social justice, political agency, and moral leadership?
- Are my children learning respect for human rights, open-mindedness, responsibility, and cooperativeness?
- Do my children know about problems in our community and country?
- Are my children hearing all sides of an issue, not just the obvious pros or cons?
- Do my children believe that by being active in our democracy they can make a difference?

Ideally a follow-up evening is planned for these parents to share what they are doing differently since the discussion.

# WE CAN DO IT!

(SUITABLE FOR GRADE R-3)

## WE CAN DO IT! IS A PROGRAMME THAT GIVES YOUNG CHILDREN AN EXPERIENCE OF VOLUNTEERING.

Volunteering is often a first step toward developing an understanding of what it means to be politically active. We can do it! Can Be run as an after school or break time activity. Create a list of five things that can be done each day during democracy week. For example:

- **Monday Rubbish Madness**

Collecting all the litter in the school grounds. Learners or groups can be challenged to each collect a certain amount of litter.

- **Green Tuesday**

Learners help to recycle the litter that was collected the day before.

- **Working Wednesday**

Learners all contribute to cleaning the classroom so that they create a clean and tidy working environment.

- **Helping Thursday**

Learners each choose one extra thing that they can do at home to help their parents, siblings or caregivers.

- **Feedback Friday**

It is important that even at a young age, children are able to reflect on these acts of volunteering. At the end of the week, teachers should form discussion rings in their classes to talk about what they did during the week.

Some questions to ask and talk about can be:

- What did we do to help others this week?
- When we were picking up the litter, whom were we helping?
- When we recycled the litter, whom were we helping?
- How did it feel to volunteer? How did it feel to do something to help someone else?

Each class can create a **"We can do it!"** chart. The chart should have a place where the class can place stickers or colour in boxes representing their acts of volunteering.

Every time learners volunteer they get a sticker to place on the chart or colour in a box on the chart. A challenge can be set for the class to collectively gather a certain number of stickers by the end of Democracy Week.

# THE GOOD CHOICES GALLERY

(SUITABLE FOR GRADE 2-3)

## ▶ THE GOOD CHOICES GALLERY IS A TEMPORARY ART GALLERY THAT IS CREATED DURING DEMOCRACY WEEK.

- The gallery features drawings and paintings made by learners that are about the good choices we make. Learners can be given scenarios to draw or they can choose from a list that could include good choices such as:
  - I was friendly to a new child from a different country.
  - I helped clean up the park.
  - I collected used toys and clothes for children who didn't have any toys.
  - I was friendly to a new child from a different school.
  - I walked away from a fight.
  - I said "no" when a friend asked me to steal money from another child.
  - I wear my bike helmet and follow other bike safety rules.
  - I wait for the "Green Man" light to cross the street.
  - I cross the street at the pedestrian crossing.
  - I listened to my teacher.
  - I did all my homework.
- If possible, learners should try to select a choice that they have made from the list and create their artwork around this.
- Learners spend time from Monday-Wednesday creating the paintings and drawings. Learners can create more than one.
- On Thursday, the artworks are put up in a place where many people at the school will see the gallery. Each artwork should have the name of the artist and a title. Learners can tell their teacher what their title is or they can write it themselves.
- Artwork should be grouped together under various good choices headings (using the list above as a guide). This is important so that when the older children who can read view the gallery, they can be reminded of some of the good choices they should also be making.
- On Friday the rest of the school is invited to view and learn from the **Good Choices Gallery**.

# **WE CHOOSE TWO**

**(SUITABLE FOR GRADE R-3)**

**▶ AS AN ON-GOING ACTIVITY DURING DEMOCRACY WEEK, LEARNERS CAN BE GIVEN TWO OPPORTUNITIES A DAY TO VOTE ON VARIOUS THINGS THAT WILL SHAPE THEIR DAY OR LESSON IN SOME WAY.**

- The voting can be around small things like where they sit or more important things like homework.
- Allowing learners to vote gives them the opportunity to experience what it means to have a choice, abide by the majority decision, and have their opinion heard and counted.
- The challenge for teachers during Democracy Week is to present learners with two opportunities every day to vote on and to allow the majority decision to hold.
- The voting can take place at the start of each day and at various appropriate moments during the day. Even the young learners in Grades R and 1 should be given the opportunity to vote.

**▶ BELOW ARE SOME OF THE MANY THINGS THAT LEARNERS COULD VOTE ON DURING DEMOCRACY WEEK:**

- Which book should we read together?
- Should we have a longer first break or a longer second break?
- Should we have time in class to do our homework or should we rather have some free time in class?
- Should we sit in a circle on the mat to do an activity or should we sit in our desks?
- Should we do reading now or counting?

**▶ AT THE END OF THE WEEK, HAVE A DISCUSSION WITH THE LEARNERS ABOUT THE EXPERIENCE OF VOTING. SOME QUESTIONS TO ASK ARE:**

- What does it mean to vote?
- Did you like having a choice?
- How did it feel when the class voted for something you didn't agree with?
- How did it feel when the class voted for something you also voted for?

# **TEACHER TALKS**

**(SUITABLE FOR ALL TEACHERS GRADE R-9)**

## **▶ DEMOCRACY WEEK IS AN APPROPRIATE TIME FOR TEACHERS TO REFLECT ON HOW THEY ARE ACTIVELY PREPARING THE YOUNG PEOPLE IN THEIR CLASSES TO BECOME ENGAGED, ACTIVE AND CARING DEMOCRATIC CITIZENS.**

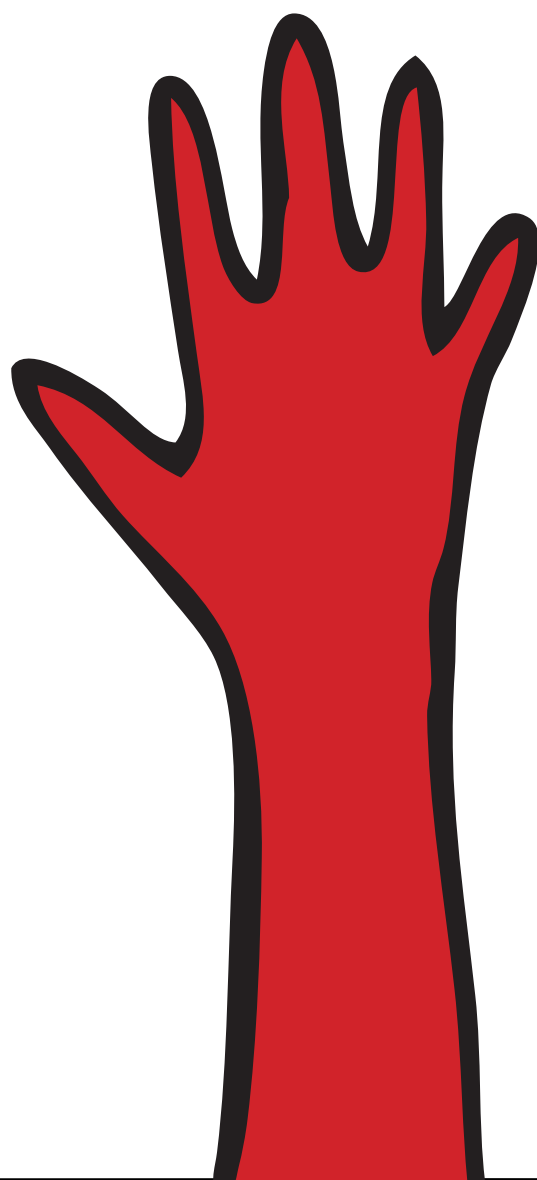
- On one or two afternoons during Democracy Week, the school management should try to set aside some time for Teacher Talks.
- During these informal meetings, the staff can reflect on what they are consciously doing to help develop democracy and citizenship competencies in their learners.
- Often we teach certain behaviours, values, and skills that support democracy education, but we are not necessarily deliberately doing so.
- Being conscious of these ensures that we do it more often, can begin to assess our success, and share our learning with our colleagues.
- During the Teacher Talks, the staff can begin to think about the lessons they have been doing with their learners as part of Democracy Week.
- They should also reflect on various lessons and opportunities they might do throughout the year that prepare the children for democratic citizenship.

## **▶ THE FOLLOWING QUESTIONS CAN BE USED TO GUIDE THE TEACHER TALKS:**

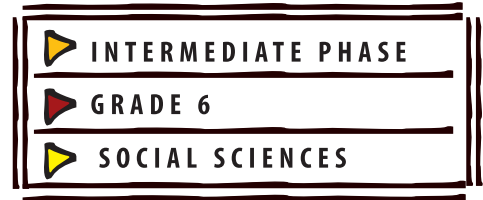
- What does it mean to be an engaged, active and caring democratic citizen?
- Can young children, between Grades R-3, be engaged citizens? Can they be active and caring? Can they be helped to become this?
- Are the children in our classes learning the democratic values of public good, mutual care, tolerance, social justice, political agency, and moral leadership?
- Are the children in our classes learning respect for human rights, openmindedness, responsibility, and cooperativeness?
- Do the children in our classes know about problems in our community and nation?
- Are the children in our classes hearing all sides of an issue, not just the obvious pros or cons?
- Am I providing opportunities for the learners in my class to solve problems, share opinions, listen to each other, hear different points of view, and make decisions?
- Do the children in my class believe that by being active in our democracy they can make a difference? Is this possible with young children?
- What can I, as a teacher, do more/less of or do differently in how I prepare democratic citizens?
- What can we as a school do more/less of or do differently in how we prepare democratic citizens?



# INTERMEDIATE PHASE LESSSON PLANS



# THE 1994 ELECTIONS – THE BEGINNING OF OUR DEMOCRACY



**▶ THESE TWO LESSONS HELP YOUNG CHILDREN UNDERSTAND MORE ABOUT RIGHTS BY EXPLORING THE DIFFERENCE BETWEEN WANTS AND NEEDS. THEY WILL UNDERSTAND THAT BASIC NEEDS CAN BE CONSIDERED RIGHTS.**

## LESSON ONE

### P R E P A R A T I O N :

- Print individual copies of Handout 1 for all the learners.
- Enlarge the text in Handout 1 to A3 and cut it up into 8 paragraphs.
- Label each paragraph A-H.

### S T E P O N E

- Introduce the lesson by reminding learners that the 2014 elections will take place twenty years after our first democratic elections in 1994.
- This lesson will take us back to 1994 to explore those elections.

### S T E P T W O

- Give each learner a copy of the reading in Handout 1 and the photograph of the 1994 elections.
- Begin by asking learners to look at the photograph closely for a minute.
- Then, ask the class to shut their eyes and visualise what is happening in the story while you read *A Vote at Last* (1994) by Henk Campher (Handout 1). Asking learners to close their eyes while they listen helps them to create a picture of each scene of the reading in their minds. This will be important for the main part of the lesson.

### S T E P T H R E E

- Once you have finished reading, ask the learners to skim read the text. If there are any words or phrases they do not understand, they can just underline them and move on.
- When they have finished reading the story, they each need to choose one word or phrase that sums up the text and what it is about. This can be a simple reaction to what they have read. Learners write this down in their notebooks or at the top of the reading.

### S T E P F O U R

- Ask learners to share their words/phrases and put them on the board with the words “1994 Elections” in the centre and the learners’ words around it.
- This helps the learners build a mental picture of the reading at a word and phrase level.

## **S T E P F I V E**

- Divide the class into groups of eight.
- Give each group one of the enlarged paragraphs (A-H).
- In their groups, they are going to make sense of their paragraph and produce a Freeze Frame or tableau of each scene in the reading. In a Freeze Frame or tableau, the action in a scene is frozen as in a photograph. Learners move themselves into positions that visually capture the main scene in the text they have read. For example, if their paragraph is about people watching a soccer game, they might have group members frozen, looking like they are cheering and very excited.
- Each group has five minutes to:
  - Read the paragraph they have been assigned.
  - Decide on a Freeze Frame for the paragraph. One group member can act as a sculptor and create an image by positioning other group members in relation to one another.
- They should think about how they can use their body language and facial expressions to give clues as to what their scene is about.

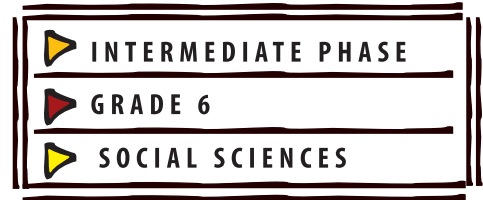
## **S T E P S I X**

- Call up the groups in random order to do their freeze frames.
- The rest of the class should guess what each freeze-frame represents.
- They should scan the full story to try to match the freeze frame with the correct paragraph.

