

South Africa

The host of the FIFA 2010 World Cup!

These Teachers' Notes should be used in conjunction with Project Pull-out no. 46: South Africa, which is found in issue 99 of DMAG. These notes will inspire students to learn about South Africa.



This supplement encourages students to:

- Learn about the South African culture
- Compare cultural change in Australia and cultural change in South Africa
- Develop their skills with maps and graphs
- Examine the influence cultural diversity can have on the peoples of a nation
- Witness and learn how a nation can develop over time

Maps – Maths and geography Getting around South Africa

Ask students to complete the exercise “Label It” on DMAG’s Student Worksheet. Once they’ve completed this, ask them to draw a compass on the map and label it N, S, E, W.

Using this map, ask students to answer the following:

- 1) In which direction is Cape Town from Port Elizabeth? (Ans. W)
- 2) What labelled city is North of Port Elizabeth? (Ans. Johannesburg.)
- 3) On what side of South Africa is the Atlantic Ocean? (Ans. west side.)
- 4) In which direction is Durban from Pretoria? (Ans. South).

HSIE – Traditional culture Discovering the cultural groups of South Africa

Ask students if they have visited South Africa. If any of them have, ask them to share with the class details of their trip, e.g. what they saw and what they found was interesting / different about the culture from the Australian culture.

Ask students to read DMAG’s Project Pull-out on South Africa to learn a little more about the culture.

After reading the Project Pull-out, students will know that South Africa is made up of many different cultural groups. Divide the class into groups and ask each to choose a South African tribe. Groups are to then research this tribe and find out the following information about them.

- Where in South Africa does this tribe live? Do they live anywhere else in Africa?
- Do they have any specific traditions? Do they believe in a god? If so, how do they worship it?
- Are these people native to

Africa or did they come to the country from somewhere else? If they came to the country, what was the reason for their journey and how did they end up in the part of South Africa that they’re now in?

- What is the name of their language? How do they say the words, “hello,” “goodbye” and “thank you” in this language.

Students are to present their findings to the class. Ask each group to write on the board the three words they learned in their African language.

Extension exercise: Gifted and talented students can look a little further into the history of South Africa. How does it compare with Australia’s history? Ask students to write a one-page essay on the similarities between the two.

Graphs and languages

Just as there is a variety of cultures in South Africa, there is also a variety of languages. Ask students to research what percentage of South Africans speak what language and to create a pie-graph from this. Which is the most common language? Ask students why they think this language is so common.

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Perhaps quite a number of tribes speak this language? Compare the number of languages spoken in South Africa to the number spoken in Australia. What are the similarities and differences? Find out what South Africa and Australia's populations are. How does South Africa's population density compare to Australia's?

HSIE: Tourism and the influence of technological change

These days South Africa is a great place for tourists to visit. Ask the class why they think people go to South Africa for holidays. Some of the answers could be to go on a safari, to experience different cultures or more currently, to see the World Cup. Is there anywhere else in the world that these experiences can be had? Ask them what other aspects of South Africa are unique to the area and write them on the board.

Ask students to research how large the tourism industry is in South Africa. What are some other main industries in this country? Some that might come up are mining (gold, diamonds) and agricultural/farming (maize, sugarcane.)

Divide the class into groups and ask each to research one of the industries discussed. Are these large industries owned by corporations or are they family owned? Do the products from these industries stay in Africa or are they exported to other places in the world? What impact has technology e.g. the internet, satellites, radios etc. had on this industry?

Extension exercise: With the World Cup being held in South Africa, many people from around the world will be

visiting this amazing country. Gifted and talented students are to write a one-page essay on what effects they think this event will have on Africa's tourism industry and on its various nations. E.g. will the Cup bring the country closer together?



not north Africa?

Extension exercise: Although South Africa is developed there is still a lot of poverty, disease, Aids/HIV and unemployment in the country. Ask gifted and talented students to research these problems and find out

A developing nation

South Africa is classified as a "developed" country, though northern Africa is classified as "developing." Ask students what they think these two terms mean. Explain to them that the world is made up of developed and developing nations. What other developed and developing nations can they think of? Is Australia a developed or a developing nation? What reasons can they think of for South Africa to be developed and

why they are so prominent in African society today.

Then, get them to write a page on what they think can be done to help fix these problems. Can any of them be done on a student level? E.g. fundraising to donate to a charity like Caritas, putting up posters to raise awareness about the situation, perhaps even going to the country to do community or volunteer work as a school.

About DMAG

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