



Grade 4: Our special Heritage Day

Term 3: Weeks 1-4

How can our group plan an awesome Heritage Day to show off our different cultures and inspire our community to learn from each other's cultures?

Our group: _____

Keep track of how you and your group are doing. At the end of each step, tick the block if you are satisfied.

Lesson and Date	What am I doing?	Tick
Lesson 1: Date: _____	Lesson One: The Rainbow Nation Adventure. Get ready to explore the world of the Rainbow Nation! In this lesson, you'll share your thoughts about what makes a rainbow nation so special, and read a captivating story filled with important life lessons.	
Lesson 2: Date: _____	Lesson Two: Cultural Explorers Unite! Embark on a fantastic journey to discover the unique cultures of your classmates! In this lesson, you'll interview each other to uncover fascinating similarities and differences among your friends. Let the cultural exploration begin!	
Lesson 3: Date: _____	Lesson Three: Heritage Day Party Planners. Put on your party-planning hats and work together to brainstorm amazing ideas for your Heritage Day celebration! In this lesson, you'll join forces with your friends to come up with creative and exciting ways to honor your diverse cultural backgrounds.	
Lesson 4: Date: _____	Lesson Four: Picking the Perfect Party Ideas. Work together in this lesson to choose the very best ideas for your Heritage Day celebration! Collaborate with your friends to select the most fun and meaningful ways to celebrate your unique cultures.	
Lesson 5: Date: _____	Lesson Five: Idea Sharing and Super Feedback. In this lesson, share your incredible ideas with other groups and receive valuable feedback to make your Heritage Day celebration even better! Learn from your peers and gain new insights to improve your plans.	
Lesson 6: Date: _____	Lesson Six: Refining Our Heritage Day Masterpieces. Take the feedback from your friends and fine-tune your ideas in this lesson! Reflect on the suggestions you received, make changes where needed, and get ready to create an unforgettable Heritage Day event.	
Lesson 7: Date: _____	Lesson Seven: Action Plans for a Spectacular Heritage Day. In this final lesson, put your plans into action! Create a detailed action plan to bring your Heritage Day celebration to life, and get ready to enjoy a fantastic day filled with joy, learning, and cultural appreciation.	
Lesson 8: Date: _____	The public presentation: Get ready to celebrate Heritage day, have some fun and reflect on your whole experience.	