## **S T E P S E V E N**

- Conclude the lesson by explaining that the lesson that follows will look more closely at the story and how we, as a class, can represent the whole story together in a series of freeze frames.

# THE 1994 ELECTIONS – THE BEGINNING OF OUR DEMOCRACY



## LESSON TWO

### S T E P O N E

- Remind the class that during the previous lesson they began to understand the text more closely. They first had to think of one word to sum up the whole story and then described the main scene in each of the paragraphs.

### S T E P T W O

- In their same groups as before, learners need to agree on a phrase or sentence that sums up their paragraph.
- One member needs to write this down.

### S T E P T H R E E

- In the correct order, each group reads out their phrase or sentence to the rest of the class to create a complete account of the text.
- This helps to quickly create a deeper understanding of the text.

### S T E P F O U R

- Now the class is going to perform their freeze frames again, but this time in order and with the rest of the class imitating what they do.
- Before they begin, give the learners a few minutes to adapt or change their freeze frame from the lesson before if they want to improve it. If they are happy with what they originally created, they need to practice getting into position quickly.

### S T E P F I V E

- If possible, make space in the classroom by moving the desks out of the way or move to a larger room, hall or even outside.
- The whole class stands on one side of the room facing the group that will do a freeze frame of the first paragraph.
- When you are ready, ask the group to get into position and freeze.
- The rest of the class needs to imitate what the group performing is doing.
- Repeat this until all groups have performed and the class has imitated all eight scenes.

### S T E P S I X

- Depending on time, this can be repeated with one or two learners reading the original paragraphs while the group freezes and the class imitates.

### S T E P S E V E N

- To conclude the lesson, as an in-class or homework activity, ask learners to write a response to the following questions in their notebooks using the knowledge they have learnt from the last two lessons:
  - How would you describe the mood of those who voted in the 1994 elections?
  - Why were the elections so important for so many South Africans?

# **HANDOUT ONE**

## **A VOTE AT LAST! (1994)**

**BY HENK CAMPHER,**

Four long years. That's how long we had to wait before we got our first election in 1994. Okay, we had to wait forever during the struggle against Apartheid, but we had four long years... from when Nelson Mandela was released until we got our date – 27 April 1994. But now the date was set. And I just had to be part of that. So I registered myself as a volunteer to work on election day. And what a day it turned out to be.

On the day of the elections, I could feel that there was something special in the air, something that I will never see again or experience again. I woke up ready to be part of history. I rushed to put on some decent clothes... I am a voting officer, "Please step back from that voting booth and put your X when I can see them". The power! I even had a special badge to say what I was – Voting Officer....

...What a sight when I turned the corner that led to the town hall. People waiting in lines for as far as the eye can see. There were still a few hours before we opened the doors and the people were already waiting to vote. The hair on my neck stood up. History. You could smell it. You could taste it. And now you could see it.

What struck me was how quiet people were. No partying. No shouting and hardly any laughing. Just a silence as people stood in the queue waiting for the doors to open so that they could go and vote. People just staring at that door. A little wave when people recognized each other. But it was deadly silent most of the time... Only later did I realize why. People still couldn't believe that it was happening. And they did not want to do anything until they saw those doors open. ...

My first job [as a Voting Officer] was to help the people outside, especially the older people... The queue never got any shorter during the day. People just kept on coming – over a thousand people standing in line at any time during the day and all waiting to vote. Waiting patiently. It was hot, even though it was autumn. I was handing out water when I saw him. An old, old man standing in the queue – almost right at the back. He must have been close to a hundred. He was frail and leaning against his walking stick. You could see he came from a tough background – a farmworker most likely. I went up to him and took him by his hand and told him I'll take him to the voting booth. He smiled and off we went – walking slowly.

We talked a bit while we took our slow walk to the voting hall. Not politics of course – I wasn't allowed to talk politics because I was an "independent" voting officer. It became apparent that he couldn't read or write. But he wanted to vote – that was his right. And it was likely not only his first time of voting, but his last one. I promised I would help him – that was my job [as a Voting Officer]...

I eventually went to vote myself. I stood in that booth for a few minutes – like almost every other voter that day. This was my turn and our time. I knew who I was going to vote for... I knew that there was only one person and one party for me. I made my cross... and had a lump in my throat. I was shaking slightly. Done. It is done. A vote at last...

I had been busy at the elections for almost 24 hours by now. First helping the voters and then counting their votes. I was knackered. I just wanted to sleep. But as I hit the bed it hit me. I was part of history. I was part of the greatest day in our country's life. Each person that voted that day did it with passion – for the right and the wrong reasons. But each of us – all of us – had our day to vote at last. And each one of those votes was done for a reason. People did it because this was the most important election of their lives. There will never be another.

I was there when we became a nation. No. I was passing the bricks as we built that nation on 27 April 1994....

**FROM A VOTE AT LAST! (1994)**

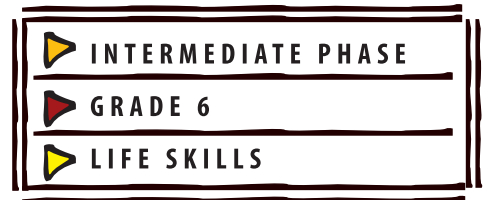
**Posted by Henk Campher, <http://angryafrican.net/2008/03/01/an-accidental-activist-a-vote-at-last-1994/>**





UNITED NATIONS PHOTO 1 APRIL 1994 EDENDALE KWAZULU NATAL

# REMEMBERING THE PAST



**▶ THIS LESSON FOCUSES ON NATION BUILDING AND CULTURAL HERITAGE. DURING THE LESSON, THE LEARNERS VISUALLY EXPLORE THE VOTING LINE MEMORIAL IN PORT ELIZABETH THAT WAS CREATED IN REMEMBRANCE OF THE 1994 ELECTIONS. THE MEMORIAL IS MADE UP OF A THIRTY-EIGHT METER-LONG SCULPTURE OF SOUTH AFRICANS QUEUING TO VOTE.**

## STEP ONE

- Remind learners that in South Africa we celebrate many public holidays.
- Ask learners to name some of the public holidays.
- One of our national holidays is Freedom Day.
- As a class discussion, ask learners:
  - What day is Freedom Day?
  - What do we remember on Freedom Day?
  - Why do you think it is called Freedom Day?

## STEP TWO

- Divide learners into pairs.
- Distribute Handout 1 to each pair.
- In their pairs the learners answer the following questions using the photographs of the memorial:
  1. What are people waiting in line to do?
  2. What do you see in each photograph?
  3. How many people are standing in line?
  4. Do all the people look the same?
  5. How are people dressed?
  6. What have some people brought with them?
  7. Who is at the end of the line?
  8. What do you think is the most important thing the artist Anthony Harris wanted us to remember about the 1994 elections?
  9. Why do you think the city of Port Elizabeth wanted him to create a memorial about the 1994 elections?

## STEP THREE

- When they have finished answering the questions, each pair needs to join another to make a group of four.
- They now should compare their answers to each of the questions. They can add to these or change them after the group discussion.

## **S T E P F O U R**

- It is not crucial that learners discuss all of the answers but rather that they had an opportunity to see what other learners discovered or interpreted.
- Once they have had some time to share, go through each question, asking a different group to share their answer until all nine questions have been discussed as a class.

## **S T E P F I V E**

- As a conclusion to the lesson, learners can complete the writing frame in Handout 2 in class or for homework.

# HANDOUT ONE

MEMORIAL ON THE DONKIN, PORT ELIZABETH, COMMEMORATING THE 1994 ELECTIONS.

Photographs courtesy of Anthony D. Harris









# HANDOUT ONE

# THE VOTING LINE MEMORIAL



THE VOTING LINE IS A MEMORIAL IN .....

IT IS CALLED THE VOTING LINE BECAUSE IT SHOWS .....

.....  
.....

I THINK THAT ....., THE ARTIST, WANTS PEOPLE WHO

VISIT THE MEMORIAL TO.....

I THINK THAT WE SHOULD HAVE A MEMORIAL FOR THE 1994

ELECTIONS BECAUSE.....

.....

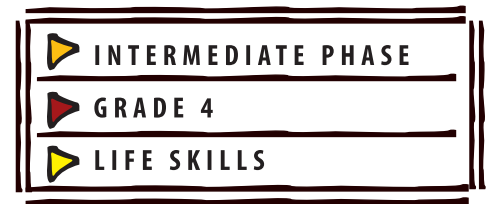
I THINK THE MEMORIAL IS.....

BECAUSE IT.....

.....



# LEARNING ABOUT OUR RIGHTS & RESPONSIBILITIES IN THE CLASSROOM



## LESSON ONE

### P R E P A R A T I O N

- Print out one copy of Handout 1 for each learner.
- Print out copies of Handout 2. You will divide your class into groups of five or six and you will need copies for each group.
- Cut out the rights and responsibility phrases and mix them up.
- Place each set in an envelope or hold them together with a paperclip.

### S T E P O N E

- Begin the lesson by asking the class, "What is a human right?"
- Allow some learners to answer and write up their responses on the board.

### S T E P T W O

- Remind learners that while we all have human rights, the right to life, for example, children have special rights.
- Give each learner a copy of Handout 1. Write up some of the rights of children on the board:
  - Children have the right to be taken seriously.
  - Children have the right to be looked after by good doctors and nurses.
  - Children have the right to a good education.
  - Children have the right to be loved and protected from harm.
  - Children have the right to a safe and comfortable home.
  - Children have the right to special care for special needs.
  - Children have the right to be proud of their heritage and beliefs.
  - Children have the right to make mistakes.
  - Children have the right to be adequately fed.
- Read through each right explaining any words or concepts that learners do not understand.
- Ask learners to choose which they think is the most important right and to underline it on their handout.
- Go around the room asking each learner to read the right that they wrote down. After every learner has shared their choice, make an X next to that right on the list on the board.
- Once everyone has shared their choice, the class will be able to see what most of the learners felt was the most important right.

### **S T E P T H R E E**

- Ask some learners who chose the most popular right to explain why this was the most important to them.
- Ask the class if all children living in South Africa are getting this right fulfilled all of the time. Each learner needs to write down what they think in their notebooks.
- Allow some learners to share their responses.

### **S T E P F O U R**

- Remind learners that while we all have rights, we also all have responsibilities. For example, we all have the right to life and we all, therefore, have the responsibility to not kill anyone. We have the right to vote and we, therefore, have the responsibility to vote in elections when we are 18 and older.
- Ask the class what the word responsibility means. What do we mean by a responsible person? If you are being responsible when the teacher leaves the classroom, how are you behaving?
- Allow the class to share some thoughts.

### **S T E P F I V E**

- Divide the class into groups of five or six.
- Hand out a set of the rights and responsibilities cards to each group.
- Learners need to take out the cards and, working as a group, they need to match up the rights with the correct responsibility. They should place the two corresponding cards next to each other. Groups can work at a desk or on the floor.
- Once the group have the cards correctly matched, each learner should write the corresponding responsibility beneath each of the rights on their Handout 1.
- If you can't photocopy, write up a list of responsibilities on the board next to the rights.

### **S T E P S I X**

- As a conclusion to the lesson ask the learners:
  - Why is it important that we have rights?
  - Why is it important that we have responsibilities?

# HANDOUT ONE

## SOME OF THE RIGHTS OF CHILDREN



CHILDREN HAVE THE RIGHT TO BE TAKEN SERIOUSLY.

CHILDREN HAVE THE RIGHT TO BE LOOKED AFTER BY GOOD DOCTORS AND NURSES.

CHILDREN HAVE THE RIGHT TO A GOOD EDUCATION.

CHILDREN HAVE THE RIGHT TO BE LOVED AND PROTECTED FROM HARM.

CHILDREN HAVE THE RIGHT TO A SAFE AND COMFORTABLE HOME.

CHILDREN HAVE THE RIGHT TO SPECIAL CARE FOR SPECIAL NEEDS.

CHILDREN HAVE THE RIGHT TO BE PROUD OF THEIR HERITAGE AND BELIEFS.

CHILDREN HAVE THE RIGHT TO MAKE MISTAKES.

CHILDREN HAVE THE RIGHT TO BE ADEQUATELY FED.

