

APARTHEID MUSEUM

Grade 9



You are entering a dark and difficult period of our history.
You will learn about the injustices and hardships
of people's lives under apartheid.
You will learn about people, organisations and events
that helped to end apartheid.

NAME:

Setting the Scene



Jacqui Masiza

The museum shows us how hard life was for most people during the apartheid years.

Understanding apartheid helps us to understand some of the problems we face today.

The Apartheid Museum was opened in 2001. It is built on the site of a disused gold mine.

We hope you will visit the museum with an open heart and mind.

Looks are everything

The architecture of the museum is a special part of its message. Each pillar in front of the museum represents one of the seven values on which South Africa's Constitution is based: democracy, equality, reconciliation, diversity, responsibility, respect and freedom.



Pieter de Ras

@ the museum



Activity 1: First impressions

When I look at the museum I think about

.....

The museum building makes me expect to find

..... inside.

Definitions:

Race is a socially constructed idea.

It artificially divides people into groups based on characteristics such as physical appearance. BUT scientifically there is only one race, the human race.

Racism is based on the belief that some races are superior (physically, intellectually, or culturally) to others. Racism can take the form of one person acting against another, as well as a whole community against another community.

back @ school



Activity 2: Classified and labelled

Racial classification or labelling was one of the main apartheid laws. People were placed in one of four groups: native, coloured, Asian or white.

What 'race' are you? Do you like being identified according to your 'race'?

Explain your answer.



Pieter de Ras

Segregation the beginning of Apartheid

Apartheid in South Africa did not start in 1948. It was a slow process that began with racial segregation in the early 1900s.

Racial separation became the official policy of the Union of South Africa. This laid the foundation for apartheid.

1910

In 1910, South Africa was united into a single state called the Union of South Africa. A constitution, which aimed to bring together English and Afrikaans speaking people, was adopted. This constitution denied the majority of black people the vote and other basic rights.

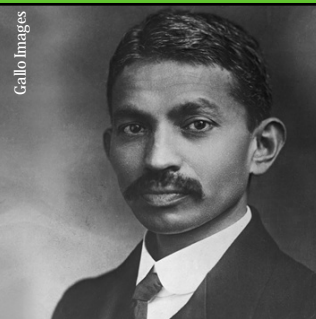
1912

The South African Native National Congress (SANNC), later renamed the ANC, was formed in 1912. Its vision was to unite Africans and to secure their right to the vote.

1913

The 1913 Land Act forced Africans to live in reserves which at first made up just over 7% of the land of South Africa, and later extended to 13%.

THE PEOPLE BEHIND THE SCENES



Mohandas Gandhi developed the strategy of passive resistance in response to anti-Indian legislation in the early 1900s.



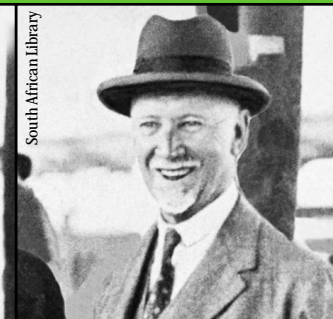
Olive Schreiner was a celebrated South African writer in the early 1900s and was concerned about equal rights for all.



Sol Plaatje was an African writer and a member of the South African Native National Congress. In 1913, he went to London to plead with the king to oppose the Land Act.



J B M Hertzog was a Boer general who became Prime Minister of South Africa from 1924 – 1939. He encouraged the development of Afrikaner culture, and tried to protect the Afrikaner from British influence.



Jan Smuts was Prime Minister of South Africa twice - from 1919 to 1924 and again from 1939 to 1948. He was highly regarded as an international statesman.

@ the museum

Activity 3: What is leadership?

The people above occupied different leadership positions in South African society around the same time.

What can you find out about each of these people from the exhibits?

1. What do you think they had in common with one another?
2. In what ways were they different?
3. Do you think they were good or bad leaders? Why?
4. Imagine all of these people in a room together. What do you think they would have to say to one another?

back @ school



Activity 4: What makes a good leader?

- 1 What do you think the qualities of a good leader are?
- 2 How would you tell the difference between a good leader and a bad leader?
- 3 How do the moral values of a leader impact on their leadership?
- 4 How would you choose a leader for yourself?

