## Ideas from the conference.

## A big thank you to all the participants of the 2010 SASHT conference. I was so inspired and would like to share a few of my "new" ideas:

Stereo typing – Get the learners to divide an A4 page into b equal blocks
 Then get the learners to draw a person to represent a Zulu, Xhosa, Ndele,
 Pedi, Afrikaans, etc

Once everyone has drawn their pictures – discuss:

- a. Did you draw more males or females? Why?
- b. Did you draw more traditional or modern dressed people?
- c. Why do we draw more traditional interpretations?
- d. Who drew similar "Zulu" people? How are they similar?
- e. Who has a completely unique picture?
- f. What do these pictures tell us about our perceptions about other races?
- 2. Working in groups create a "memorial" to celebrate the "heritage of the class" using sponge cake, icing, colouring, sweets, smarties, etc.

  (Alternative: Recreate a battle field –Isandhlwana using edible goodies!)
- 3. Using role play Have a good story! Paint signs, write prayers, write letters, list needs, write songs, etc.
- 4. Time Capsule The grade 8's need to create a time capsule which will be given to them in grade 12. Discuss primary and secondary sources. And different types of evidence. Vacuum seal bags with:
  - a. Current Newspaper headline
  - b. A grade 7 report card
  - c. Grocery bill

- d. Advert with prices
- e. Photo of current fashion / hairstyles
- f. Pictures of current Friends
- g. A lucky charm

etc

5. Monumental Misconceptions about heritage.

True or false statements about monuments, heritage, cultures.

- 6. Writing history let the learners write about themselves/ culture and family using modern current technology sms lingo.
- 7. When looking at monuments include newspaper reports photo's speeches about the monument.
  - a. How did people react to this monument at the time?
  - b. Yet today . . . how do people feel / react to this monument?
- 8. Using heritage lessons to promote unity in S.A.

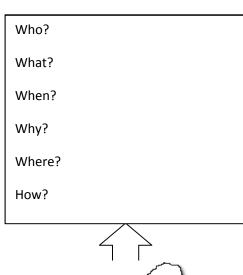
Many fought for S.A. against the British colonialism – African, Afrikaner etc.

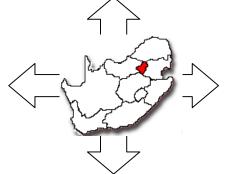
Pedi - Kgosikgolo Sekhuikhune

Venda - Khosikhulu Mathado

Hananwa - Kgosi Malebogo

etc





- 9. Use old text books create "real examples" of bias and indoctrination.
- 10. Create a "Heritage cape" rather like a Batman cape. Represents our morals, values, our heritage. Use and explain uses of colour, symbolism etc
- 11. Remember to SKIP through history to find out if REAL learning has happened! i.e. include 4 levels of questions in your activities/tests/exams.

**S** kills - Tabulate; classify; identify; etc.

K nowledge - Recall facts.

I nsight - The glue to knowledge!

Understanding causes and consequences.

Predicting the outcome. Identifying the feelings

Understanding the reactions. . . .

P ersonal Statements - How would you feel? What would you do? Etc.

12. What is in a "name"?

There are a number of websites that learners can investigate the origin of their names? It could be true or made up? Present to the class – the class must judge Fact / fiction.

Research old / new names - debate whether the name change is justified or not?

- 13. Create a cemetery treasure hunt. Take photo's of various types of OLD tombstones and then create a "hunt" for facts. Watch out for those learners who have recently lost a loved one. Remember to revise grave yard ethics.
- 14. Revision Rap songs take a chapter that needs to be revisited and create a rap song see Rap song note.