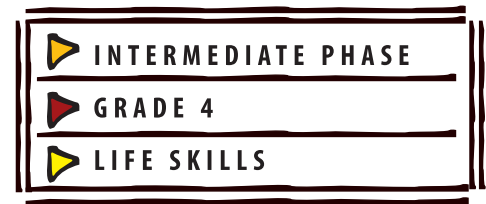


# **HANDOUT TWO**



<b>CHILDREN HAVE THE RIGHT TO BE TAKEN SERIOUSLY ...</b>	<b>... AND THE RESPONSIBILITY TO LISTEN TO OTHERS.</b>
<b>CHILDREN HAVE THE RIGHT TO BE LOOKED AFTER BY GOOD DOCTORS AND NURSES ...</b>	<b>... AND THE RESPONSIBILITY TO TAKE CARE OF THEMSELVES.</b>
<b>CHILDREN HAVE THE RIGHT TO A GOOD EDUCATION...</b>	<b>... AND THE RESPONSIBILITY TO STUDY AND RESPECT THEIR TEACHERS.</b>
<b>CHILDREN HAVE THE RIGHT TO BE LOVED AND PROTECTED FROM HARM...</b>	<b>... AND THE RESPONSIBILITY TO SHOW LOVE AND CARING TO OTHERS.</b>
<b>CHILDREN HAVE THE RIGHT TO A SAFE AND COMFORTABLE HOME...</b>	<b>... AND THE RESPONSIBILITY TO SHARE IN KEEPING IT NEAT AND CLEAN.</b>
<b>CHILDREN HAVE THE RIGHT TO SPECIAL CARE FOR SPECIAL NEEDS...</b>	<b>... AND THE RESPONSIBILITY TO BE THE BEST PEOPLE THEY CAN BE.</b>
<b>CHILDREN HAVE THE RIGHT TO BE PROUD OF THEIR HERITAGE AND BELIEFS</b>	<b>... AND THE RESPONSIBILITY TO RESPECT THE ORIGINS AND BELIEFS OF OTHERS.</b>
<b>CHILDREN HAVE THE RIGHT TO MAKE MISTAKES...</b>	<b>... AND THE RESPONSIBILITY TO LEARN FROM THOSE MISTAKES.</b>
<b>CHILDREN HAVE THE RIGHT TO BE ADEQUATELY FED...</b>	<b>... AND THE RESPONSIBILITY NOT TO WASTE FOOD.</b>

# LEARNING ABOUT OUR RIGHTS & RESPONSIBILITIES IN THE CLASSROOM



## LESSON TWO

### S T E P O N E

- Remind learners that in the previous lesson they looked at the rights that children have and the responsibility that they also have to make sure others have the same rights.
- Ask learners to look at their copies of Handout 1 that they completed in the previous lesson.
- Each learner needs to put an X next to those rights and responsibilities that are relevant to schools.
- With the class, identify those rights that are relevant to schools. All except for “Children have the right to be looked after by good doctors and nurses”, are relevant.

### S T E P T W O

- Explain that while everyone at school has the right to learn, be safe, and be happy, it is also our responsibility to make sure that we are not behaving in a way that disrespects the human rights of others.

### S T E P T H R E E

- Ask the learners what can be done in their classroom to make sure that everyone is enjoying their right to:
  - be safe
  - be happy
  - learn
- Ask them to work on their own to write up three things that will help protect these rights. For example, the right to be safe – dangerous things to be put away; the right to be happy – to be treated kindly; and the right to learn – enough books and paper.

### S T E P F O U R

- Ask learners to share their ideas in groups of four or five. In these groups, they need to agree on the best three ideas.
- Ask a representative from each group to share the group’s choice. Once each group has shared, draw up a list of ten things that the class agreed on and write it on the board.
- This will be the Class Charter of Rights.

### S T E P F I V E

- Give groups a copy of Handout 3. This is an example of a Class Charter of Rights.
- Ask learners to read the Charter and discuss:
  - What do you think of these ideas?
  - Would you add or change anything?

## **S T E P   S I X**

- Ask the class if there is anything they would like to add or change to the Class Charter of Rights after having looked at and discussed the example in Handout 3.

## **S T E P   S E V E N**

- Explain that everyone in school has the right to learn and be safe and happy. Each of us has a responsibility to respect the rights of others. We need to ensure that by enjoying our rights we are not disrespecting the rights of other people.
- Give each group the example of the Class Charter of Responsibilities in Handout 4.
- Ask them to think of responsibilities for two of the rights in their Class Charter.

## **S T E P   E I G H T**

- Ask each group to share their responsibilities and capture these next to the relevant rights on the Class Charter on the board to create a Class Charter of Rights and Responsibilities.
- The Class Charter of Rights and Responsibilities should be written or typed up and placed in the classroom where it can be seen and referred to.
- As a conclusion, remind learners that we should all strive to live up to the rights and responsibilities in the Class Charter.

## HANDOUT THREE

# A CLASS CHARTER OF RIGHTS



### WE ALL HAVE THE RIGHT...

- To receive a good and fun education
- To be provided with a safe and secure classroom environment
- To privacy, for example, no one looks our bags
- To be listened to and given the opportunity to express our opinions
- To good quality resources
- To teachers and adults who are caring and fair
- To have fun and enjoy our time in grade 4 especially during playtimes
- To friendships and to work cooperatively with others

<http://www.amnesty.org.uk/content.asp?CategoryID=11880>

## HANDOUT FOUR

# A CLASS CHARTER OF RESPONSIBILITIES

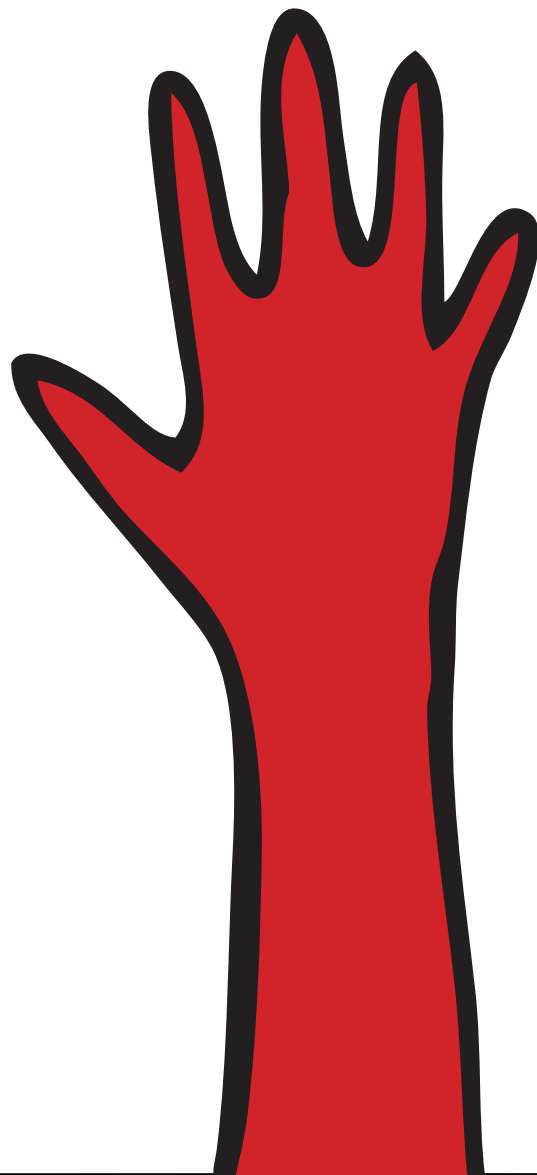


### WE ALL HAVE THE RESPONSIBILITY...

- to work and learn to our full potential by making sure that we complete our work to our best standard and within the given time limit
- to look after our class environment, especially by keeping it clean and tidy
- to make sure we ask for permission before going in others' lockers or desks
- to listen to and respect each others' views and opinions
- to look after and respect our classroom resources
- to show respect and be polite and helpful to all adults
- to behave in a sensible and mature way during lessons and playtimes



# INTERMEDIATE PHASE CO-CURRICULAR ACTIVITIES



# A POSTER ATTACK

(SUITABLE FOR GRADE 5 & 6)

**▶ THE AIM OF A POSTER ATTACK IS FOR LEARNERS TO CREATE AN IMPACTFUL MESSAGE AROUND THE SCHOOL USING A LARGE NUMBER OF POSTERS WITH A UNIFIED THEME AND MESSAGE.**

- Before beginning, the learners interested in taking part in Poster Attack need to get the permission of the school management to put up posters around the school.
- They will need to clarify where they may and may not put up posters.
- They should stress that they will take the posters down at the end of Democracy Week.
- While this co-curricular activity allows those learners who are talented in art to participate, learners who are not particularly artistic should be encouraged to participate as well. Using stencils and poster templates ensures that everyone can join in. Draw on different talents. Some learners can design the stencils and others can use these to create the posters. Others can colour in or draw on the posters to improve their appeal.
- This activity is called a Poster Attack because the intention is to have lots of posters around the school for a period of time, in this case during Democracy Week. These can either be photocopied or if enough learners join in, these can be done by hand.

## **T H E F O R M A T**

- Poster Attacks have a particular format.
- They are centred on a question, answers, and a cryptic grouping of letters.
- During the week, the intention is to capture people's attention by putting up lots of statements that don't make very much sense.
- At the end of the week, posters revealing the question go up and the previous days' posters now make sense.

Here is an example of a Poster Attack:

*The question for this Poster Attack is: What makes a good leader?*

- A set of posters is created that answers the question with various statements.
- For the first few days of the week, all the rest of the school sees are statements with the letters "WMAGL" at the bottom of each poster.
- Hopefully, the school will be thinking about what the letters could mean but also thinking about what the statements are trying to tell them.
- Only on the third or fourth day of the week does the school get the explanation for the letters "WMAGL" they have been seeing when the posters with the question are put up as well.



**The same principle can be applied to other topics such as:**

- WCWDTMTCB - "What can we do to make this country better?"
  - "We can smile more at each other."
  - "We can greet each other more."
  - "We keep our streets neat."
  - "We can make each other feel safe."
  - "We can use less water."
  - "We can sing more."
- HCWMOB - "How can we make our school better?"
- Learners involved in the Poster Attack can brainstorm other questions that fit into the theme of Democracy Week or use the examples above and brainstorm as many answers as possible.
- As responsible active citizens, learners need to take the posters down at the end of the campaign and either recycle them, store them for another year or put them up in the classroom of the teacher in charge of Poster Attacks (with his/her permission of course).

**FEEDBACK**

- At the end of Democracy Week, those learners involved in Poster Attack should interview a range of learners during break time to get feedback about the campaign. For example, they could ask:
  - What did you learn from the posters?
  - Did the posters make you think about what a good leader is?
  - What was the overall message of the posters?
- This information should be written down and presented to the school management at the end of Democracy Week so that they can see the usefulness of this kind of intervention.

# DEMOCRACY SPEAKS

(SUITABLE FOR GRADE 5 AND 6)

*"Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world." Eleanor Roosevelt*

## **DEMOCRACY SPEAKS IS A SPEAKER PROGRAMME THAT TAKES PLACE DURING DEMOCRACY WEEK WHERE SPEAKERS ARE INVITED TO THE SCHOOL TO TALK TO LEARNERS ON A RANGE OF ISSUES RELATING TO VOTING, DEMOCRACY, AND ACTIVE CITIZENSHIP.**

- The intention is that the talks help the school think about democratic issues and that learners hear from a range of people so they can see that democracy includes everyone and not just politicians and people with authority in society.
- These talks can happen during assemblies for the whole school or for just grade 5 and 6 learners where appropriate.
- Democracy Speaks provides the opportunity to include learners in a number of activities such as choosing speakers, writing invitations, welcoming the guests and thanking them afterwards.

## **CHOOSING TOPICS AND SPEAKERS**

- Invite interested Grade 5 or 6 learners to be on the Democracy Speaks committee. This committee will help to organise the speakers for Democracy Week.
- Ideally, learners are included in the process of choosing topic and speakers.
- One way to do this is to present a list of topics and speakers to the committee for them to choose from such as:

### **Topics**


Why should we vote?  
How do we choose good leaders?  
How do we make our country better?  
20 years since the 1994 elections - who cares?  
Why should we listen to young children more?  
We may be too young to vote but we aren't too young to care.

### **Speakers**

Local councillors  
Artists  
Writers  
Musician

### **Actors**

Sports women and men  
Provincial and National Members of Parliament  
Journalists and Editors of Newspapers  
Filmmakers  
Business owners  
Young community leaders or students

 **A CIRCULAR CAN BE SENT HOME TO PARENTS ASKING IF THEY KNOW OF ANY PEOPLE WHO WOULD BE GOOD SPEAKERS TO APPROACH. THESE PARENTS CAN HELP TO GET CONTACT DETAILS AND, IF NEEDED, MAKE INITIAL ENQUIRIES ON THE SCHOOL'S BEHALF. PARENTS, TEACHERS AND LEARNERS CAN ALSO BE INVITED TO SPEAK ON THE TOPICS IF THEY ARE INTERESTED.**

**Once speakers and topics have been identified, the committee, with teacher Support, can write an invitation email or letter to prospective speakers.**

- This is a good opportunity to help learners with writing formal letters and thinking about what they can say to make someone want to come and speak at their school.
- Once speakers have committed themselves, it is important to ensure that they are aware of the topic, date, time, length, and format of the talk.