What was apartheid?

@ the museum



Activity 5: Poor whites

Circle the words that you think best describe the people in the photograph:

happy sad
confused rich
poor lonely
desperate needy
hungry satisfied ill

In 1948 Afrikaner nationalists won the general election. The National Party introduced the policy of apartheid.

Many laws were passed which separated different race groups socially and controlled the movement and economic activity of blacks.

Apartheid was meant to uplift the poor Afrikaners and others in the 'volk' who were squeezed between black workers and English speaking business people.



Definition: Apartheid is the system of segregation or discrimination on the grounds of race in force in South Africa from 1948 to 1991.

@ the museum



Activity 6: White fears

Using the photograph above and the caption below, say what you think led to the rise of Afrikaner nationalism.

Caption: The above photograph shows a group of poor whites on the Witwatersrand in the 1930s. From the 1920s onwards, laws were introduced to protect white people in the towns. More and more black people were leaving the countryside to live in the towns and there was a fear among whites in the towns that they would be swamped by blacks.

back @ school



Activity 7: A turning point in South African history

Why do think the National Party won the 1948 election? Rank the reasons below in order of importance, starting with the most important and ending with the least important.

- Whites were afraid of the large numbers of Africans coming into the towns.
- Smuts had failed to deal with post-war problems such as housing shortages and rising costs.
- African farm labourers left the farms for new jobs in the city. This resulted in a labour shortage for many white farmers who switched their support from the United Party to the National Party.
- According to the Sauer Report, produced by the National Party, racial segregation was the only way of dealing with social problems.
- Afrikaner nationalism had become a strong force in South African politics.
- Rural constituencies (where most Afrikaner nationalists lived) had more MPs than urban constituencies (where most Smuts supporters lived).

Enforcing Apartheid 1950s

"The glaring injustice of apartheid is there for all who are not blinded by prejudice to see." Bram Fischer

When apartheid was introduced, H F Verwoerd was Minister of Native Affairs. Although he only became Prime Minister in 1958, he is considered by many to be the architect of apartheid.

Look at the list of apartheid laws on the wall in the Apartheid Museum. They touched every aspect of life in South Africa.

Apartheid laws were designed to achieve strict racial separation and firm social and economic control.

@ the museum

The Population Registration Act of 1950

The Separate Amenities Act of 1953

The Group Areas Act of 1950

The Bantu Education Act of 1953

The Pass Laws of 1952

143 other apartheid laws controlled every aspect of life.

back @ school

Activity 8: What is 'race'?

a. Circle true (T) or false (F) for each of the following statements.

T	F	All people are different but equal.
T	F	Race is a myth - there is one race the human race.
T	F	You can tell just by looking at somebody what race group they belong to.
T	F	Different race groups have different strengths and abilities.
T	F	Race is a social classification, not a biological one.
T	F	There is more than one race.

b. Find out more about how people were classified by 'race' during apartheid.

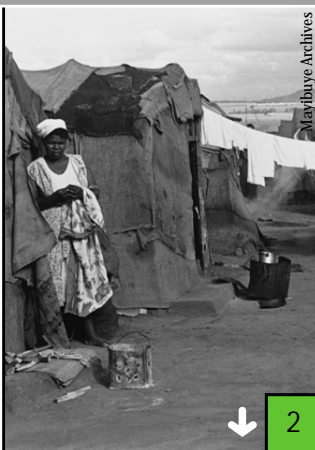
- 1 What would you have to believe about yourself and other people to live by the apartheid laws listed above?
- 2 How would you have felt as a black person or as a white person living under apartheid?
- 3 How has apartheid affected the way we live today?

@ the museum

Activity 9: How apartheid laws affected people's lives

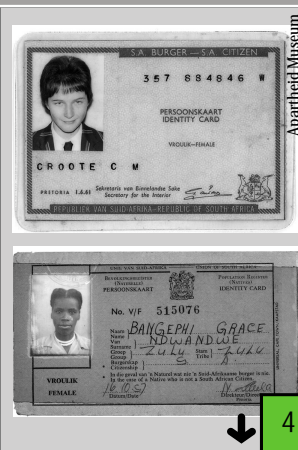
Link one of the apartheid laws listed above to each of the situations described below.