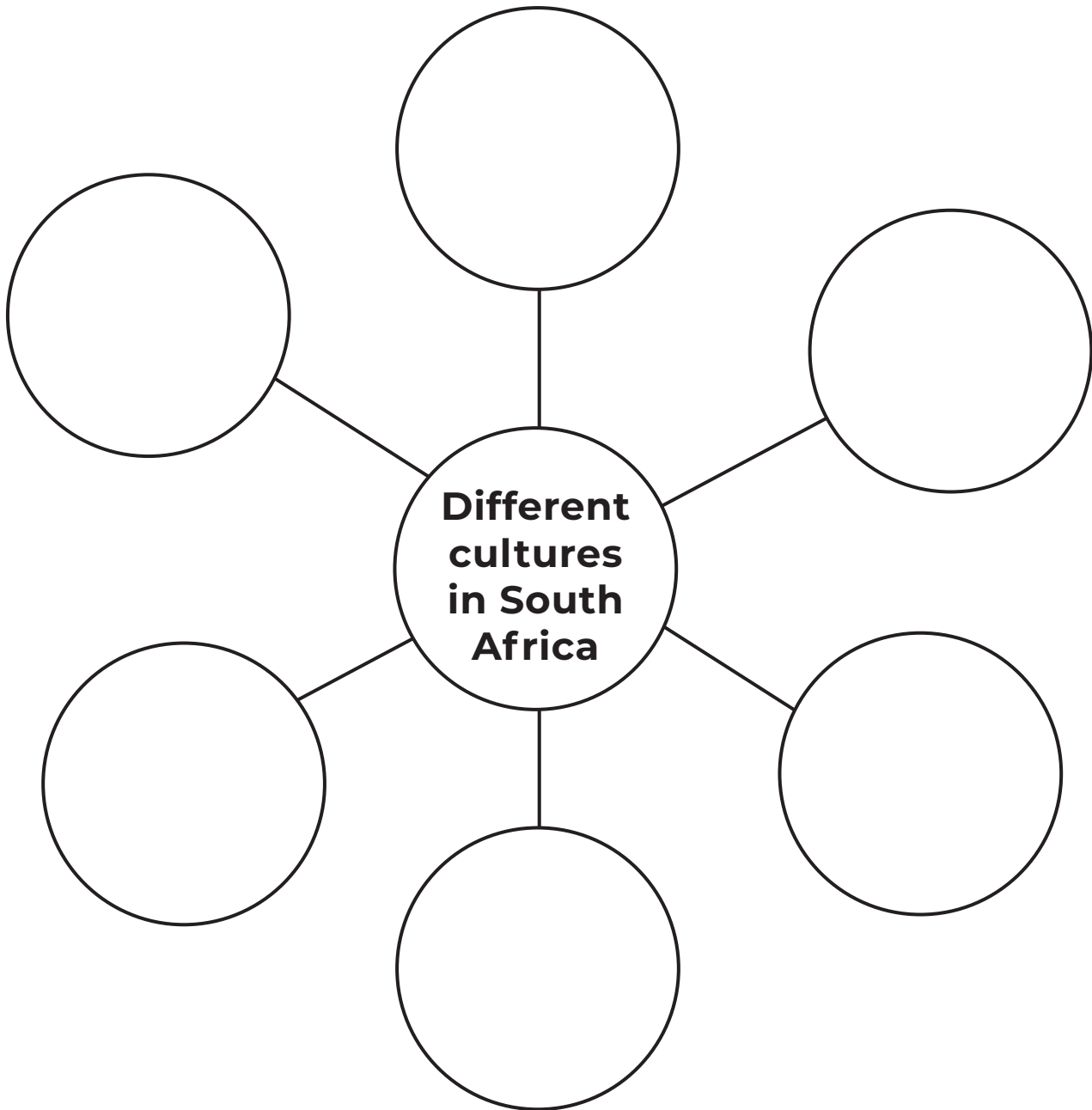
Lesson 1: Worksheet 1



Name:	Class:	Date:
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Write down all the cultures in our Rainbow nation you know of in the bubble map below. Add more bubbles if you want to.



Now ask a friend to help you fill in more bubbles. Help your friend to add more bubbles too.

“How can we plan an awesome intercultural day?” Main project question. Unpack the idea of “a rainbow nation” in your own creative way.



Encourage learners to share ideas clearly - interpersonal communication is an important skill which also links to social interaction in **S P E C I A L**

10 - 15 minutes

Go to Project Overview page 8.

Lesson 1: Worksheet 2



The teacher will read you Aamiina's story

In groups discuss the questions about Aamiina's story.

Name:	Class:	Date:
My Culture:	Duration: 10 minutes	

a. Why do you think the grade 4s were scared or suspicious of Aamiina?
b. Is Aamiina different from you? Give a reason for your answer.
c. How do you think Aamiina felt at the new school?
d. Do you think this situation happens a lot? Explain your answer.
e. Do you think this type of situation has ever happened in your school? Explain.
f. How do you think Aamiina was made to feel about her culture?
g. What did you learn from this story?



**10 - 15
minutes**

Read Aamiina's story with movement, gestures and expressions. Try to act it out. Ask the class to respond with a happy or sad face when they hear a sad or happy part.

This is a reflection activity - how classmates can be unkind. Go to p. 8 and 9 in Teacher's Notes and Annexure 2 page 39. Covers communication, critical thinking and S P E © 1 A L

Lesson 2: Worksheet 1



Name:	Class:	Date:
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In small groups or pairs:

Tell us how different your culture is from others by comparing your culture with other cultures. Share ideas first.

Write a cultural group at the top of the first row of blocks.

Complete all the blocks by comparing food, clothes, music and dance.