**Roles need to be assigned for the day of the talks. These can include:**

- Someone to meet the speaker at the school reception area and take them to the venue where they will be speaking.
- Someone to introduce the aim of Democracy Speaks to the school and introduce the speaker by giving a short biography.
- Someone who will invite the school to ask questions after the speaker has finished.
- Someone to thank the speaker afterwards and send a thank you note or email a week later giving some feedback on how the talk was received.

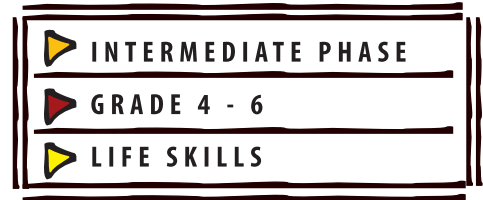
## **FEEDBACK**

After each talk the committee should interview a range of learners during break time to get feedback about the talks. For example, they could ask:

- What did they learn?
- What important piece of information do they remember?
- What was the message of the talk?

This information should be written down and presented to the school management at the end of Democracy Week so that they can see the usefulness of this kind of speaker programme.

# LOVE OUR SCHOOL



**▶ LOVE OUR SCHOOL IS A VOLUNTEER PROGRAMME THAT CAN TAKE PLACE DURING DEMOCRACY WEEK. LEARNERS ARE ENCOURAGED TO VOLUNTEER TO HELP IMPROVE THE SCHOOL IN SOME WAY.**

- Volunteering is often a first step toward developing an understanding of what it means to be politically active.
- Invite interested learners to join the Love Our School Team. This team will help organise the volunteer opportunities to improve the school.
- Meet with the Love Our School Team to decide on a list of actions. These can include things like:
  - Classroom Clean Ups – volunteer teams go into classrooms at break time or after school to clean up any litter,
  - Wash windows, clean dusters, etc
  - Painting classrooms or hallways
  - Pick ups – teams volunteer to pick up all the litter around the school every day during Democracy Week
  - Weeding and mowing the lawn
  - Planting flowers around the school
  - Helping out at the Tuck Shop
- A useful way to brainstorm this is to ask the Team:
  - In what ways can we help the school out?
  - What things can we do that wouldn't normally get done?
- The Love Our School Team can advertise volunteer options in the weeks leading up to Democracy Week in assembly and by using posters (a Poster Attack could be a useful tool here).
- Sign up lists should be created where learners can choose what they will volunteer to do as part of Love Our School. Allowing the school to see who has volunteered encourages others to sign up as well.
- Ideally, plan the volunteer tasks to take place on different days during Democracy Week so that it is easier to coordinate what is happening and allows learners to do more than one thing.
- The activities can be taken further at a later stage to provide the opportunities for learners to volunteer in the community.

## **FEEDBACK**

- At the end of the Love Our School volunteer tasks, the Team should interview a range of learners during break time to get feedback about the experience of volunteering and what the rest of the school thought about the results of the tasks. For example, they could ask:
  - How did it feel to volunteer to improve the school? Why did you volunteer?
  - Does the school or classrooms look any different than before?
  - What do you think of this?
  - What else should we do to improve our school?
- This information should be written down and presented to the school management at the end of Democracy Week so that they can see the usefulness of this kind of volunteer programme.

# **THE NEWSROOM**

**(SUITABLE FOR GRADE 6)**

**▶ THE NEWSROOM IS MADE UP OF A TEAM OF INTERESTED LEARNERS WHO, DURING DEMOCRACY WEEK, INFORM THE SCHOOL ABOUT WHAT IS HAPPENING IN THEIR COMMUNITY, COUNTRY, AND THE REST OF THE WORLD.**

While the aim is to generate an interest in current affairs and to help learners understand why it is important that citizens engage with the news and media, the newsroom should specifically try to focus on news about democracy, voting and elections.

- Invite interested learners to join The Newsroom Team.
- Every day during Democracy Week, The Newsroom Team will read newspapers and news websites to select news stories they feel the learners at their school should know. This can be done before school, at breaks and after school.

**▶ THE FOCUS OF THE NEWS IS AROUND:**

- What is happening in our community? Is there any news that is about elections or voting?
- What is happening in South Africa? Is there any news that is about elections or voting?
- What is happening in the world? Is there any news that is about elections or voting?

**▶ THE NEWSROOM TEAM MAKES THE NEWS AVAILABLE TO THEIR PEERS IN A NUMBER OF WAYS:**

- Selected newspaper articles are cut out or photocopied and placed on Newsroom Noticeboard(s) in visible places around the school.
- Newspaper headline posters are created and placed strategically around the school. Learners can read the full articles on the Newsroom Noticeboard(s).
- At the start of every assembly, members of The Newsroom Team will read out selected news headlines and share brief explanations of the news items to the school.

- The template below can be used to structure the assembly news items. On days when the school does not gather together, these items can be photocopied and distributed to learners at break time (or to teachers to share with their classes).

## WHAT IS HAPPENING OUTSIDE OUR SCHOOL?

**COMMUNITY HEADLINE (BRIEF EXPLANATION):** .....  
.....  
.....

**SA HEADLINE: (BRIEF EXPLANATION):** .....  
.....  
.....

**WORLD HEADLINE: (BRIEF EXPLANATION):** .....  
.....  
.....

# GOING BACK AND FORWARD

(SUITABLE FOR GRADE 4-6)

 **DEMOCRACY WEEK PROVIDES THE IDEAL OPPORTUNITY FOR LEARNERS TO GO ON FIELDTRIPS TO PLACES THAT SHAPED AND CONTINUE TO SHAPE THE DEMOCRACY WE LIVE IN TODAY.**

- The examples below of places to visit emphasise the diversity of our history and people. Included in the list are Provincial Legislatures. Many offer education programmes and tours.
- Some of the places listed below are memorials that can be included as part of field trips while others, like Robben Island in the Western Cape, would be the focus of a single field trip.
- While some of these places will be inaccessible to many schools, teachers are encouraged to seek out memorials, spaces, or people in the local community that have a story or a message relating to how our democracy has been and continues to be shaped.

 **PLACES TO INCLUDE IN FIELD TRIPS**

## **Western Cape**

Parliament of the Republic of South Africa  
Western Cape Provincial Parliament  
Robben Island Museum  
District Six Museum  
South African National Gallery  
The Slave Lodge  
Gugulethu Seven Memorial  
Sheik Yusuf Kramat  
Migrant Workers Museum

## **Northern Cape**

Northern Cape Provincial Legislature  
Prieska Museum  
Kimberley Mine Museum  
Battle of Magersfontein

## **Eastern Cape**

Eastern Cape Provincial Legislature  
Nelson Mandela Museum  
Red Location Museum of the People's Struggle  
Voting Line Statue, Donkin Reserve  
Cradock Four Memorial Gardens  
Albany Museum Complex

## **Limpopo**

Limpopo Provincial Legislature  
Makapans Valley  
Masorini Museum  
Strijdom House & Waterberg Museum

## **Gauteng**

Gauteng Provincial Legislature  
The Union Buildings  
The Apartheid Museum  
Constitution Hill  
Cradle of Humankind  
Freedom Park  
Hector Pieterse Museum and Memorial  
Smuts House Museum  
Correctional Service Museum  
Ditsong National Cultural History Museum  
The Voortrekker Monument  
Liliesleaf Trust  
Sharpeville Human Rights Precinct

## **Mpumalanga**

Mpumalanga Provincial Legislature  
Lydenberg (Mashishing) Museum  
Samora Machel Monument

## **Free State**

Free State Provincial Legislature  
National Museum  
Anglo-Boer War Museum

## **North West**

North West Provincial Legislature  
Taung  
Mafikeng Museum  
Boekenhoutfontein Farm  
The Lost City of Mogale  
The Klerksdorp Museum

## **KwaZulu-Natal**

KwaZulu-Natal Provincial Legislature  
The Battlefields Route  
The Royal Village at Ondini  
eThekweni City Hall  
Luthuli Farewell Square  
The Gandhi Monument



# SENIOR PHASE LESSON PLANS



# A MOMENT IN HISTORY

## THE 1994 SOUTH AFRICAN ELECTIONS



**THIS LESSON IS CENTRED AROUND AN ACTIVITY CALLED READER'S THEATRE. THIS IS AN EFFECTIVE WAY TO HELP LEARNERS UNDERSTAND A PARTICULAR MOMENT IN TIME, ENGAGE EMPATHETICALLY WITH PEOPLE FROM THE PAST AT PARTICULAR MOMENTS, AND PROCESS DILEMMAS EXPERIENCED BY CHARACTERS IN A TEXT.**

In this activity, groups of learners are assigned a small portion of a text to present to their peers. Instead of presenting short plays about the plot, Reader's Theatre asks learners to create a performance that reveals a message, theme, or conflict represented in the text. Ideally, this activity would extend over two class periods, but we have highlighted sections that can be omitted if you only have one class period available.

### STEP ONE: INTRODUCTION

- As an introduction to the significance of the 1994 elections, distribute copies of Handout 1 to each learner. If resources are limited, learners can share copies or the teacher can just read the source aloud to the class.
- The source is a reflection by a young South African who missed out on being a part of the 1994 elections.
- If each learner has a copy of the text you can read it as a class in the following way:
  - The teacher starts reading a few sentences and stops.
  - Anyone from the class takes over and reads a few more sentences until they feel like stopping.
  - Then another learner takes over and so on until the source has been read in an informal way by a number of voices
- When the story has been read, ask learners to take a few minutes to respond in their notebooks to what this young person is saying.
- Some pointers:
  - Why does she feel guilty? Do you think she should feel this way?
  - What does she feel she missed out on?
  - Was it such a big deal to have been included in the elections that were happening in 1994?
- Ask one or two learners to share their reflections.
- Transition to the Readers Theatre activity by pointing out that millions of South Africans who did enthusiastically stand in queues for hours to vote in 1994 might also have felt the same as this young person felt if they had missed out on this opportunity as well. The 1994 elections were a turning point in South Africa's history.
- We will spend the rest of the lesson witnessing the first election day in 1994 through the eyes of someone who was there.

### STEP TWO


- To prepare for the Reader's Theatre activity, divide the class into groups. The group sizes will depend on the size of your class.
- The reading we will use has eight suggested scenes. Ideally there is one group per scene, but if your class is very large, more than one group can work with the same scene.
- If time is short, you can also choose to leave out scenes and have groups do shorter extracts from some of the readings.

### STEP THREE

- Ideally, give learners the opportunity to read the text silently and aloud before groups are assigned scenes to interpret. This step familiarises learners with the language of the text.
- After the text is read aloud, invite learners to ask clarifying questions about the vocabulary or the history. That way, learners can begin their group work ready to interpret their assigned scene.
- If time is short this step can be skipped as the chosen text is not that complex, but the activity works best when learners have had a chance to feel more comfortable with the text.

### STEP FOUR

- Assign scenes to each group.
- In their small groups, learners read their assigned scenes aloud again. As they read, learners should pay attention to theme, language, and tone.
- You might ask learners to highlight or underline the words that stand out to them. Groups may choose to read their scenes two or three times and then have a conversation about the words and phrases they have highlighted.
- Then groups discuss the scene. At the end of this discussion, learners should agree on the words, theme, or message represented in this scene that they think need to be highlighted during their reading of the text.
- To help structure the groups' conversations, you might provide them with a series of questions to answer. Here are some examples:
  - What happens in this scene?
  - What words or phrases are most important?
  - What images come to mind when you read this scene?
  - What are people doing? What actions take place?
  - How are people in the text feeling? What are their emotions?
  - What is the message of this text? What emotions does the author reveal?
  - Does the author make any important points?
  - What is most interesting about the words or ideas in this scene?

 **NOW LEARNERS ARE READY TO PREPARE THEIR PERFORMANCE. LEARNERS SHOULD BE REMINDED THAT THE GOAL IS NOT TO PERFORM A SHORT PLAY OF THEIR SCENE, BUT TO READ THEIR SCENE IN A WAY THAT HIGHLIGHTS THE IMPORTANT MESSAGES, EMOTIONS, WORDS, ETC IN THEIR EXTRACT.**

- The rules:
  - The most important rule is that learners cannot add any words to their scene and they cannot take anything out. The aim is to read the scene as a group in ways that bring it to life.
  - Position yourselves around the room as you see fit.
  - You may not use props, but you can use body positioning to achieve a certain effect.
  - Everyone has to participate.

- Learners can:
  - Use their voices in creative ways (speaking loudly, softly, fast, slowly, speaking together at times, etc) in order to emphasise key phrases.
  - Learners can use movement or they can hold their body positions to create an image frozen in time, much like a photograph.
  - Repeat key words, phrases or sentences.
  - Read some or all of their selection as a group, as part of a group, or as individuals.
  - Change the order of the text.