'Petty apartheid' created segregation in public spaces. There were separate public facilities for different races such as park benches, entrances to buildings, buses and public toilets.



↓ 2

Towns and cities were divided into areas, each reserved for one race only. All blacks living in so-called 'white' areas were forcibly removed to new areas, set aside for black occupation.



↓ 4

Bantu Education was part of the overall system of apartheid. It provided an inferior and separate education for black children and youth. Its objective was to direct young black people into lower level jobs.

NET NIE-BLANKE
1^{STE} 2^{DE} 3^{DE} KLAS KAARTJIES

↑ 1



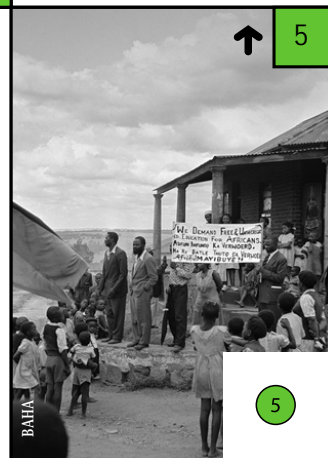
Every South African had to be classified according to their racial characteristics. Where you were allowed to live, what work you could do and what rights you enjoyed all depended on which 'race' group the authorities decided you belonged to.

↑ 3



The movement of black people into towns was restricted. Africans were expected to carry a pass (see photo above) wherever they went. Police could stop them at anytime and ask for their 'pass book'. Many were arrested at least once for a so-called 'pass offence'.

↑ 5



5

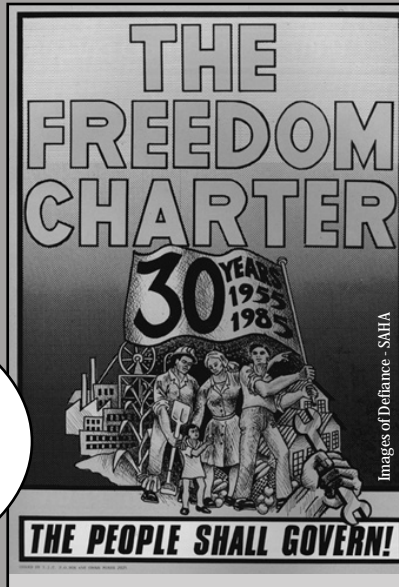
The people resist - 1950s to 1960s

The Defiance Campaign of 1952 was the largest scale non-violent resistance ever seen in South Africa. More than 8 000 people went to jail for defying apartheid laws.

The campaign did not overturn apartheid but it showed the power of African leadership, discipline and strength.

It brought together people of all racial groups under the leadership of the ANC and the South African Indian Congress (SAIC). It was the beginning of non-racial co-operation in the struggle.

"The time comes in the life of any nation where there remain only two choices – submit or fight." Manifesto of Umkhonto we Sizwe, 1961



The Freedom Charter of 1955

We, the people of South Africa, declare for all our country and the world to know:

That South Africa belongs to all who live in it, black and white, and that no government can justly claim authority unless it is based on the will of the people.

The people shall govern.

All national groups shall have equal rights.

The people shall share in the nation's wealth.

The land shall be shared among those who work it.

All shall be equal before the law.

All shall enjoy equal human rights.

There shall be work and security for all.

The doors of learning and culture shall be opened.

There shall be houses, security and comfort.

There shall be peace and friendship.

The origins of the Freedom Charter Campaign of 1955 can be traced to the Defiance Campaign of 1952. The Freedom Charter united people of all racial origins in a common struggle to end apartheid and to establish a non-racial democratic state. It formed the basis of our country's democratic Constitution of 1996.

back @ school



Women resist!

On 9 August 1956, over 20 000 women of all races marched through the streets of Pretoria to the Union Buildings to hand over a petition to Prime Minister J G Strijdom. They were protesting against the extension of passes to women.

Activity10: The Women's March

This march was led by four women: Helen Joseph, Lilian Ngoyi, Rahima Moosa and Sophia Williams-De Bruyn.