WHAT DO I KNOW ABOUT DIFFERENT CULTURES?

FOOD			
CLOTHES			
MUSIC/ DANCE			



Social interaction and curiosity in **S P E C I A L** addressed.

Walk around and scaffold the conversations. Encourage curious questions and ask each learner to ask one.

10
minutes

Go to Teacher's Notes, p. 12 and 13

Lesson 2: Worksheet 2



Interview:

Name: _____	Class: _____	Date: _____
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Interviewer Name: _____

I interviewed: _____ Cultural Group: _____

Questions:

	Questions	Answers
1.1	What is your language?	
1.2	Please explain the clothers your culture wears?	
1.3	Name two of your favourite foods.	1.
		2.
1.4	What are your favourite cultural songs? Name two	1.
		2.
1.5	What are your favourite cultural dances? Name two	1.
		2.
1.6	Name the two cultural events that your culture celebrates.	1.
		2.
1.7	Explain how your cultural events are held in 3 main words.	
1.8	When are your cultural events held?	



Explain/translate the questions. Pair a bilingual learner with one less confident.

This activity covers communication and collaboration and the following in **SPÉC I A L**

10 - 15 minutes

Jot notes on what you observe in the pair work. Go to p. 11 in Teacher's Notes

Lesson 3: Worksheet 1 (Homework)



Name:	Class:	Date:
My Culture:		

Homework: Choose your theme and draw a circle round it or colour it in e.g., My Cultural Food

- Theme 1: Celebrating culture through food.
- Theme 2: Celebrating culture through music/dance/art/drama.
- Ask your family to help for information.

My Cultural Food

Name of my cultural food	Recipe of favourite cultural food that I chose.
1.	
2.	

My Cultural Music or Dance or Art or Drama

Name of my cultural Music or Dance or Art or Drama	How do we perform my favourite dance or drama.
1.	
2.	



Explain the task clearly. Learners bring back information on their own culture in preparation for the group activity in Lesson 3.

Activity encourages primary research and autonomy as well as **S****P****E****C****I****A****L**