## S T E P F I V E

- Groups perform their scenes in order so that by the time all groups have completed, the full text has been read.
- Learners can take notes while all groups perform. Then learners can use their notes to guide their reactions to the performances.
- Or learners can comment immediately after each performance.
- It is best if learners' comments are phrased in the form of positive feedback rather than in the form of a critique (e.g., "It would have been better if . . ."). Before debriefing performances, you can go over the types of comments that are appropriate and inappropriate or you can provide learners with starters they could use when phrasing their feedback. Some examples of starters that frame positive feedback are:
  - "It was powerful for me when . . ."
  - "The performance that helped me understand the text in a new way is . . . because . . ."
  - "It was interesting how . . ."
  - "One performance that stood out was . . . because . . ."
  - "I was surprised when . . . because . . ."

## S T E P S I X

- After presenting and debriefing performances, give learners the opportunity to reflect on two aspects of the activity:
  - The presentations - How did it feel to present? To receive feedback? What would you do differently next time?
  - Their learning about the past - What did you learn about the 1994 elections? What did you learn about that moment in history that a history textbook might not have captured? What did you learn about South Africans living at the time?
- Learners can answer these questions in their notebooks or journals if they have them and then you can allow volunteers to share ideas or questions from what they wrote.
- The reflection can be expanded into a short writing piece for homework answering the questions above or a broader question such as:
  - How important is it for us as South Africans to commemorate the 1994 elections in 2014?

For more information on this and other methodologies for teaching democracy visit [www.facinghistory.org](http://www.facinghistory.org)

# HANDOUT ONE

MEMORIES OF OUR FIRST EVER DEMOCRATIC ELECTIONS. GOT YOUR DEAD  
EARTHWORMS? CARLY BROWN, THURSDAY, 3 JULY 2008 POSTED ON THE BLOG,  
SOUTH AFRICAN SEA MONKEY

Anyone who is old enough can remember our first democratic elections in 1994, right? Pretty major event in space and time I would say. My dad was working for the IEC. You would have thought that with a parent involved in the whole process I would have taken the opportunity to see how the voting worked, perhaps even go and see people voting for the first time in their lives, in our first ever free and fair elections. Right?

Wrong.

I remember that we were given a whole week off school during the elections because they weren't sure WHAT would happen. In case of Armageddon [the end of the world] ... we were sent home. (We were all thinking, sweet, give us free and fair elections any time).

But my school quaked at the thought of the state of our education after a whole week off and so they gave us work to do. Roughly three weeks worth of work, all to be handed in the day we got back.

The week of the election was sunny and bright.

I am sure that was nice, but I was inside wrestling with bits of gauze and clumps of soil. Our biology teacher had given us a project: to build a mysterious contraption. As far as I remember, it was supposed to be some kind of trap for soil flora, but how it actually worked I couldn't tell you then or now...

So, while history was unfolding around me, I was ... murdering innocent earthworms.

Now I think back and I wish I had gone with my dad to work, or at least with my mom when she went to vote. How could I have missed such a momentous occasion? I was a spoilt, self-absorbed 13 year-old horror, who thought of only of herself and of schoolwork. Too busy with my head buried deep in the solvent-smelling sand to appreciate something that would go down in history.

What a waste, I tell you, what a waste.

<http://southafricanseamonkey.blogspot.com/2008/07/1994-first-ever-democraticelections.html>



# **HANDOUT TWO**

## **A VOTE AT LAST! (1994)**

**POSTED BY HENK CAMPHER ON HIS BLOG, ANGRY AFRICAN**

### **Scene 1**

Four long years. That's how long we had to wait before we got our first election in 1994. Okay, we had to wait forever during the struggle against apartheid, but we had four long years of negotiations from when Nelson Mandela was released until we got our date – 27 April 1994. But now the date was set. And I just had to be part of that. So I registered myself as a volunteer to work on election day. And what a day it turned out to be. I could feel that there was something special in the air. Something that I will never see again or experience again. I got up ready to be part of history. I rushed to put on some decent clothes and unmatched socks (that was my image back then!) I am a voting officer – please step back from that voting booth and put your X when I can see them. The power! I even had a special badge to say what I was – Voting Officer. My first badge. Plastic – but still a badge....

### **Scene 2**

What a sight when I turned the corner that leads to the town hall. People waiting in lines for as far as the eye can see. There were still a few hours before we opened the doors and the people were already waiting to vote. The hair on my neck stood up. History. You could smell it. You could taste it. And now you could see it. What struck me was how quiet people were. No partying. No shouting and hardly any laughing. Just a silence as people stood in the queue waiting for the doors to open so that they could go and vote. People just staring at that door. A little wave when people recognized each other. But it was deadly silent most of the time. I expected people to celebrate. Come on – we are in Africa. We make a noise and party when the kid drools for the first time. Only later did I realize why. People still couldn't believe that it was happening. And they did not want to do anything until they saw those doors open. ...

### **Scene 3**

We had the Right Party..., the Green Party..., the Minority Party..., the Merit Party..., the Federal Party... , the KISS party (Keep It Straight and Simple), the Soccer Party..., and a bunch with names no one could pronounce. Hey, we figured that if everyone could vote then everyone should be able to register as a party as well... But they were all there – ready to join in the fun... My first job was to help the people outside. Especially the older people. I was allowed to move them up the line and help them vote. It was a nice one – I got to mingle with the crowd outside. There was no trouble – except for a few political parties who broke the “no canvassing within 500 meters” rule. They just drove past and honked and waved flags. Not really canvassing – just having fun on the day.

### **Scene 4**

And people had fun by now. Almost everyone got their identity books in the months leading up to the election. And I mean everyone. I'll never forget one of the first guys who came outside after he voted. He was ... a homeless guy. I guess he was way up in the lines because he slept outside the town-hall. He came out beaming with his two front teeth missing. And as he got to the top of the steps he looked at the crowd, threw his arms in the air and shouted “my vote is my secret – I voted DP (Democratic Party)” ... The crowd packed up laughing. It summed up the day perfectly – everyone having their say and starting to have fun.

There is a story why his words were particularly funny at the time. We had a long running campaign about people voting for whomever they wanted to vote for – and that their vote would be in secret. The slogan was – Your Vote, Your Secret. It was everywhere because people thought that with the fingerprints and everything that the apartheid government will come and get them – that they will know who voted for who and get them if they voted ANC. The ads obviously worked. And he remembered this, just not all the detail.

## Scene 5

The queue never got any shorter during the day. People just kept on coming - 1,000+ people standing in line at any time during the day and all waiting to vote. Waiting patiently. It was hot, even though it was autumn. I was handing out water when I saw him. An old, old man standing in the queue – almost right at the back. He must have been close to a hundred. He was frail and leaning against his walking stick. You could see he came from a tough background – a farmworker most likely. I went up to him and took him by his hand and told him I'll take him to the voting booth. He smiled and off we went – walking slowly.

## Scene 6

We talked a bit while we took our slow walk to the voting hall. Not politics of course – I wasn't allowed to talk politics because I was an "independent" voting officer. It became apparent that he couldn't read or write. But he wanted to vote – that was his right. And it was likely not only his first time voting, but his last one. I promised I would help him – that was my job. I took him to the booth and asked him to look at the pictures and tell me who he wanted to vote for – were there any faces or parties he recognized? He looked carefully and then shook his head. No, his man wasn't there. He said it as if he knew who his "man" was. I asked him if he could tell me who his man was as I might be able to tell him what party his man belonged to. He looked at me and said, "I want to vote for Jannie Smuts". I felt like hugging the guy. Smuts died in 1950. And Smuts was a racist who tried everything to stop this old man from getting his right to vote.

But we sorted that out – I called all the parties together and got them to argue it out. The old man voted in the end. For the National Party – the party who denied him his right to vote for all those apartheid years. And the party who defeated Smuts in the general election back in 1948. I don't know how Smuts would have felt about that one.

## Scene 7

The rest of the day went off smoothly. I helped people to vote and spoke to people in the queue. It was all fun and games by now. Friendly bantering and sharing of good times. It felt as if this was the most natural thing we could do – voting. Of course it should be, but this was a special day.

I eventually went to vote myself. I stood in that booth for a few minutes – like almost every other voter that day. This was my turn and our time. I knew who I was going to vote for... there was only one ... party for me. I made my cross... and had a lump in my throat. I was shaking slightly. Done. It is done. A vote at last...

## Scene 8

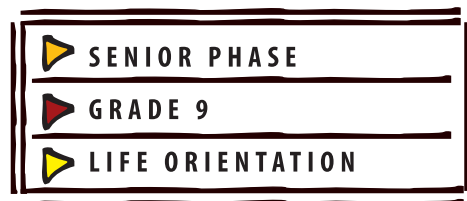
That night I turned into an accountant. Okay, not that exciting. I turned into a Counting Officer. Off we went to get locked up in a huge hall and start counting those votes. And we counted and we counted. And the parties looked on to make sure that we didn't miss anything... And it went on and on. Till early in the morning. All they gave us was crap coffee and even worse hamburgers. But it was worth it. Because eventually it was all done. Votes counted and our work done. Our first election was officially over – done and dusted..

I have been busy at the elections for almost 24 hours by now. First helping the voters, and then counting their votes. I was knackered. I just wanted to sleep. But as I hit the bed, it hit me. I was part of history. I was part of the greatest day in our country's life. Each person that voted that day did it with passion – for the right and the wrong reasons. But each of us – all of us – had our day to vote at last. And each one of those votes was done for a reason. People did it because this was the most important election of their lives. There will never be another. I was there when we became a nation. No. I was passing the bricks as we built that nation on 27 April 1994. Smuts would not have been proud.

<http://angryafrican.net/2008/03/01/an-accidental-activist-a-vote-at-last-1994/>



# CREATING A CLIMATE FOR A FREE & FAIR ELECTION



**▶ THE PURPOSE OF THIS GAME IS FOR LEARNERS TO ENGAGE WITH THE IEC ELECTION CODE OF CONDUCT AND THE RIGHTS, PRINCIPLES AND REGULATIONS THAT NEED TO BE IN PLACE FOR FREE AND FAIR ELECTIONS.**

## P R E P A R A T I O N

- Cut out the cards on Handout 1.
- Draw the diagram on Handout 2 on large sheets of poster paper.
- Give each group of three to five learners a set of cards and a diagram. [Note: An odd number of players makes it somewhat easier to reach consensus.]

## S T E P O N E

- One learner in each group should deal out all the cards. It doesn't matter if some get more cards than others.

## S T E P T W O

- Without talking to anyone else, each person reads through his cards and places each one face up, where he/she thinks it should go on the board. For example, if one of the cards says: **Everyone has the right to express their opinions**, and the person thinks that this is correct **in every case**, she should place the card face up in the centre rectangle. If she feels that this is correct in **most cases**, she should place the card in the middle rectangle. If she thinks it is true only in **some cases**, she should place it in the outermost rectangle.

## S T E P T H R E E

- When everyone in the group has decided where to place his/her cards on the board, still without talking, everyone looks carefully at the cards that have been placed on the board by the other members of the group. If someone feels that a card has been placed in the wrong section, he/she turns it over so that it is now face down on the board.

## S T E P F O U R

- When everyone has had a chance to consider each of the cards on the board, the cards that have not been turned over are those on which the group agrees.

## S T E P F I V E

- Each group now looks together at each of the cards that are face down. The group's job now is to reach consensus (a group decision) on where each of these cards should go. (In each case, the group might want to find out who put the card in this section of the board and who turned it over.)

## S T E P S I X

- The cards in the centre of the board describe some of the key features of a free and fair election as outlined by the IEC. These are rights and regulations that have to be in place or respected in order for elections to run in a free and fair way. On the large sheet of paper provided, each group should use the markers to make a list of these regulations and rights.

## S T E P   S E V E N   ( I F   T I M E   A L L O W S )

- Each group now designates a representative who moves to another group to join in the discussion. Groups that have finished their negotiations early can exchange representatives and continue the discussion. (If sufficient time is available, this step can be used with all the groups.)

## S T E P   E I G H T

- Each group should now share its revised list with the other groups.)

## S T E P   N I N E

- After the groups have shared their lists, the IEC's Election Code of Conduct is introduced. Learners can now compare their rights and regulations for a free and fair election with those articulated by the IEC.

## S T E P   T E N

- **Reflective writing:** Have learners write about a particular right or regulation that they didn't initially support and then explain how the discussion illuminated an issue that they didn't previously understand or what others said to sway their opinion; or, have them write about their own understandings of why these rights and regulations are important for a country to operate as a democracy.