- 1 Identify each of these women in the photograph.
- 2 Find out something about each of these women from your guide or your teacher.
- 3 What messages (besides the one delivered) do you think this march gave to:
 - a. other South Africans?
 - b. to the government?
 - c. to the resistance movement?



Although Prime Minister Strijdom had been told about the march, he chose not to be at the Union Buildings on the day. The anti-pass campaign ultimately failed and, by the 1960s, millions of black women were forced to carry passes.

Whites against apartheid

Most South Africans – both black and white – did not actively fight against apartheid. They just carried on with their lives and hoped that things would get better. While the majority of those who resisted apartheid were black (Africans, coloureds and Indians), there were important examples of whites who opposed apartheid.

➔ **The Torch Commando** In the early 1950s, the Nationalist government wanted to take away the vote from coloured men. About 100 000 white South African men, who had fought against Hitler in World War 2, joined the Torch Commando in 1951. They held torchlight protests in cities around the country to try to keep coloured men on the voters' roll.



➔ **The Black Sash** was founded in 1955 by white women to protest against the unfair way in which the Nationalist government achieved a two-thirds majority. Members wore black sashes and stood in silence in public places to resist this and other examples of injustice. Over time the Black Sash opened advice offices for victims of apartheid in all the main centres of South Africa.

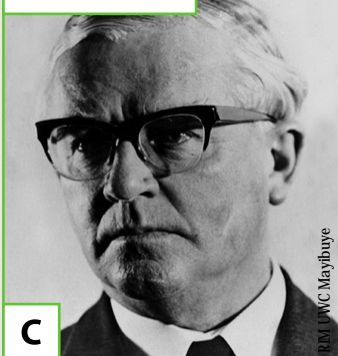
back @ school



Activity 11: Four heroes of the struggle

Match the photograph of each person in the top row with the correct description of them in the bottom row. The first one has been done for you.

Bram Fischer



C

Throughout the 1960s and 1970s, she was the single voice of opposition in Parliament. Known for her strong criticism of apartheid, she used her position in Parliament to fight for the rights of political prisoners. She died in 2009 at the age of 90.

A

Beyers Naudé



B

An active member of the South African Communist Party (SACP), he left the country in 1963 to work for the ANC and SACP in exile. He returned in 1990 to play a key role in the negotiated settlement that brought democracy in 1994, shortly before his death in 1995.

Helen Suzman



C

He was an Afrikaner who defended all the accused in the Rivonia Trial. He himself was jailed in 1965 for his role in the South African Communist Party (SACP). He was imprisoned for nearly 10 years until he got cancer, and was released to die at home in 1975.