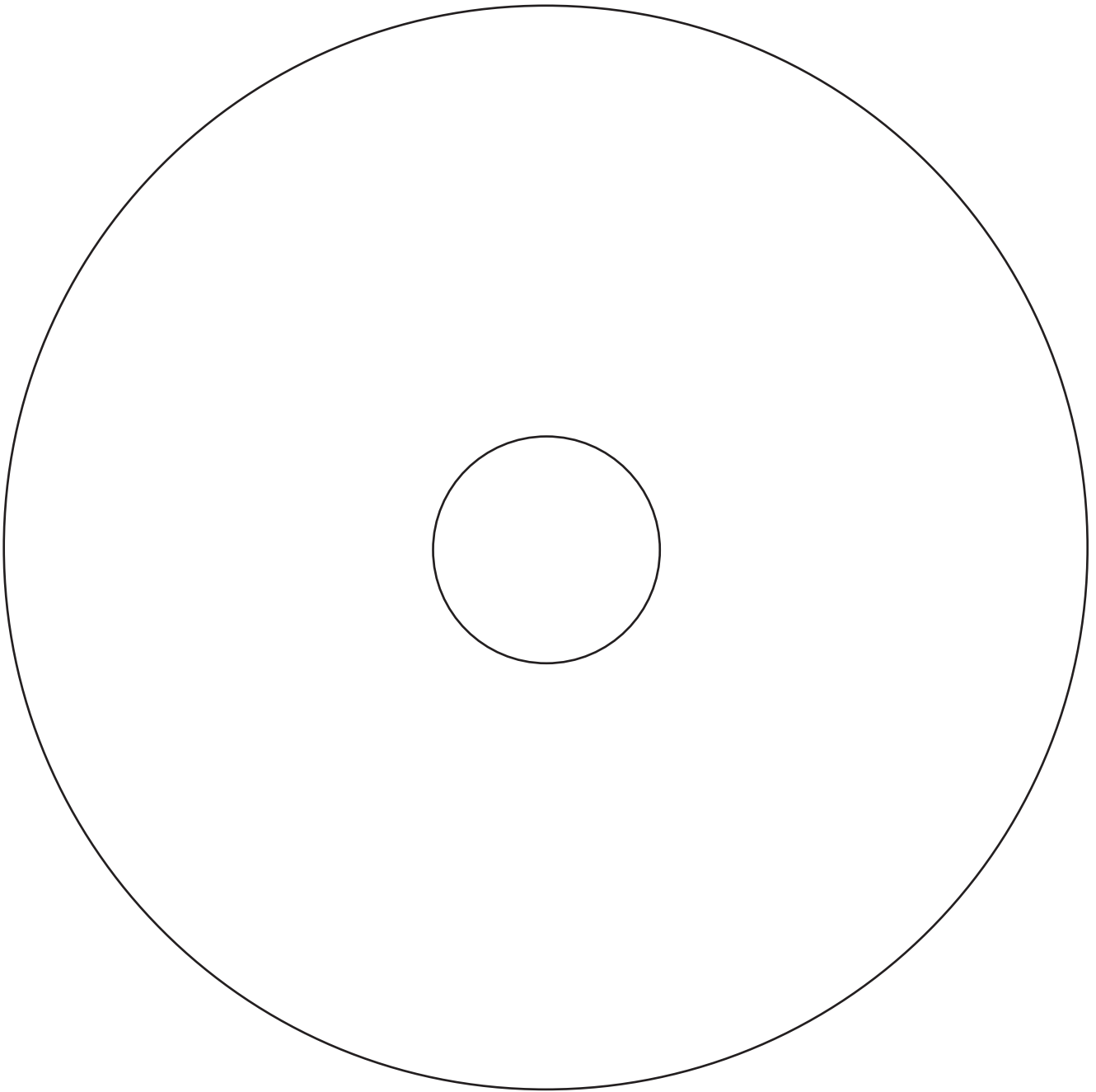
Homework

Communication, critical thinking and collaboration also developed.

Lesson 3: Worksheet 2 Recipe book/Dance, drama, music



1. Talk about what you found out at home about your culture.
2. As a group, choose a culture and decide on food or arts (music, dance, drama, art).
3. Write down your choice in the small circle e.g., zulu recipe book.
4. Your teacher will visit your group to hear your ideas.



A good chance to observe the 4Cs especially communication and collaboration and all the skills in **SPECIAL**

Go to Teacher's Notes p. 15

Lesson 4 Worksheet 1



“What will we present on Heritage Day?” Recipe book or art performance (Music, dance or drama). Underline your group’s choice.

Give each of your ideas a “Yes” or a “No” for each of the criteria below:

IDEA	Does the idea reflect and celebrate the different cultures and traditions represented in the school? Yes/No	Will other learners like the idea? Will they be customers? Yes/No	Is the idea creative and interesting? Yes/No	Is the idea realistic and practical to implement? Can we do it? Yes/No	Could this idea make us money? Yes/No
Idea 1					
Idea 2					
Idea 3					
Idea 4					
Idea 5					
Idea 6					



Learners share different ideas and answer yes or no
 Ideas are analyzed and the best idea selected
 Promotes **S** **P** **E** **C** **I** **A** **L** and Communication, Collaboration and Critical thinking.
 Go to page 20 and 21 in the Project Overview.

10 - 15 minutes

Lesson 5 and Lesson 6 Worksheet 1



Sharing best ideas.

Listen to one group's idea and choose a face for...

	It's a go!	Not so sure!	Needs to be improved
The presenter's body language and voice quality.			
Spoke clearly so that we could all hear			
Was confident			
The presentation was interesting and relevant to the planned event.			
The programme covers all gaps and is well-organised.			
1. What we liked about the performance programme.	<hr/> <hr/>		
2. What could be included or changed to improve the programme?	<hr/> <hr/>		
3. What we liked about the menu	<hr/> <hr/>		
4. What could be included or changed to improve the menu?	<hr/> <hr/>		
5. What was the most interesting and different about the group's presentation?	<hr/> <hr/>		



15 minutes

- Two groups work together.
- After one group's presentation the other group discusses and gives.
- Both groups assess each other's presentations. Obviously questions 1 and 2 **or** 3 and 4 will be answered.
- Ask the class to bring materials from home to make their event more exciting. If they have chosen the recipe project they must each bring the recipe instructions to create a recipe book.

