

PROGRAMME OF ACTIVITIES FOR
CULTURAL CLUBS.

1st Activity:

singing of N'kosi Sikalela.
Talk by Anglican priest or any other denomination.
song practice: Songs of Liberation:

e.g. Away with Bantu Education.)	copies of songs attached.
UMalane, UMalane,)	
Song of the Defiance Campaign)	
Chief Lithuli Song.)	
BO Nani- Bo Nani)	
March of the Democratic Youth)	
Anthems etc. etc.)	

Song sheets should be roneoed. Choirs should be formed.
Older children could assist women helpers.
Competitions for the best choir could be organised

2nd Activity: -- DISCUSSIONS:TWO POINTS TO CONSIDER

1. Children are most receptive early in the morning. Discussions should if possible not take place after games or exhaustive activity.
2. Children do not as a rule appreciate facts and figures and theoretical aspects of social movements, unless they are intimately familiar and personally connected with them. e.g. Bantu Education. The aim should be rather to stimulate interest in these movements by making the child see these movements vividly through outstanding persons and events whose efforts must be linked with the cause for which they fought, or are fighting.

suggested topics:

- a) Johannes N'Kosi.- the struggle against passes.
- b) Bill Andrews- workers' history and Trade Unionism.
- c) Outstanding Leaders- Dadoo - The work and programme of S.A.I.C.
Kotane " " " " " A.N.C.O
Lithuli " " " " (Bannings etc.)
J.B.Marks - The great Mine Strike 1946.

N.B. There is literature available on N'Kosi, Bill Andrews, Mine Strike- Trade Unionism, and programme of Congresses.

Other Topics:

- a) The Defiance Campaign.
- b) Mao Tsi Tung- Peoples China (Pamphlet for reading-New China)
- c) The H.Bomb- peace- colonialism.
- d) Freedom Charter- Congress of the People.

The children should be divided into groups as far as possible.
1 person cannot speak too many children at once.

3rd Activity: Games and Sport.

Bean Bag Relay.	Equipment.	Bags stuffed with beans
Potato Race	"	potatoes.
Tunnel Square Relay	"	4 balls. (soccer)
Egg and spoon	"	spoons, ping pong balls.
Ball Dribbling	"	Balls.

- Ball bouncing - Balls.
- Skipping races. - skipping ropes.
- Ball Circle relays - footballs.
- Bouncing through hoops. - wire hoops. (Bicycle tyres etc.)
- obstacle race - obstacles e.g. benches, boxes, hoops etc.
- Tug-of-war ② rope.

- N.B. 1. Details of how these games are conducted are available.
2. These games are group activities and involve hundreds of children simultaneously.
3. Children tire and get easily bored: games should be changed frequently.
4. All these activities should be going on at the same time the children doing different things.

4TH ACTIVITY:

Stories: Stories of Africa and other lands.
Books of Mrs J. Hertslet etc. are suitable.

Readings: Cry the beloved Country.
Proud Zulu
Freedom Charter.
Poems

5TH ACTIVITY: Physical Training: See tables.

6TH ACTIVITY: THE AFTERNOON. HANDWORK.

- Suggestions: a) simple clay modelling and pottery.
b) basket making
c) Embroidery
d) Arts and crafts from waste materials e.g.

- i.e. A CORNS? NUTS SEEDS. Toys, necklaces, ornaments.
Beads do
Buttons Ornaments, patterns.
Cardboard cards, charts, decorated boxes, containers
Cotton Wool, Straw Sawdust - stuffed toys. models.
Egg Shells. - decorative patterns.
Fabrics. -rugs, pictures, friezes, clothing, quilts.
Feathers. -Toys, patterns.
Matchboxes. -Toys furniture, models.
- Lemonade caps. scraper mats, baskets, patterns.
paper bookcrafts, stationery, lampshades, fans
articles in paper mache etc. etc.
sacking. bags, covers, cushions, curtains.
soap $\frac{1}{2}$ carving.
string. weaving, knitting, plaiting, pattern
designing.
Tins and Lids- toys, puppets, models
- Typewriter spools, cotton reels. Dolls, toys, models
Wood scraps. wagons, carts, containers
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PROGRAMME FOR CULTURAL CLUBS

23.7.55

MORNING SESSION

FIRST PERIOD (ABOUT HALF AN HOUR)

Children gather together for free play and assembly. Club can start with "INKOSI SIKELELE", all children singing together. After this, children should be collected into three groups, and group leaders should spend five to ten minutes in checking personal cleanliness and hygiene.

SECOND PERIOD (Groups I and II) Half an hour or longer
(See General Notes for division into groups)

Physical Activity (For half an hour or longer)

Group I. Nursery school games (see separate sheet for instructions)

Group II. Exercises and games (see separate sheet for instructions)

End up with activity games and team games.