Joe Slovo with Nelson Mandela

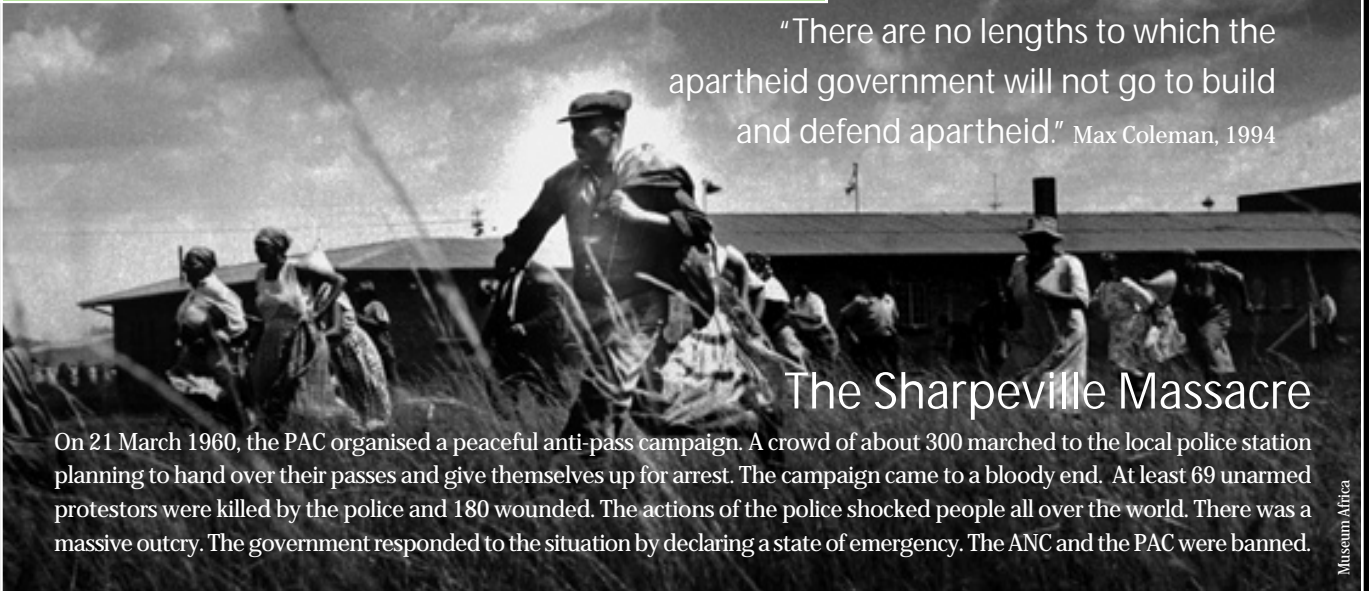


D

In 1963 this Reverend of the Dutch Reformed Church, stated in public that apartheid was unchristian. He was forced to leave the church. He became an anti-apartheid activist and worked for justice and peace in South Africa until his death in 2004.

State repression increases

"There are no lengths to which the apartheid government will not go to build and defend apartheid." Max Coleman, 1994



The Sharpeville Massacre

On 21 March 1960, the PAC organised a peaceful anti-pass campaign. A crowd of about 300 marched to the local police station planning to hand over their passes and give themselves up for arrest. The campaign came to a bloody end. At least 69 unarmed protestors were killed by the police and 180 wounded. The actions of the police shocked people all over the world. There was a massive outcry. The government responded to the situation by declaring a state of emergency. The ANC and the PAC were banned.

Museum Africa

@ the museum



Activity 12: Identifying cause and effect



- 1 What do the terms CAUSE and EFFECT mean?
- 2 Put the events below into the order in which they happened by numbering them from 1 – 4.
- 3 Think about what might have come before event 1.
- 4 Now consider event 4 – discuss what you think might have happened after this and why.

The ANC and the PAC set up military wings. Their intention was to use sabotage and violence to overthrow the apartheid government.

About 300 marched to the Sharpeville police station to protest peacefully against passes and give themselves up for arrest.

Police opened fire on the Sharpeville protestors, killing at least 69 people and wounding about 180.

The ANC, PAC and other organisations became illegal and were banned.

What happened next?

There was a crackdown by the state on the leadership of the resistance movement. In July 1963, the police raided Lilliesleaf Farm in Rivonia. They arrested several ANC leaders. All were charged with sabotage. Nelson Mandela, who was already serving a 3-year sentence for incitement (encouraging other people to oppose the government), was brought to stand trial with them. In 1964, they were all sentenced to life imprisonment on Robben Island.

- What changes took place at this time?
- What were the causes of these changes?
- What effects do you think they had?

Activity 13: Who are these 'terrorists'?

@ the museum

The people in these photographs were labelled 'terrorists' by the South African government and imprisoned for their opposition to apartheid.

How many of them can you identify? Write their names underneath their photographs.

Where are they today? For those who have passed away, reflect on how they are remembered.



@ the museum

Activity 14: Paying the ultimate price

Look at the names listed on the wall of those who were hanged by the apartheid state. Why were they hanged? Is the death penalty still used in South Africa today?



Walking beneath these nooses makes me feel (circle the word/s below)

uncomfortable unhappy afraid sad

because



Solomon Mahlangu

"My blood will
nourish the tree
which will bear the
fruits of freedom.
Tell my people that
I love them and that
they must continue
the struggle."

Solomon Mahlangu, 1979



Andrew Zondo

Find out who
Solomon Mahlangu
and Andrew Zondo
were from this
exhibit and from
your guide or
teacher.

back @ school

Activity 15: Deaths in Detention

- Who were Ahmed Timol, Neil Aggett and Steve Biko? ■ What happened to them?
- Why did this happen? ■ How does this make you feel?