Lesson 7 Worksheet 1: Creating an action plan




Group name:	Class:	Date:
Group Members:		

Step 1:

Step 2:

Step 3:

Final Step

 1. Explain the step-by-step action plan.
2. Visit the groups to scaffold **SPECIAL**
3. Communication, collaboration, critical thinking and creativity are activated - observe and make notes.
4. Go to Project Overview pages 31 and 32.

10 - 15 minutes



GRADE FOUR ASSESSMENT RUBRIC					
Celebrating our rainbow nation: what can we learn from different cultures to create a very special celebration for Heritage Day?					
CRITERIA	9-10 Mastering	7-8 Advancing	5-6 Developing	3-4 Learning	1-2 Starting
<p>How do we know that learners can do this?</p> <p>Knowledge Cultures in South Africa (CAPS content)</p> <p>To what extent did the learners show understanding by identifying, describing, explaining, and evaluating different cultures</p>	<p>Learners can evaluate the importance of cultural diversity and inclusivity in South Africa and identify ways in which a rainbow nation can be celebrated and respected to promote unity and tolerance among diverse groups.</p> <p>Learners can also suggest practical and realistic ways to make everyone feel included</p>	<p>Learners can compare and contrast different aspects of cultural practices such as music or dance, from different South African cultures, and identify both their similarities and differences.</p> <p>Learners can also identify the benefits or strengths of a rainbow nation.</p>	<p>Learners can explain why cultural items, such as traditional clothing or food items, are important to different South African cultures.</p> <p>Learners can explain to other people what the concept of rainbow nation means.</p>	<p>Learners can describe basic cultural items, such as traditional clothing or food items, from different South African cultures, including their colours, shapes, textures, and tastes.</p> <p>Learners show an understanding of the term “rainbow nation”.</p>	<p>Learners can identify basic cultural items, such as traditional clothing or food items, from different South African cultures, and recognise them as belonging to a particular culture.</p> <p>Learners recognise the term “rainbow nation” but might not yet be able to explain the concept to other people.</p>
<p>Research: To what extent did learners: Gather information and conduct interview, Analyse and arrange findings, test their idea and plan their celebration</p>	<p>Learners can gather enough interview information. Correct and relevant information was analysed. Exceptional planning is done. Findings are arranged correctly.</p>	<p>Learners can gather interview information. Information is analysed and findings are arranged correctly and relevant. Planning is done but needs improvement.</p>	<p>Learners can gather interview information. Information is analysed and findings arranged did not meet the category. Planning is done but needs improvement.</p>	<p>Learners can gather few interviews information. Information is analysed and the minimal number of findings were arranged. Planning is done but incomplete.</p>	<p>Learners cannot gather interviews information/ have incomplete information. Learners are unable to analyse and arrange their findings. Learners struggle to do planning.</p>



GRADE FOUR ASSESSMENT RUBRIC					
Celebrating our rainbow nation: what can we learn from different cultures to create a very special celebration for Heritage Day?					
CRITERIA	9-10 Mastering	7-8 Advancing	5-6 Developing	3-4 Learning	1-2 Starting
<p>How do we know that learners can do this?</p> <p>Do learners' cultural food menus or programmes of performance celebrate cultural diversity due to effective research and eye-catching presentation?</p>	<p>The menu/performance programme demonstrates exceptional cultural diversity, reflecting extensive research and understanding. The group's research and planning process is comprehensive, well-organised, and shows strong teamwork. The presentation of the menu/performance programme is highly creative, visually striking, and celebrates cultural diversity in a memorable way.</p>	<p>The menu/performance programme showcases a thoughtful and well-researched variety of food items/ music/ dance performances, from various cultures. The group's research and planning process is thorough and demonstrates clear collaboration among members. The presentation of the menu/performance programme is creative and effectively conveys the cultural diversity of the Heritage Day celebration.</p>	<p>The menu/performance programme includes a diverse selection of food items/ music/ dance performances, representing different cultures. The group's research and planning process is organised and demonstrates understanding. The presentation of the menu/performance programme is visually appealing and appropriate for the Heritage Day celebration.</p>	<p>The menu/performance programme includes some food items/ music/dance performances, from different cultures but could benefit from more variety. The group's research and planning process is present but needs more depth or organisation. The presentation of the menu/performance programme shows some effort but could be improved.</p>	<p>The menu/performance programme includes only a few food items or music/dance performances, and cultural diversity is not evident. The group's research and planning process is minimal or unclear. The presentation of the menu/performance programme lacks creativity and effort.</p>
Comment/feedback	Total marks				/30