Short break for both groups (If no public lavatories are nearby, arrangements should be made with a number of houses for use of their lavatories at this time. Group leaders must try to help the children to form regular habits)
for Toilet Routine
(Quarter of hour)

SECOND PERIOD (Group III) (One hour or longer)

Discussions, Stories, and Knowledge Games

(N.B. This group will be expected to participate fully and to absorb as much information as possible, therefore the children must be fresh, and this period must come before the physical activity period)

History and Geography Stories can be used for this session; these will be supplied to the group leaders, and competitive games will be prepared later, also sets of quiz questions based on the history and geography stories. The first 2 - 4 weeks of the group should be used to give information through these stories, and children should be encouraged to "tell back" or to act these stories.

"Talking Newspapers." Once a week the children should give time for producing items of news for the group: these items can be personal, political, local, general, and each child should be encouraged to participate at sometime.

Political Education. This should start with full and simple explanation of the Bantu Education Act and why it is opposed, why the children are out of school, etc, what the former system of education was, the history and personal stories of the boycott, (especially local stories). This should take up the first 2 weeks, together with History/Geography days and General Knowledge. Leaders should deal with this part in their own words and ways. Discussion notes for the Freedom Charter will follow later, and it is suggested that the background to the Freedom Charter should form the basis of these periods of political education. Children can also be taught the words of the Freedom Charter section by section, once they understand it.

The following is suggested for the first two weeks' programme for this period-

Mondays Geography stories.

can obtain. It is important for the group leaders to prepare the week's work in advance, and to be ready with their stories and talking points. The roneod material supplied should not be used during groups; it is intended for study and learning by the leaders, but pictures to illustrate the stories should be used and handed round the group, not held out in front.

Although this period must later be used for imparting as much knowledge and fact as possible by story-telling, the leaders should aim mostly at enjoyment and pleasure for the children at first and pass gradually to history and geography stories.

Political Education should begin in Group II, and the children should know why they are out of school, why the African people must struggle for freedom; they must know who are their leaders and stories and songs can be woven around the leaders. The children should know about children in other lands and what their lives are like.

For Group II, it is important to try to get other volunteers to come to help at this time, even if only for three quarters of an hour, so that the group can be divided into smaller groups of children, where they will take part more actively.

N.B. Leaders should not be bound by these suggestions - groups will vary a great deal - in some cases Group I may be very young and will need more simple activities but in other cases they may be able to go on to some of those suggested for Group II. Grades and Standards should not be taken as hard and fast divisions for Groups I and II, and as the leaders get to know the children, changes can be made on the basis of development.

A period of free play can be given at this stage to Groups I and II until Group III has completed the period for physical activity.

GROUP III PHYSICAL ACTIVITY. Games and Sport (Half an hour)

- (a) Physical Exercises (from instructions on separate sheet. Boys and girls should be taken separately if possible)
- (b) Games As much variety as possible to be introduced. Extra volunteers would be useful for this period. Team games should be encouraged.

ALL CHILDREN: SHORT BREAK. QUARTER OF AN HOUR.

PERIOD IV

ALL GROUPS TOGETHER

SINGING, MUSIC AND RHYTHM (Half an hour).

Group I should be encouraged to join together in this as a Club activity, but not necessarily every day, or even for the whole time. This group could be taken for rhythm (clapping with blocks, etc.) and singing games shortly before the full singing period begins. Group I can be allowed to leave the singing period before it ends, and can be taken off for toilet routine, either individually or together, according to circumstances, and then allowed to break.

Groups II and III can be taught Freedom Songs and also should into choirs as particular talent emerges; these choirs can be brought together for practices after clubs are finished.

The singing will depend a good deal on the Group leaders, who will be supplied with roneo'd material.

MIDDAY BREAK - (THREE QUARTERS TO ONE HOUR)

AFTERNOON SESSION

HANDWORK FOR ALL GROUPS

No special period is set for this, though it should be for not less than one hour, longer if possible according to the age and interest of the groups, the materials available, and the number of volunteers who will assist.

Different activities should be planned for each group separately so as to get the maximum use of materials and equipment.

GROUP I MONDAYS AND WEDNESDAYS

Cutting out pictures and pasting into scrap books (see separate sheets for practical suggestions)

TUESDAYS AND FRIDAYS

Drawing and crayoning.

THURSDAYS

Beadmaking and threading; French Knitting.

GROUP II. MONDAYS AND WEDNESDAYS

Drawing and crayoning (painting if conditions permit). In this group the children should begin to link up their drawing with stories heard during the week.

TUESDAYS AND FRIDAYS

Knitting, French Knitting, sewing, sandpapering of boxes and cardboard cutting (see separate sheet for Instructions)

THURSDAYS

Picture cutting and scrapbooks; to be linked up with stories heard during the week.