1970s The youth take charge

“Young people are capable, when aroused, of bringing down the towers of oppression and raising the banners of freedom.” Nelson Mandela

Pink Floyd sang a song, “We don’t need no education, we don’t need no thought control” in the 1980s. They could have been singing about education in South Africa during apartheid.

Bantu Education served the apartheid system. H F Verwoerd said, “The Natives will be taught from childhood to realise that equality with Europeans is not for them. There is no place for the Bantu child above the level of certain forms of labour.”

On 16 June 1976, school students took to the streets of Soweto in protest against being taught in the medium of Afrikaans. It gradually became a protest against wider oppression.



The photograph above was taken in Soweto by Sam Nzima on the day that changed the path of South African history. It started with a peaceful march of 20 000 unarmed students through Soweto. The police were unprepared and set dogs on the students, who killed the dogs. The police then opened fire on the students. Hector Pieterse was one of the first of many hundreds of students to die on this day.

The protest of Soweto children marked the beginning of a new militancy in the struggle against apartheid. Student rebellions and student organisations sprung up all over the country. From this time until democracy came, the youth of South Africa took centre stage.

back @ school



Activity 16: Thinking about the photograph

- 1 Have you seen this photograph before? How many times? (0 - 5, 5 - 10, 10 - 20)
- 2 Who took the photograph?
- 3 Say in your own words what you think this photograph represents.
- 4 Does this photograph tell the story of the young people on that day? How? What are its limitations?
- 5 When exploring the past and using sources (like a photograph), how can we make sure that we get more than one side of the story?

Ellen Kuzwayo, who witnessed the Soweto uprising, had this to say:

"And suddenly on the lips of every child you met was Hector Pieteron, Hector Pieteron, Hector Pieteron! That young boy on that day, yes, he died. He was killed by the police. But overnight he became a hero and you had to ask: Who is Hector Pieteron?"



Gisela Wulfschlag



David Meyer-Gollan

Photographer Peter Magubane, another eye-witness, remembers the horror of June 16:

"Those children were martyrs because they died for a cause. Many had to leave the country. They had to put their heads on a block to achieve what we have today."

back @ school



Activity 17: Me and June 16

What significance does June 16 hold for young people today? Tick the one you think is most appropriate and add your own ideas:

- ☐ It is a reminder to the youth of today that they can make a difference.
- ☐ It is not significant at all, it belongs to our parents not us.
- ☐ It is a story of courage and is an inspiration to young people today.
- ☐ (Write your own)
.....
.....



Mike Mzeleni

back @ school



Activity 18: Writing messages of solidarity

In 1986, on the 10th anniversary of the Soweto uprising, a group of people who wanted to share messages of solidarity, shame and sorrow about what had happened arranged for flowers to be delivered to Soweto. Thousands of posies with messages were collected but people delivering them were stopped by the police and the flowers were confiscated. Some flowers did reach people via a plane drop.

1

Write your message to the youth of 16 June 1976.

2

Think about the position in which many young people find themselves today. List some of the challenges you face? Now write a message to the youth of today.

1980s total strategy – reform or repression?

“We have a strong feeling that they are here to kill us – not protect us.”

Township resident, 1980s film, Apartheid Museum

In 1983, PW Botha introduced a new constitution. Indians and coloureds were given limited representation in a Tricameral Parliament. Africans were excluded from voting altogether.

Hundreds of anti-apartheid groups joined together to form the United Democratic Front (UDF) in 1983 to oppose the Tricameral Parliament. In 1985 the Congress of South African Trade Unions (COSATU) was formed. Both of these groups opposed apartheid and supported the principle of non-racialism.



Pieter de Raas

The casspir became a daily sight in the townships of South Africa. People made up nicknames for it like ‘mello yello’ but there was nothing mellow about what it represented.

@ the museum



Activity 19: They called it ‘mello yello’!

Look out for the casspir in the exhibition space.

- 1 During the apartheid years, who would have been sitting inside it?
- 2 Who would have been outside?
- 3 How do you think the young people on the streets felt when they saw the casspir coming towards them?
- 4 Why do you think they called it ‘mello yello’? Was it mellow?