Marks Checklist



Lesson 1: Worksheet 1 and 2

WHAT IS A RAINBOW NATION?

	Teacher Checklist Descriptor's	Yes	No
1.	Was the bubble map used to indicate different cultures in South Africa?		
2.	Did the learner add more cultures and circles?		
3.	Did the group manage to answer all the question?		
4.	Based on answers, do learners understand the moral of the story?		
5.	Total number:		

Lesson 2: Worksheet 1

WHAT DO I KNOW ABOUT DIFFERENT CULTURES

	Teacher Checklist Descriptor's	Yes			No
1.	Did learners indicate three different cultures in each block?	1	2	3	
2.	Where learners able to indicate the correct food/foods of a specific culture?	1	2	3	
3.	Were learners able to mention clothes of different cultures?	1	2	3	
4.	Were learners able to mention different cultural music?	1	2	3	
5.	Total number: (12)				

Lesson 2: Worksheet 2 and Lesson 3: Worksheet 1

INTERVIEW QUESTIONS

	Teacher Checklist Descriptor's	Yes		No
1.	Did learner attempt to conduct the interview?			
2.	Where all the questions answered?			
3.	Did learner collect two cultural recipes at home?	1	2	
4.	Did the learner indicated how cultural Music/ Dance/Drama are performed?			
5.	Total number: (5)			

Lesson 3: Worksheet 2

GETTING READY TO PLAN OUR EVENT

	Teacher Checklist Descriptor's	Yes	No
1.	Does the circle indicate the chosen culture by the group?		
2.	Does the bigger circle indicate correct cultural foods/Music/Dance/Drama?		
3.	How many were suggested?		

Lesson 4,5 and 6: Worksheet 1

CHOOSING AND SHARING OUR BEST IDEAS, ITERATING AND IMPROVING OUR IDEAS.

	Teacher Checklist Descriptor's	Yes	No
1.	We managed to arrange our ideas in order of preference.		
2.	We answered all the question about our ideas.		
3.	We presented our ideas to the other group.		
4.	We discussed our presentation feedback.		
	Total number: (4)		

Lesson 7: Worksheet 1 and 2

CREATING AN ACTION PLAN

	Teacher Checklist Descriptor's	Yes	No
1.	Did the group write steps in a logical manner?		
2.	Did the group unpack all their plans with resources and responsible person indicated?		
3.	Was the cultural menu designed/recipe book collated?		
4.	Did the group design the cultural day celebration programme?		
	Total number: (4)		