## S T E P   E L E V E N

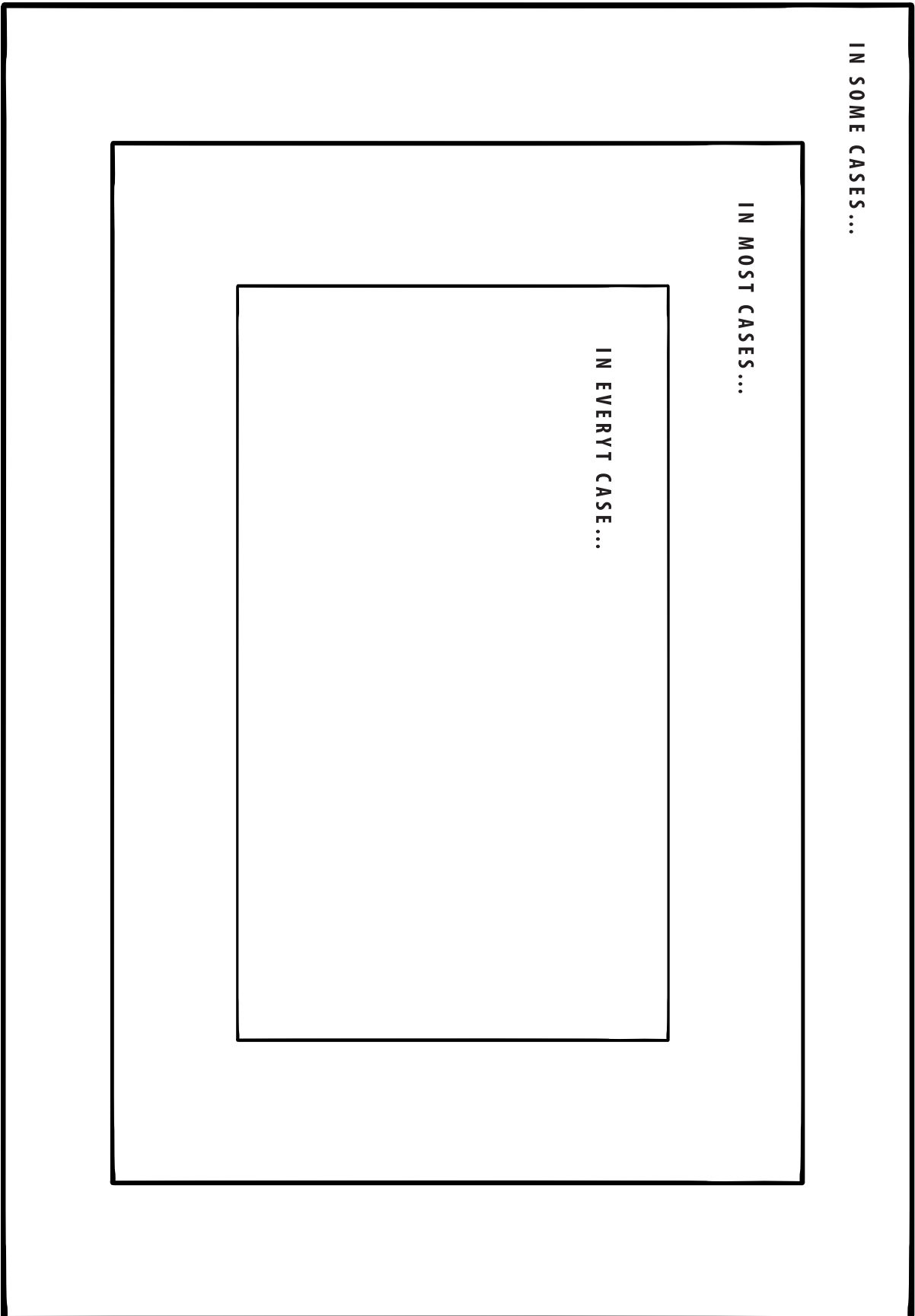
- Conduct a class discussion allowing learners to share their feedback from the exercise. Some discussion points are:
  - What did you discover playing the game?
  - How easy or difficult was it reach consensus?
  - Which points did you get stuck on and why?
  - Why do you think the IEC needed to create a Code of Conduct even though we are living in democracy in South Africa?

# HANDOUT ONE

<p>It is wrong for political parties and candidates to discriminate on the grounds of race, ethnicity, sex, gender, class or religion.</p>	<p>It is wrong for a parent to influence who their children vote for.</p>	<p>Everyone should be allowed to challenge and debate others' political beliefs and opinions..</p>	<p>People should be allowed to say or write what they wish.</p>	<p>Everyone should be allowed to register to vote in political elections.</p>
<p>All people should be treated equally. It should not depend on such things as their gender, appearance, or the country they come from.</p>	<p>People should be allowed to recruit others to join a political party.</p>	<p>People should be allowed to criticize the government.</p>	<p>Everyone should be allowed to vote for a political representative of their choice.</p>	<p>People should be allowed to talk to and meet anyone they wish.</p>
<p>People should be allowed to distribute election and campaign materials.</p>	<p>People should vote in secret during political elections.</p>	<p>It is wrong to use rewards to get a person to join or not to join a political party, or to attend or not to attend a public event.</p>	<p>Everyone has the right to banners, billboards, placards and posters before and during an election.</p>	<p>It is wrong for teachers to influence who their learners vote for.</p>
<p>People should be allowed to have, or not have, whatever religious beliefs they wish.</p>	<p>Registered parties and candidates must always allow the media access to their public events</p>	<p>It is wrong to remove, deface or destroy election materials.</p>	<p>It is wrong for political parties and candidates to speak or act in a way that incites violence or intimidation.</p>	<p>Everyone should be able to hold public meetings.</p>



# HANDOUT TWO



# **HANDOUT THREE**

## **IEC CODE OF CONDUCT**

### **IN ORDER TO HAVE FREE AND FAIR ELECTIONS...**

#### **Everyone has the right to:**

- Freedom of expression of political beliefs and opinions.
- Challenge and debate others' political beliefs and opinions.
- Publish and distribute election and campaign materials.
- Erect banners, billboards, placards and posters.
- Canvass for support.
- Recruit members.

#### **Registered parties and candidates are not allowed to:**

- Speak or act in a way that incites violence or intimidation.
- Publish false or defamatory allegations.
- Plagiarise the emblems of other registered parties.
- Discriminate on the grounds of race, ethnicity, sex, gender, class or religion.

#### **No one is allowed to:**

- Use inducements or rewards to get a person to join or not to join a party, or to attend or not to attend a public event, or to vote or not to vote in any particular way or to refuse a nomination as a candidate or to withdraw as a candidate.
- Carry weapons at a public political event.
- Prevent reasonable access to voters for campaigning, recruitment or fundraising purposes.
- Remove, deface or destroy election materials.
- Abuse a position of power, privilege or influence, including parental, patriarchal, traditional or employment authority to influence the conduct or outcome of an election.



**SOUTH AFRICA**

# MAKING INFORMED DECISIONS EARLY ON

▶	SENIOR PHASE
▶	GRADE 7
▶	LIFE ORIENTATION



## LESSON ONE

### STEP ONE

- Begin the lesson with a brainstorm answering the question: “What rights do we have when it comes to elections?” Invite learners to share their thoughts and capture them on the board. The following should be included in the list below.

We have the right to:

- **Vote in elections** – everyone 18 and over who have registered have the right to vote
  - **An equal vote** – everyone has two votes each – one for the National government and one for the Provincial government. Everyone’s vote is worth the same no matter your age, race, background, gender, etc.
  - **Vote in secret** – this means that we all get to vote without fear of intimidation
  - **Participate in regular elections**
  - **Participate in elections that are free and fair** – the IEC watches over the election process to make sure these are run in a free and fair manner.
- Learners might add other points but these are ones that should be on the list.

### STEP TWO

- Ask each learner to choose any two of the rights we have during elections from the list you have created.
- Ask learners to complete the table on Handout 1. They can complete this on the handout or copy the table into their notebooks.

Here is an example:

I HAVE THE RIGHT TO...	WHICH MEANS I HAVE A RESPONSIBILITY TO...
vote in elections	register to vote when I am 16 and vote when I am 18
vote in secret	Understand how the voting system works and how to correctly fill out a ballot paper
participate in regular elections	be an active citizen and have a say in choosing the representatives who make the decisions that affect my life
participate in elections that are free and fair	know who the candidates are, what they stand for, what their viewpoints are, etc.

- Invite learners to share what they wrote. As learners are sharing, each learner should add to their table to include the rights and responsibilities they didn't choose.
- It is important that by the end of the activity, the learners all have the rights and responsibilities in the example above included in their tables. The rest of the lessons focus on making informed decisions and being active citizens.

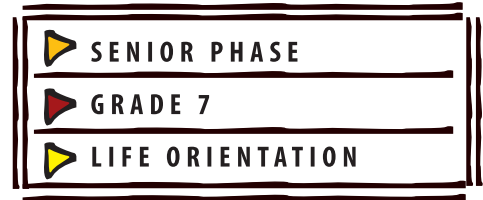
### S T E P   T H R E E

- Conclude the lesson by pointing out that often we focus on the rules and regulations governing elections when we think about what makes a free and fair election.
- We focus on the rights we have to vote, vote in secret, etc, but we don't often look at the responsibilities that accompany these rights – like making **INFORMED** choices and being an **ACTIVE CITIZEN**.
- Many of us are too young to vote in next year's election, but this doesn't mean that, as citizens of South Africa, we don't have an important role to play.
- One important role is that we begin to learn how to make informed decisions when it comes to who we vote for.
- If we practice this now, by the time we do get to vote in a few years time, we will be really good at choosing the best candidates and parties in our elections.

# HANDOUT ONE

I HAVE THE RIGHT TO...	WHICH MEANS I HAVE A RESPONSIBILITY TO...

# MAKING INFORMED DECISIONS EARLY ON



## LESSON TWO

### STEP ONE

- Recap the previous lesson by reminding learners that we ended by focusing on the responsibilities that we have along with our rights to vote and participate in elections.
- Remind the learners that while they will not be voting in the 2014 election, their responsibility to make informed decisions and to be active citizens begins now.
- They need to begin to learn how to make informed decisions when it comes to who we vote for. If they practice this now, by the time they get to vote in a few years time, they will be really good at choosing the best candidates and parties in our elections.
- The following lesson will look at:
  - How we choose leaders and
  - What makes a good representative

### STEP TWO

- Give each learner Handout 2. Have learners complete Activity 1 individually and in pairs.
- For Activity 2, learners start by interviewing two of their classmates during the lesson. They can use the table provided in Handout 3.
- An easy way to organise this activity is to randomly put learners into groups of three and have them all interview each other. This will mean that each group member will have interviewed two people. Another way to do this is to ask learners to find someone they don't often talk to or know very well. Give them five minutes to interview each other. Then ask learners to find another person to interview and give them five minutes to conduct that interview.
- By the end of this process, all learners will have completed two of the five spaces on their tables.
- For homework, learners need to interview three other people when they go home (preferably older than themselves). These can be parents, older siblings, teachers or neighbours.

### S T E P T H R E E

- When the learners have completed the in-class interviews, make a list on the board of the qualities that the class looks for in the people who represent them in government. As learners are putting forward these qualities, a typical list could look like this:
  - Good communicator
  - Brave
  - Intelligent
  - Creative
  - Experienced in leadership
  - Cooperative
  - Honest
  - Trustworthy

### S T E P F O U R

- Conclude the lesson by asking each learner to choose the top three qualities from the list on the board that they would look for in their representatives in government.
- They need to write these down in their notebooks or in the table provided in Handout 4.
- Next to each quality that they have chosen, they need to write a short explanation of why that quality is important.
- End the lesson by reminding the learners that they have begun to take the first steps in fulfilling their responsibility to make informed decisions about the people they will one day elect. So far, they have looked at how we choose leaders and what makes a good representative.
- If possible, keep the list on the board for the next lesson or make a note of it so that you can write it on the board at the start of the next lesson.

# HANDOUT TWO

## ACTIVITY 1

**By yourself:**

### WHAT DO I LOOK FOR WHEN I CHOOSE MY LEADERS?

**Here are some things that people think about when they are deciding who to vote for.**

- Listen to the speeches by the leaders of the political parties.
- Look at how they dress
- Find out what kind of pet he/she owns.
- Watch a debate between the leaders of the political parties.
- Decide how you feel about the issues.
- Look at all the posters of the political parties.
- Find out the following about the leaders of the political parties:
  - Their favourite sport
  - If they have children
  - What they did before he/she ran for office
  - Their voting records
- Ask friends and family what they think.