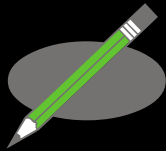
Activity 20: The final showdown

Read the questions at the end of this page before you watch the movie on the 1980s. They will give you some idea of what to focus on. As you watch, write down your feeling and thoughts about what happened in the 1980s. Do this by completing this mind map.

1980s MIND MAP
Fill in your ideas.

Look out for the 'mello yello' in the movie. How was it used?

Paul Weinberg / South Photographs / africanpictures.net



Activity 21: Group reflection after the movie

Your guide will work through some of these questions with your group:

1. Brainstorm a list of words together that describe South Africa in the 1980s.
2. What do you think the purpose of the dancing and singing you saw in the movie was?
What was the dancing called?
3. The ANC called on those in the struggle "to render South Africa ungovernable". The youth took to the streets and resistance swept through the country. How did the government respond?
4. Why was it so strange for P W Botha to say he would only release Nelson Mandela if he was willing to reject violence?
5. What role do you think young people played in bringing change to South Africa?

1990s The move to democracy

@ the museum



“Our struggle has reached a decisive moment: We call on our people to seize this moment, so that the process toward democracy is rapid and uninterrupted.”

Nelson Mandela's speech at the Grand Parade, Cape Town, 11 February 1990

The sustained actions of the mass democratic movement, ongoing pressure from the liberation movement in exile and economic strain forced the Nationalist government to the negotiation table.

At the same time, the resistance movement had not been able to

bring the government to its knees. Both sides realised that continuing the conflict was not to their advantage. A deadlock had been reached.

In 1989 F W De Klerk became the new president. On 2 February 1990, he announced the unbanning of political parties,

the unconditional release of political prisoners and the repeal of apartheid laws.

How was this different from what PW Botha had said in the 1980s movie? Why do you think the government changed its approach?



At 4.16pm on Sunday 11 February 1990, Nelson Mandela walked free after 27 years in prison. Imagine being part of the crowd at the Grand Parade in Cape Town, waiting for Mandela to appear.

Activity 22: Waiting for Mandela

■ How would you have felt? ■ What would you have expected Mandela to say? ■ What do you think the release of political prisoners at this time symbolised?

This was a highly charged time for South Africa as it stood on the brink of change. If things were not handled with great care it was quite possible that the violence already being experienced would spiral into a full scale civil war.

Activity 23: Walking the talk

Look at the timeline below. It shows key events in the negotiation process.

- 1 What events derailed the negotiation process? Why?
- 2 How was the conflict finally resolved?
- 3 What does this teach you about finding a way through conflict?

1990

1991

1990 – Talks about talks began between the ANC and the government. The ANC agreed to suspend the armed struggle, and the National Party released all political prisoners. Negotiations took place during a time of extreme violence and were threatened by events outside the negotiation process.



Adli Bradlow / Trace Images

December 1991 – 17 political parties came together at the Convention for a Democratic South Africa (CODESA) and signed a declaration of intent to bring about a united South Africa.

1992

1992

June 1992 – 49 people were killed in an informal settlement called Boipatong in conflict between the ANC and Inkatha. The ANC believed that the government had a 'third force' responsible for these activities aimed at derailing negotiations. CODESA collapsed.



Graeme Williams / South Photo / Getty

September 1992 – Things were getting worse. A group of ANC protestors marched on Bisho, in the former Ciskei, to demand the resignation of then military ruler Brigadier Oupa Gqozo. 28 people were killed and 200 injured when Ciskeian troops opened fire on the protestors.



Adli Bradlow / Trace Images

1993

1993



Mail and Guardian

April 1993 – Chris Hani, SACP leader, was assassinated by right-wing resistors. This presented another obstacle to the negotiation process. Three months later, members of the Afrikaner Weerstandsbeweging (AWB) stormed the World Trade Centre where the multi-party negotiations were taking place.



Sunday Tribune/Independent Newspapers

Late 1993 – the Transitional Executive Council, an interim government, was formed. Civil war was narrowly avoided as several parties who had refused to accept the agreement decided to participate in the first democratic elections. November 1993 – an interim Constitution was adopted.