How did the project help _____ (name of learner) grow his/her skills?	Yes	No
<p>Critical Thinking: is about asking questions to understand the world, it is also about trying to make sense of information, evaluating it and connecting it to other pieces of information.</p> <ul style="list-style-type: none"> • Was there a difference from the start to the end of the project in the learner’s critical thinking skills? • Did the learner ask questions? • Did the learner find the relevant and appropriate information, evaluate, and analyse it and apply it to solve a problem? • Did you notice a change in learner’s critical thinking skills? <p>COMMENTS: What else did you notice ? _____</p> <p>_____</p>		
<p>Creative Innovation: is the ability to come up with many different ideas and apply them to find realistic solutions to problems.</p> <ul style="list-style-type: none"> • Did the learner grow his/her creative innovation through the project? • Was there a difference from the start to the end of the project in the learner’s critical thinking skills? • Did the learner generate ideas and seek solutions? • Did the learner transfer his/her knowledge of and experience about culture to find solutions? • Did you notice a change in the learner’s creative innovation skills? <p>COMMENTS: What else did you notice ? _____</p> <p>_____</p>		
<p>Collaboration: is when people work with each other to complete a task. It involves co-operation and teamwork and the sharing of ideas to reach the same goal.</p> <ul style="list-style-type: none"> • Did the learner grow his/her ability to collaborate through the project? • Was there a difference from the start to the end of the project in the learner’s collaboration? • Did the learner show an ability to compromise, be considerate of others, and be positive in a conflict situation? • Did the learner leverage on the strengths of others? (Pool their collective resources in terms of strengths and knowledge) • Was the learner willing to listen, empathise, and give and receive useful feedback to the team? • Did you notice a change in the learner’s creative innovation skills? <p>COMMENTS: What else did you notice ? _____</p> <p>_____</p>		
<p>Communication: is all about sharing information, it is about what we say (verbal communication) and how we say it (non-verbal communication).</p> <ul style="list-style-type: none"> • Did the learner grow in his/her ability to understand non-verbal cues such as tone of voice, body language through the project? • Was there a difference from the start to the end of the project in how the learner spoke (articulation) e.g. stopped mumbling, talked at the right speed, used the right tone, etc. • Did you notice a change in learner’s ability to try and understand things from other people’s perspective, e.g. empathy skills? <p>COMMENTS: What else did you notice ? _____</p> <p>_____</p>		

The Go Away Girl Story

It was the first day of term 3. All the grade 4s were excited to be back at school. We lined up outside our class and although our teacher, Ms Mbete, asked us to, “Shush”, there was lots of whispering and giggling as we shared our holiday stories. As the first bell of the day rang, we walked into class and sat at our desks.

Ms Mbete started by calling the register to see who was there, “Sindiswa, Enzo, Kgatliso, Xolale, Andile, Kgopotso, Zanele, Aamiina, Aamiina ...”. Ms Mbete called out the name, but no one answered. We didn’t even know anyone called Aamiina – what a funny name! As we looked around for this Aamiina person the principal walked in followed by a new learner. “Grade 4s, she said, this is Aamiina, she is new to the area and new to school. Please make her feel welcome.” We were shocked into silence as we stared at the new girl because she looked so different. First, she was only carrying a lunchbox– no school case. Where were her books? Second were her funny clothes. She was wearing a school skirt, but it was so long it touched the ground. Her school shirt was long-sleeved and buttoned at her wrists even though it was warm. Also, her head and shoulders were wrapped in a scarf so that it was hard to see her hair and face.

Ms Mbete smiled at her, “Please sit at that desk,” she said pointing to an empty desk. Aamiina walked over and sat quietly. She looked down at the desk while we all stared at her. “Take out your pencil cases and Life Skills books and let’s get started,” said our teacher. We all started preparing for the lesson except for Aamiina. “She doesn’t have a school case, or books or EVEN a pencil case,” we whispered to each other in amazement. Who was this girl and where did she come from?

The bell rang for break and Ms Mbete asked if Aamiina could sit with me and Sindiswa. “Yes teacher,” we said, but immediately ran out because we did not want to sit with her. From our shady place under the tree, Sindiswa and I watched the new girl carefully. We saw her open her lunchbox and take out ... a sort of a pancake? With rice? Where were her sandwiches?

After break we washed our hands and went back to class. It was my favourite part of the day: story time when Ms Mbete read us wonderful stories. We all sat comfortably, and the story started. After a few minutes Sindiswa shot her hand up saying urgently, “Teacher, teacher, the new girl isn’t listening to you!” Ms Mbete stopped reading and we all turned our eyes towards the new girl. Not listening was one rule you didn’t break in this class! “What are you doing?” asked Ms Mbete. “You – new girl, what are you doing?” Aamiina didn’t even look up. Sjoie but there was going to be trouble now. Ms Mbete walked over to Aamiina and saw she was looking at a small card. The teacher took it away, gave the new girl a fierce and angry look and put the card on her desk.