**In pairs...**

One learner, choose **ONE** thing you checked and share with the other why you think that is helpful in choosing your representative in government.

The other learner, choose **ONE** thing you **DID NOT** check and share with the other why you think it isn't helpful in choosing your representative in government.

	EXPLAIN YOUR CHOICE
One thing that is helpful in choosing a leader	
One thing that IS NOT helpful in choosing a leader	



# HANDOUT THREE

## ACTIVITY 2

So you have looked at things we think about when choosing a leader. But what qualities do you look for in someone who will represent you in government? Interview two people from your class and three other people who are older than you (parents, older siblings, neighbours, teachers, etc)

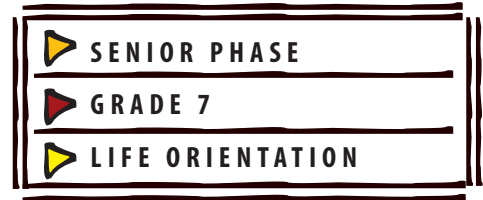
NAME	AGE	GENDER	THREE OF THE MOST IMPORTANT QUALITIES OF A GOOD REPRESENTATIVE AND WHY

# HANDOUT FOUR

## ACTIVITY 3

THE QUALITIES I LOOK FOR IN A REPRESENTATIVE.	WHY IS THIS IMPORTANT TO ME?

# MAKING INFORMED DECISIONS EARLY ON



## LESSON THREE

### STEP ONE

- Recap the previous lesson by reminding the class that they have been looking at how we can learn to make informed decisions when it comes to elections.

### STEP TWO

- Ask learners to pair up and briefly share their interview tables with each other.
- Return to the list on the board of the qualities that the class looks for in deciding who should be their elected representatives.
- Ask learners to add any other qualities to their list that were shared with them when they did their interviews at home that are not on the board. Again, ask them to explain why their interviewee chose these qualities.

### STEP THREE

- When the list is complete and no one has any more qualities to add, ask learners to return to the tables they worked with the previous lesson (Handout 4) and choose two more qualities to add. Again, they need to fill in why those qualities are important to them.

### STEP FOUR

- Give each learner a copy of Handout 5.
- Explain to the class that we often decide to vote for a candidate because of the issues they support. It is difficult to evaluate where they stand on certain issues if we are not sure about how we feel about important issues. When we know our opinion on issues, we can then compare ours with the people asking for our votes. So let's spend some time looking at what is important to us.
- Ask learners to individually complete Activity 4.
- When they have finished, ask some learners to share what they chose and why. Ask if there was anyone who added other causes and to share with the rest of the class what they were and why they are important to them.

### STEP FIVE

- Ask learners to get into groups of three or four where they are sitting.
- Then they complete Activity 5

## S T E P S I X

- Once all groups have chosen their top three and made some notes on what information they would likely get, invite three or four groups to share their findings.
- As groups are sharing, you can capture their findings on the board.
- By the end of the activity, learners should see that there are many varied sources of information available about the people asking for their votes. In order to make informed decisions, we should be accessing at least two or three of these before voting.

## S T E P S E V E N

- As a final step, learners need to summarise all of their findings from the three lessons to create a profile of their perfect candidate.
- Give each learner a copy of Handout 6 and ask them to complete it by themselves.
- Below is an example of a completed candidate profile:

### **The person I one day hope to vote for...**

- **Is honest** and capable.
  - **Believes** in equality.
  - **Supports** important causes like education.
  - **Behaves** responsibly and with integrity.
  - **Cares** about the lives of poor people and children.
  - **Provides** people with hope that things can be better.
  - **And is confident** and well spoken.
- When they are complete, learners can swap their profiles with classmates near them. If there is not a lot of time, one or two learners can share their profiles with the class.

## S T E P E I G H T

- Conclude the lesson by returning to the point made at the start of these three lessons - that one of the most important responsibilities we have in accepting our right to vote is to make informed decisions when we choose our leaders.
- Although they will not be voting in the 2014 elections, their responsibility to make informed decisions begins now.
- There are **three** questions we should be asking in making these informed decisions:
  1. What do I think about the leaders of the political parties?
  2. What do I know about how the political party leaders feel about the issues I am concerned about?
  3. What do other people think about the leaders of the political parties?

This series of lessons has been adapted from the Politics Public Policy series by iCivics, [www.icivics.org](http://www.icivics.org)

# HANDOUT FIVE

## ACTIVITY 4

### **By yourself**

1. On the card below, choose the three issues you care about the most.

These are the most important issues I care about...

- Improving schools and education
- Cleaning up the environment
- Stopping crime
- Stopping corruption
- Making sure that workers get better pay
- Lower taxes
- Higher taxes
- Animal rights
- Providing better healthcare
- Other issues: \_\_\_\_\_

2. So, how can I find out if the candidates support these issues?

## ACTIVITY 5

### **In groups...**

1. There are many places where you can find information on what issues the candidates in the election support.

Take a look at the list below:

- Political party websites
- Political party manifestos
- Public meetings
- Campaign advertisements on radio or television
- News reports
- Interviews with the leaders of political parties
- Speeches made by the leaders of political parties
- Debates between the leaders of political parties
- Political opinion websites
- Civic organisations

2. Number your top three choices in the list above for finding the information you would need in order to make an informed decision about who to vote for.

3. For each of your choices, explain what information you are likely to get from these sources.



# HANDOUT SIX

## THE PERSON I ONE DAY HOPE TO VOTE FOR...

- Is.....  
.....  
.....
- Believes.....  
.....  
.....
- Is.....  
.....  
.....
- Supports.....  
.....  
.....
- Behaves.....  
.....  
.....
- Is experienced in.....  
.....  
.....
- Cares about.....  
.....  
.....
- Provides.....  
.....  
.....
- And.....  
.....  
.....





# SENIOR PHASE CO-CURRICULAR ACTIVITIES



# THE UP2US XPERIENCE

(SUITABLE FOR GRADES 8-9)

**The Up2Us Xperience is an interactive, audio-visual experience that explores issues of identity, diversity, values, and what it means to be an active citizen in a democracy.**

- Through engaging with five powerful stories, young people are inspired and empowered to treat each other better, think more consciously about their choices, and make a difference in their schools, communities and country.
- The programme comes in the form of a toolkit that consists of a DVD, a facilitator guide, and a participant journal. This guide is designed to work alongside the journal. The journal may be freely photocopied and given out to the participants in the programme
- The DVD features five stories of ordinary citizens who made choices as democratic citizens as well as input from famous South Africans such as Archbishop Emeritus Desmond Tutu, HHP and The Parlotones.
- This facilitator guide has been created to help teachers, youth leaders and even parents, to facilitate the programme. The DVD and guide have been designed to be simple to use so that anyone interested can effectively facilitate a programme in their school, faith group, business or community.
- The DVD material has been translated into English, isiXhosa and Afrikaans.

**The UP2US Xperience can take place during Democracy Week, at breaks, and after school.**

- The programme can be run with big or small groups. In a school setting, it can be completed with a school club, class, grade, or even the whole school. Parents and staff can be invited to participate as well.
- The toolkit needed to run Up2Us is available free from [www.up2us.co.za](http://www.up2us.co.za).
- If your school would like a multimedia toolkit which includes the DVD, Facilitator Guide and Journal Pages, you can order your free copy from Shikaya at:  
Dylan@shikaya.org / 021-671 7200  
(Please note that while the Toolkit is free, schools will need to pay for the postage.)

## **Preparation:**

- Included in the toolbox (and available for download at [www.up2us.co.za](http://www.up2us.co.za)) are journal cards to be used to print the participant journals.
- Either photocopy the cards as is or, if possible, enlarge the cards to A4 size when printing.
- Once printed, staple the pages together as a journal for each participant.
- The DVD is simple to navigate. Insert the DVD into the player, select your preferred language and begin. Before an activity, the DVD will pause at a white slide; click NEXT when you are ready to move on.
- Assisting you in the facilitation is a narrator, Roxy Marosa, whose role in the programme is to introduce the various media pieces and stories and to highlight certain important issues. Enjoy facilitating with her!

## **FEEDBACK**

- At the end of Democracy Week, a range of learners should be interviewed to get feedback about the Up2Us programme. For example, they could ask:
  - What did you learn from the Up2Us films and activities?
  - Did you enjoy it?
  - Did it make you think about things? What were you thinking?
  - Should we do it again at the school? Why?
  - What was the overall message of Up2Us?
- This information should be written down and presented to the school management at the end of Democracy Week so that they can see the usefulness of this kind of intervention.

# **A BREAK TIME FLASH MOB IN 10 EASY STEPS**

**(SUITABLE FOR GRADES 7-9)**

**▶ A FLASH MOB IS WHEN A GROUP OF PEOPLE COME TOGETHER AT A SPECIFIED PLACE AND TIME TO PERFORM A DANCE, SONG, MIME, OR A CHOREOGRAPHED SET OF ACTIONS AND THEN DISPERSE LEAVING ONLOOKERS AMUSED AND ENTHRALLED.**

The intention of a flash mob is to surprise people who are not expecting a performance, capture their attention for a short period of time, and then leave. A wellorganised flash mob can be a fun and powerful way of capturing people's attention and getting a message across.

In this activity, learners organise a Flash Mob to take place during a school break time in order to spread a particular message relating to Democracy Week. It can be organised during breaks or after school and has a teacher in charge and the permission of the school management.

**▶ HERE ARE 10 EASY STEPS TO CREATING A FUN AND INFORMATIVE FLASH MOB AT YOUR SCHOOL.**

## **1. Form a Flash Committee**

- While this activity needs a teacher in charge, the activity should be run and planned by a group of learners – The Flash Committee.
- This can be made up of members of one class or grade or a group of enthusiastic (and hopefully some talented) learners across the grades.
- Their task is to plan and recruit for the Flash Mob.

## **2. Have a clear goal**

- Using the theme of Democracy Week, the organising learners need to brainstorm issues and messages they want to get across. This will help them to decide what song and dance they will perform.
- They need to be sure of what message the rest of the school will take with them once the Flash Mob is complete (besides just being entertained).
- Some issues that could be addressed are:
  - Voter apathy amongst youth, (not interested in voting)
  - How to encourage 16 year-olds and over to register to vote
  - Informing learners about environmental or social issues
  - Encouraging others to take a stand against some form of injustice

## **3. Get permission**

- Before doing all the planning, the Flash Committee (and the teacher in charge) needs to get permission from the school management to perform the Flash Mob.
- Plan how the proposal is going to be presented to the school management and think of some points to put forward that will convince the management that:
  - This particular event will get an important message across.
  - That it will not disrupt teaching time.
  - That it will be well organised.

#### **4. Create a compelling act that supports the goal**

- Most Flash Mobs involve people singing or dancing to a well-known song. The singing can be with music or without.
- The choice of song and music should relate to the issue that is being addressed.
- If you can, try to use humour as this increases the entertainment value.
- Being entertaining or strange in some way is key to your flash mob being a success. If it's not something people are going to talk about afterwards, it won't be successful.
- Generally after a good Flash Mob the performers just disappear into the crowds. They generally don't give a speech to the audience that has gathered to watch. So you need to think about how the rest of the school will know about the message or issue of your performance.
- You don't want to just entertain the school – you also want to inform them.

#### **5. Watch other Flash Mobs on You Tube**

- Go to You Tube. Type in "Flash Mobs" in the search bar. Watch, learn, copy and get ideas.

#### **6. Book a date (with the school management's permission), a break time and a location in the school where lots of learners gather**

#### **7. Recruit others to be a part of it.**

- Start with people you know.
- Make sure that everyone knows that this needs to be a surprise for the rest of the school.
- It is Top Secret.

#### **8. Distribute song and find a centrally located space to practice (in secret)**

#### **9. Invite the staff and School Management to watch (but remind them to keep it a secret from the rest of the school) and, if possible, try to film the performance.**

#### **8. When you have performed the Flash Mob, thank the school management for their support, speak to a few learners to find out the impact you had on getting your message across and have the Flash Committee have a de-brief session to learn from and plan the next one!**

### **FEEDBACK**

At the end of Democracy Week, learners in the Flash Committee should interview a range of learners to get feedback about how the Flash Mob was received. For example, they could ask:

- Were you surprised by the Flash Mob?
- Did you enjoy it?
- Did it make you think about things? What were you thinking?
- Should we do it again at the school? Why?
- What do you think was the message of the Flash Mob?

This information should be written down and presented to the school management at the end of Democracy Week so that they can see the usefulness of this kind of intervention.