Activity 24: South Africa's first democratic election

On the 27 April 1994, the first Democratic election took place. This historic day is now celebrated as a public holiday. We call it Freedom Day.

"Woo-hoo! It's a transformation. We are free today. Measured against the challenge we faced in 1990, what we have achieved is nothing less than a miracle." Desmond Tutu

Elections are an important part of a democratic society. They give people the chance to choose their leaders. They also give citizens an opportunity to change their government by voting for somebody else.

- 1 How many elections has South Africa had since 1994?
- 2 How regularly do we hold elections?
- 3 What do you think the term 'regular, free and fair elections' means?
- 4 Explore ways that you can use elections at school to make your decision-making processes more democratic and fair.

RSA 1994

Party	Leader	Seats	Percentage of votes
ANC	Nelson Mandela	257	43.3%
NP	Frederik de Klerk	19	24.2%
IFP	Buthe	26	26.2%
DEM	Chris Hani	2	2.6%
SWP	Joe Slovo	1	1.3%
AWB	Constanda	0	0.0%
... (other parties)

2000s Beyond Apartheid

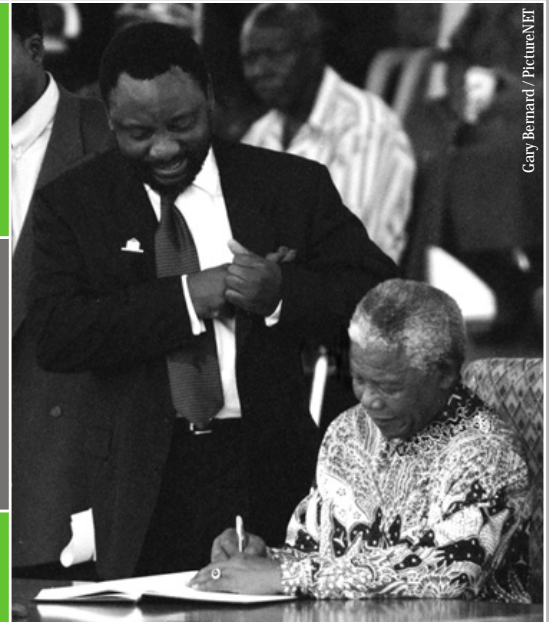
Bophelo ke molaetsa. Thee letsa.
Life is a message. Heed it.

Northern Sotho proverb

The Constitution is the highest law of the land. To make sure that the South African Constitution reflected the wishes of the people, all South Africans were invited to give input. This was a long process but resulted in what many consider to be the most advanced constitution in the world.

The South African Constitution contains a Bill of Rights. Putting the Bill of Rights into the Constitution makes human rights central to the laws of South Africa. After the inhumanity of apartheid, it is very important for human rights to be central to our Constitution. We want to ensure that apartheid and similar crimes against humanity will never be repeated.

President Nelson Mandela, with Cyril Ramaphosa looking on, formally adopted the Constitution on behalf of the whole country, on 10 December 1996 in Sharpeville.



Gary Bernard / PictureNET

@ the museum



Activity 25: Rate democracy

Read some of the newspaper articles in the display cabinets in the museum. Use them to score how well we are doing as a democracy and human rights based society.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

1/10 we are nowhere near achieving democracy 10/10 well beyond expectations

back @ school



Activity 26: "Yes we can"

Democracy and human rights are not just the responsibility of the government. They are all of our responsibility.

How can you help to build democracy and human rights in SA? Here are some ideas – add your own to the list.

- Treat one another fairly and with dignity.
- Participate in community projects.
- Help to protect human rights by reporting abuse to the Human Rights Commission.
- Make the most of the opportunities you have like your education.
- Vote when you are old enough.
-
-

@ the museum



Activity 27: My message

1. When you first arrived at the museum, you saw the pillars outside which list the core values of our Constitution.

The same values are listed on the walls in the room around you. Write them down again.

.....
.....
.....

2. As you leave the museum, add a stone to the pile.
3. Tell a classmate what that stone means to you.

back @ school



Activity 28: On reflection

- Did your journey through the museum help you to understand the values on the pillars outside the museum better? Explain your answer?
- How will these values influence your behaviour and attitudes at home, at school and in your broader community?