As one, our eyes followed that card. What was it? At second break we got our chance to find out. Ms Mbete stepped out and left the classroom door open. Andile and Zanele snuck into the class and grabbed the card. There was some kind of writing and drawing but like nothing we had ever seen before. Was this a spell? Was the new girl a witch? Now we were scared. “She must go, this girl,” we said. “She must just go – go away girl – we don’t want her here. She might be dangerous!” For the rest of the day, we avoided the Go-Away girl and stayed as far away from her as we could.

Later that day when I was busy with homework, my mother came home with the news that there was a new family running the spaza and the big news was they were Somali. That got my attention. “Is there a daughter?” I asked. “Yes,” said my mother. “It’s a father with his daughter. I don’t know if there is a mother or any other family.”

“So that’s who the new girl must be,” I thought to myself, pleased to have solved some of the problem at least.

The next morning, I was burning with the news. “Guess what?” I told everyone I saw, “That new girl is Somali. She lives with her father at the spaza shop.” The news flew around the school, “She’s Somali, she’s Somali she’s Somali.”

Over the next few weeks, we lost interest in the Go Away girl and ignored her. We didn’t like her food or her clothes, and we couldn’t understand her, and we didn’t even try. The Go Away girl became like a shadow until one unbelievable day when everything changed.

Die verhaal van die “Weg-is-Jy”-meisie (vervolg)

It was late afternoon and my mother had forgotten to buy salt. The shops were far away so she asked me to run quickly to the Somali spaza shop to buy a packet. When I got there, no one was at the counter, the spaza looked empty. I waited for a few minutes and then peeped over the counter to the back of the store. The first thing I saw was Go-Away girl sitting on her father’s lap. She was crying softly with tears pouring down her cheeks. Her father was hugging her and rocking her gently from side to side. He looked so sad. On the wall above them was a photo of a young woman who looked so much like Go Away girls that it must have been her mother. Before I disturbed them, I tip-toed out of the shop and ran home. Before my mother could even shout at me for not buying the salt, I burst into tears and told her the whole story: about the girl who was not like us, and who we ignored, but now I knew she didn’t have a mother and she was so sad, and we had done nothing.

Just like Aamiira’s father had sat his daughter on his lap and hugged and rocked her, so my mother took me on her lap and hugged and rocked me until I stopped crying.

Something had to be done! I couldn’t sleep that night thinking and thinking of a plan to help Aamiira.

The next day I told my teacher the story and she realised we had a problem to solve. A few days later she came up with a plan. We were going to organise a ‘Fly a friend’s flag day.’ When Ms Mbete explained the plan, we were all so excited. We had to work in pairs and learn all about our friend. Aamiina’s father explained the plan to her, and she and I worked together. We asked so many questions. We asked what languages were spoken at home and were amazed to find out how many different languages there were just from our class. We found out about food and drinks that were important to our cultures. We asked what religions were followed and where we went to worship. We also asked what our favourite holidays and festivals were and how we celebrated these days. We brought in our traditional clothes and explained when we wore the clothes and why they were important to us. We brought different types of music to school and learnt to sing each other’s songs. We had the best week ever.

After finding out all these amazing cultural facts, we had to make a beautiful flag about our friend that she or he could hold up and show off with pride.

On the big celebration day, some parents had kindly made some traditional cultural foods. At assembly we stood in our pairs at the front, all socially distanced. First, we swapped flags and then held our unique flags up high to show off our culture with pride. Different colours, different words, different foods, clothes and religions – so much difference, but all equally beautiful.

The principal was nearly in tears. “Grade 4s,” she said, “You are so young, but you have taught us a very important lesson: to be proud of your culture and celebrate others’ cultures. A great man, Kofi Annan had some wise words which I’m going to end with now, ‘*We may have different religions, different languages, different-coloured skin, but we all belong to one human race.*’