Materials for the handwork group will be supplied as far as possible the children should be encouraged to bring their own as much as they can, e.g., cardboard from old boxes, pencils, pictures from old papers and magazines, etc.

GROUP III.

This group needs particular attention, as the more advanced development needs more elaborate materials and equipment, which may be limited by finance and difficulties of working out of doors. Girls can, however, be encouraged to do more handsewing (leaders will have to help by getting small garments cut out at home) and to knit garments for themselves, brothers and sisters, etc. Boys can be taught to make cardboard games for use at home

which will assist in arithmetic, etc (see separate sheets) so that they can not only learn themselves, but help their brothers and sisters. Picture cutting and cardboard cutting and building can be highly developed in this group, - projects can be started, - e.g., a cardboard town, with houses and shops. The leaders must try to plan this sort of activity carefully beforehand - children who are specially good at this can be allowed to work on their own; others should be organised into small groups of four or five children and will require help from the leader in planning and starting. Leaders must try to get as many other helpers as possible for these groups, as much personal assistance will be needed by the children.

Separate sheets are attached with suggestions for handwork. Activities could be organised on these lines:

MONDAYS AND THURSDAYS Needlework, Knitting, sandpapering and wood and cardboard work.

TUESDAYS AND FRIDAYS Drawing and crayoning, paper and cardboard projects.

WEDNESDAYS Varied activities; impromptu concert, acting of plays, football and cricket matches, Red Cross Group.

GENERAL

NOTES FOR GROUP LEADERS

1. Division into groups

The following division is suggested, but should not be rigid. Leaders should divide the children as they think best. It is suggested, however, that at least three group leaders are required, and that as far as possible the children should be taken in three groups.

Group I. Children who were formerly in the Grades.

Group II. Children who were in Standards I, II and III.

Group III. Children who were in Standards IV and V (and VI if there are any)

2. It is very important to make the children realise what the clubs are for and to make them proud of belonging to the clubs. uniforms will be introduced as soon as possible, but this will take time. At the same time, the children must be encouraged to get other children to join the groups, and should not be encouraged to become exclusive and superior.

3. The idea of 'clubs' instead of school will be new to the children and it is very important that the children must enjoy being in the clubs and go on enjoying them; the programmes should be planned so that the children enjoy this way of learning.

4. Efforts must be made so that the groups are clearly 'groups' and not 'classes'. Children will have to be trained not to use the word 'teacher', 'class' or 'school', but 'Leader', 'Group', and 'Club'. Leaders must train themselves not to stand out in front of the children, but to move amongst them, and to develop the 'club' atmosphere, informal and not regimented.

5. Some sort of records must be maintained. It is not advisable to hold daily roll calls, but leaders should keep daily registers. Competitions can be organised amongst the children to see which groups get the children to come regularly, for

regularity of attendance is more important than mere numbers.

6. Personalities and abilities of group leaders should be used to best advantage; programmes are planned so that group leaders who are specially good at games, or story-telling can be used for more than one group for that particular activity. Group leaders need not stay with their particular group for the whole day, though each one should be responsible for a particular group generally, so that the children know who is their special group leader. If more personnel is available of course, each group can have several group leaders, with one chief leader.

7. READING

Children who are able to read, must be encouraged to do so as much as possible at home. Roneo'd reading material and books will be supplied for home use, to be distributed by group leaders. In time, it will be possible to build up a full supply, but great care will have to be taken by group leaders to keep reading material in use as long as possible.

Dear Myrtle,
Herewith the
list. I meant to say that
Dulcie mentioned several
books to me which sound
just the sort of thing
you want. If you ring
her, she'll tell you about
them.

Have you thought
of copyright in regard to
copying parts of books? I
thought you only infringed
the law if you reproduced
something intending to sell
it, but I'm not sure.

If you want any
more Africana let me know.
Bill.

Books suitable for the cultural clubs.

- Gollock, G. A. Daughters of Africa. } simply written accounts
Gollock, G. A. Stories of famous Africans. } of eminent Africans.
Gollock, G. A. More stories of famous Africans
- * Potts, M. I. Makers of civilization. 2v. Fairly advanced stories of famous people like Moses, Cyrus, Aesop down to Booker Washington, Gandhi, Helen Keller.
- * Hooper, K. E. Lloyd. Landmarks of South African history. Simple history stories.
- Jucker, A. N. The disappointed lion and other stories from the Bari of Central Africa. Delightful folk tales, most of them have little songs, so you'd need someone who can read music and sing, to make the best of them.
- Elliot, Geraldine. The long grass whispers. This is one of a series based on African folk tales. I think the English would be too difficult for the younger groups.
- * Redgrave, J. J. Maskew Miller's junior school geographies. Bk. 1 South Africa; Bk. 2 Africa; Bk. 3 Europe. Simple but dull.
- * Means possibly still in print!

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FEDERATION OF SOUTH AFRICAN WOMEN 1954-1963

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