# **SPEAK UPS!**

**(SUITABLE FOR GRADES 8-9)**

**▶ SPEAK UPS! ARE SHORT, CAPTIVATING TALKS ABOUT POLITICAL AND SOCIAL ISSUES, DELIVERED BY LEARNERS AT BREAK TIME, IN CLASS OR DURING ASSEMBLY.**

Since Freedom of Speech is essential to create a free and fair climate for elections, Speak Ups! have a bias towards topics relating to voting, elections, and making informed decisions.

Speak Ups! are designed to be short, to the point, and to capture the attention of the listeners. The challenge is to be concise and present the information clearly and in an engaging way that would warrant someone listening for three minutes. The talks always present an issue, say why it is a problem and offer some solution.

## **How to do Speak Ups!**

The ideal structure of Speak Ups! revolves around the number **Three**.

- Speak Ups! consist of **three talks**, each **three minutes** long, delivered by **three learners**.
- The reason we do this in threes is that:
  - When planning their individual talks, there will always be two viewpoints for each learner to hear and respond to;
  - each talk is prepared by all three speakers with each taking the overall lead in preparing their own talk (they can all decide on main points, work together on getting the introductions to just three sentences, etc.);
  - when performing the Speak Ups!, learners have the comfort of two others standing with them which boosts their confidence, especially if the Speak Ups! take place at break time in front of their peers; and
  - each talk is three minutes long which means that in Speak Ups!, three talks on important issues can be delivered in under ten minutes.
- There are **three parts** to the talk:
  - Introduction
  - Body
  - Conclusion
- The Introduction can only be three sentences long, forcing the speaker to get the point across quickly and in a way that will captivate the audience for three minutes of their time.
- In the **body** of the talk, **three** things have to be covered:
  - What's the issue?
  - Why is it a problem?
  - What can we do about it?
- The conclusion can only be **three sentences** long as well.
- Obviously these talks could happen individually and learners do not have to work in threes to prepare and deliver their talks.

## **Where can Speak Ups! be delivered?**

- At the start or end of class – here three learners would still work together to prepare all three talks, but each of the three talks could be delivered at the start of class on three consecutive days.
- During Assembly
- At break time in a well-populated area of the school
- A class of learners can present their Speak Ups! at every break during Democracy Week.
- For parents at an evening event during Democracy Week

### **When preparing the Speak Ups! learners:**

- can brainstorm the important issues that they want to address (freedom of speech, citizens not voting, poverty, education, unemployment, etc);
- might canvas other learners about the issues they feel are important and then create their talks around the issues that stand out from talking to their peers;
- should practice their talks to ensure that they are as close to three minutes as possible and that they can deliver them confidently to an audience.

Speak Ups! create an ideal cross-curricular opportunity between the Languages, History, Geography and Life Orientation.

### **FEEDBACK**

At the end of Democracy Week, learners who delivered Speak Ups! should interview a range of learners to get feedback about how the talks were received. For example, they could ask:

- Did any of the talks capture your attention?
- Did you enjoy listening to them?
- Did the talks make you think about things? What were you thinking?
- Should we do these again at the school? Why?
- What were some of the messages you remember from the talks?

This information should be written down and presented to the school management at the end of Democracy Week so that they can see the usefulness of this kind of intervention.

# NOT TOO YOUNG

(SUITABLE FOR GRADES 8-9)

## ▶ NOT TOO YOUNG IS A SCHOOL-BASED CAMPAIGN THAT CAN TAKE PLACE DURING DEMOCRACY WEEK.

The campaign is organised by learners and made up of specific activities to encourage the learners at their school who are 16 and older to register to vote.

The aim is for learners to design a campaign that will appeal to the learners in Grades 10 – 12, but also educate their peers about why registering is something to look forward to. Most of the learners in high school may be too young to vote but they are not too young to register and not too young to encourage others to do so.

## ▶ THE START

### S T E P O N E

- Begin the preparation by introducing the interested learners to...

### THE NOT TOO YOUNG CAMPAIGN CHALLENGE

- We need you!
- You are a young person who knows how other young people think, what they care about, what they find fun, what is cool to them and what motivates them.
- We need more young people to register to vote. If we don't register, we can't vote
- So we need your help to:
  - Make registering to vote **something to look forward to** if you are not yet 16
  - Make registering to vote **something that you feel you need and want to do** if you are 16 or older
- You might be too young to vote, but you are Not Too Young to care about making sure others use their right, register and vote.

### S T E P T W O

Explain why it is important to register and vote – only those who are registered to vote are allowed to vote and if you don't vote, you have no say in how your country is run.

### S T E P T H R E E

Share these statistics around youth voter registration:

- Only 9.9% of 18 and 19 year olds are registered to vote.
- Only 52.2% of 20 to 29 year olds are registered to vote.

So how can we fix this?

### S T E P F O U R

- Allow the learners to brainstorm the many things they could do at school to make registering to vote something that is cool/aspired to/what we need to do, etc. Here are some questions to guide the process:
  - Think of a learner that you know in Grade 10-12, someone who you think is popular or respected by her/his peers.
  - What is going to make her/him care about registering to vote?
  - What is going to make her/him care about eventually voting one day?
  - What does he/she care about? What is cool for them?

## Then

What are the many things we could do at school to reach him/her? Let's list as many as possible from the simple and the boring to the more ambitious and exciting.

## S T E P F I V E

Based on the brainstorm above, choose the top three actions that have been identified that meet most of the following criteria:

- It is easy to carry this out at our school.
- It doesn't cause a disturbance to lessons and teaching.
- It is cool or fun.
- It doesn't involve any cost (or if it does, this is limited to what your teacher in charge feels the school can afford).
- It is going to make learners at the school think.

If learners are stuck, here are some ideas that they can adapt:

**A Poster Attack** – Create 100 or more posters to put around the school. Remember, the most effective posters follow the “less is more principle” – a few large, easy to see words or images have a better

impact than trying to say lots in one poster.

**2-to-1** – Teams of learners go out in pairs at break time for a few consecutive days and speak to as many individual learners as possible asking them if they are old enough to register, if they have, if they intend to, why they should, etc.

**Chalk Talk** – With permission, write chalk slogans or draw pictures using chalk on the outside tarred/paved areas. Chalk is very effective because it is not expensive, readily available at schools, and can easily be washed away when the campaign is over (build the clean-up into your plans).

## FEEDBACK

At the end of Democracy Week, learners involved in running the campaign should interview a range of learners to get feedback about how the campaign was received. They would ideally get feedback from across the grades. For example, they could ask:

- Did the campaign capture your attention?
- Did it make you think about registering and voting? How?
- What do you remember most from the campaign?
- Should we do this again at the school? Why?

This information should be written down and presented to the school management at the end of Democracy Week so that they can see the usefulness of this kind of intervention.

# CHALK TALKS

(SUITABLE FOR GRADES 7-9)

▶ **CHALK TALKS ARE CREATIVE WAYS FOR LEARNERS TO EXPRESS THEIR THOUGHTS AND OPINIONS AROUND DEMOCRATIC ISSUES AND ENGAGE OTHERS THROUGH ART.**

- Learners create chalk drawings or written messages designed to attract the attention of their peers at school.
- Because these are created using chalk, they can be drawn on paved or tarred surfaces and then easily washed away afterwards. Chalk is also relatively inexpensive and most schools will have access to chalk.



▶ **CREATING CHALK TALKS**

## STEP ONE

- Invite learners to take part in creating Chalk Talks during Democracy Week.
- Obviously, permission from the school management will need to be obtained.
- While this co-curricular activity allows those learners who are talented in art to participate, learners who are not particularly artistic should be encouraged to participate as well. Using stencils (see below), anyone can join in.
- The Chalk Talks can be done at break time and/or after school.

## STEP TWO

- Begin the process by choosing a theme for the Chalk Talks during Democracy Week. This can be decided beforehand or in consultation with the learners who have chosen to take part. Possible themes can include:
  - Why should we take voting seriously?
  - What makes an election free and fair?
  - Why is registering to vote important?
  - What does it mean to be a citizen in a democracy?
  - Our Rights and Responsibilities

- Learners could also research famous quotes on democracy and use these as inspiration or a basis for their Chalk Talks.
- Learners should brainstorm messages or images that relate to the theme.
- Before creating their chalk drawings and/or written messages, learners should plan their production on paper. It is ideal that they create as detailed a drawing beforehand so that they can then work out:
  - The actual size - learners need to be reminded that they will have to clean up the drawings at the end of Democracy Week and so need to bear this in mind when deciding on the size and amount of drawings or messages.
  - How much chalk will be needed and which colours?
  - Where in the school these will be drawn? Learners should spend sometime walking around the school looking for the best places for the art to be created.
  - The locations and size of the art should be confirmed with the school management to ensure that everyone understands where and how many chalk drawings will be created.

### S T E P T H R E E

- Have learners draw images or write bold, eye-catching statements.
- Stencils can be created and used to write messages or draw pictures.
- There are a number of websites that show how to create stencils and use stencils for chalk drawings.

Here are two:

<http://www.k6art.com/2012/02/07/chalk-pastel-stencils-quick-easyand-beautiful>

<http://www.stencilrevolution.com/tutorials/guide-to-using-chalk-forstencils>



### **FEEDBACK**

At the end of Democracy Week, learners who created Chalk Talks should interview a range of learners to get feedback about how the works of art and messages were received. For example, they could ask:

- Did any of the Chalk Talks capture your attention?
- Did the works of art or messages make you think about things? What were you thinking about?
- Should we do these again at the school? Would you like to be involved in creating Chalk Talks next year? Why?
- What were some of the messages you remember from the Chalk Talks?

This information should be written down and presented to the school management at the end of Democracy Week so that they can see the usefulness of this kind of intervention.

# **MAKE YOUR VOICE LOUD**

## **A SOCIAL MEDIA CAMPAIGN FOR SCHOOLS**

**(SUITABLE FOR GRADES 6-9)**

**▶ Make Your Voice Loud is an online and mobile campaign to capture the creative ways that you can share your messages about democracy, voting and free and fair elections.**

Have you got something to say about our democracy? Have you got a song to sing, a poem to speak or a message to share about voting and free and fair elections? Your voice is loud and it's easy to be heard. So speak up!

### **HERE IS HOW TO MAKE YOUR VOICE LOUD**

#### **1. Using Video on YouTube**

- Using your mobile phone or other video recording device, record your creative message. This could be a song, a poem, a speech or even a rap. If you created a Speak Ups! at your school or if you did a Flash Mob, you could film these and upload them.
- Once you have recorded your video, upload it onto YouTube from your phone or computer:
  - Upload your video using the title "Make Your Voice Loud - IEC".
  - When you want to see your video and the others that have been submitted, just type in "Make Your Voice Loud-IEC" in the Search box on YouTube.
- Two ways to make your video great:
  - Keep your image in focus
  - Make sure you have good sound quality

#### **2. Using Video on YouTube**

- Facebook is a great way to share messages and get people talking about voting and free and fair elections. You can easily set up a Facebook Group where those interested in what you have to say can come together and discuss and share. Setting up a group is simple:
  - From your home page, go to the Groups section on the left side menu and click Create Group.
  - A pop-up box will appear, where you'll be able to add a group name, add members and select the privacy setting for your group. Click Create when you're done.
  - Once the group is created, you'll be taken to the group's page. To get started, click the settings icon at the top right of the page and select Edit Group Settings. From here you can add a group description, set a group email address, add a group picture and manage members.
  - Once your group is set up go to the Group home page and click the "Invite People to Join" link. Your friends list will come up, choose the friends you want to invite, add a personal message if you want and begin the conversation.
  - That's it. Now you are set to start talking and sharing.

**Here are some suggested themes and names for your Group. Of course, feel free to make your own up.**

1. Keep it Free and Fair
2. Our Voice Counts
3. We are watching
4. Friends of Democracy
5. Make the right choice

### 3. Tweeting on Twitter

#Wearewatching

- Ok, so you are not old enough to vote. This doesn't mean that you are not old enough to have an opinion on what is happening in politics and the world around you.
- In the lead up to elections you can use Twitter to let political parties know that you are listening to what they are saying and watching what they are doing.
- As the 2014 elections draw near, political parties will be on TV, radio and in the newspapers a lot.
- Listen to them. Read what they have to say. And then, share your opinion on what they have to say using Twitter.
- Whenever you share your opinion or insight on what political parties are saying, make sure you begin or end your tweet with **#Wearewatching**



**FOR MORE INFORMATION CONTACT THE IEC**

**National office**

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**IEC call centre**

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**Free State**

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Fax: 051 430 4845

**Gauteng**

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Fax: 011 644 7448

**KwaZulu-Natal**

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Fax: 031 279 2226

**Limpopo**

Tel: 015 283 9100

Fax: 015 297 2506

**Mpumalanga**

Tel: 013 754 0200

Fax: 013 753 2564

**North West**

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Fax: 018 391 0851

**Northern Cape**

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