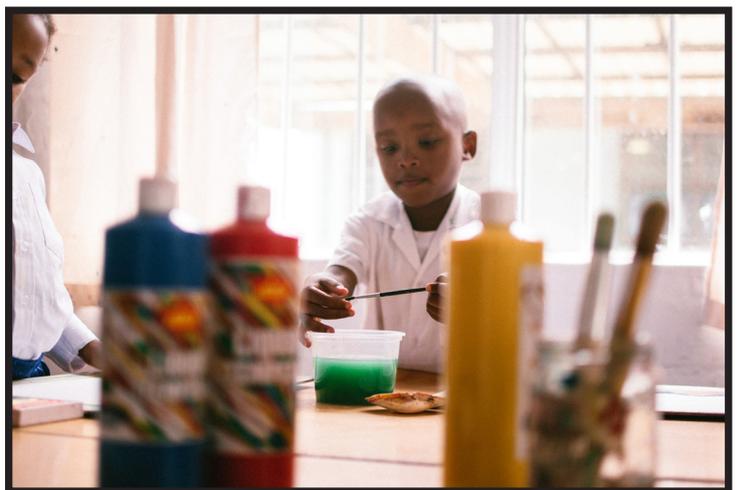


EVERYTHING IS CONNECTED!  
YOU, ME, THE TREES & THE BEES AND EVERYTHING IN BETWEEN...  
AGE GROUP 7+ • PETA BROOKES



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You, Me, The Trees and The Bees & Everything In Between	



# I. THE THEME AND HOW IT ADDRESSES

The theme for this project is **Everything is Connected. You, me, the trees & the bees.**

Everything looks diverse, but everything is connected. Everything nurtures something else. Showing different connections between humans, and the natural world using stories and subsequent artworks will help children understand that diversity is necessary and exists everywhere around us. It is part of our whole universe. Altogether it makes the whole.

Through understanding our connection to all things, children can be brought to the beginnings of understanding the values of empathy and gentleness in their daily lives and how there are many different viewpoints, all needing to be explored and respected. How people can work together and how people and nature can be in harmony.

The needs addressed are listed below. Each exercise will attempt to cover an idea relating to the list.

- Emotional development
- Social development
- Cognitive development
- Physical development
- Trauma
- Hunger
- Instability of the surroundings
- Emotional instability
- Lack of space
- Lack of Role models
- Neglect
- Lack of childhood
- Misinformation
- Xenophobia, racism
- Water crises
- Sexuality and gender sensitivity
- Cultural differences
- Death
- Sickness



# II. CURRICULUM

Title of Lesson	Main Activities	Objective
<b>1. Welcome</b>	<b>Welcome, ringtime.</b> <ul style="list-style-type: none"> <li>• Storytime - Amazing Daisy.</li> <li>• Assessment drawing of their dreams.</li> <li>• Ringtime. Fruit and song.</li> <li>• Appreciation of art work.</li> <li>• Clean up. Fun goodbye</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm, group gathering and grounding body and soul.</li> <li>• Finding the level of work. Encouraging hope and working towards a dream. Role models.</li> <li>• Nourishment and learning gratitude.</li> <li>• Connection and Encouragement</li> </ul>
<b>2. Clay Together Tree</b>	<ul style="list-style-type: none"> <li>• Ringtime</li> <li>• Storytime - Pontshibobo's tree</li> <li>• Making a clay tree together.</li> <li>• Ringtime.</li> <li>• Appreciation of art work.</li> <li>• Clean up. Fun goodbye</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm, group gathering and grounding body and soul.</li> <li>• Working together. Connection to trees. Gratitude. Being true to your own values. Caring for nature.</li> <li>• Nourishment and learning gratitude.</li> <li>• Connection and Encouragement</li> </ul>
<b>3. First Man &amp; First Woman</b>	<ul style="list-style-type: none"> <li>• Ringtime</li> <li>• Storytime - First Man &amp; First Woman</li> <li>• Making a paper snakes.</li> <li>• Ringtime.</li> <li>• Appreciation of art work.</li> <li>• Clean up. Fun goodbye</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm, group gathering and grounding body and soul.</li> <li>• Working individually. Seeing the relationship between humans and nature. Development of imagination. Introducing non-speciesism.</li> <li>• Nourishment and learning gratitude.</li> <li>• Connection and Encouragement</li> </ul>
<b>4. What kind of weather are you today?</b>	<ul style="list-style-type: none"> <li>• Ringtime</li> <li>• Storytime - 'A Terrible Storm'.</li> <li>• Colour mixing portrait.</li> <li>• Ringtime.</li> <li>• Appreciation of art work.</li> <li>• Clean up. Fun goodbye</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm, group gathering and grounding body and soul.</li> <li>• Recognising colours and freedom of expression with no judgement. Recognising emotions and feelings.</li> <li>• Nourishment and learning gratitude.</li> <li>• Connection and Encouragement</li> </ul>
<b>5. Seeds and Growth Main Activities</b>	<ul style="list-style-type: none"> <li>• Ringtime</li> <li>• Storytime - 'm'e Maneo's Pumpkin.</li> <li>• Drawing with paint - Growing Seeds</li> <li>• Ringtime.</li> <li>• Appreciation of art work.</li> <li>• Clean up. Fun goodbye</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm, group gathering and grounding body and soul.</li> <li>• Learning about sharing, about seeds, plants, growth and honour-ing nature. Observation. Cognitive development.</li> <li>• Nourishment and learning gratitude.</li> <li>• Connection and Encouragement</li> </ul>
<b>6. Rocks and Stones</b>	<ul style="list-style-type: none"> <li>• Ringtime</li> <li>• Storytime - Pockets full of Rocks</li> <li>• Painting 3D on/around rocks</li> <li>• Ringtime.</li> <li>• Appreciation of art work.</li> <li>• Clean up. Fun goodbye</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm, group gathering and grounding body and soul.</li> <li>• Painting in the round. Honouring rocks. Forgiveness.</li> <li>• Nourishment and learning gratitude.</li> <li>• Connection and Encouragement</li> </ul>
<b>7. Exploring colour</b>	<ul style="list-style-type: none"> <li>• Ringtime</li> <li>• Storytime - How Colour Came Together in the Sky</li> <li>• Painting a portrait with rainbow colours</li> <li>• Ringtime.</li> <li>• Appreciation of art work.</li> <li>• Clean up. Fun goodbye</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm, group gathering and grounding body and soul.</li> <li>• Working individually. Diversity. Understanding colour and different colour people.</li> <li>• Nourishment and learning gratitude.</li> <li>• Connection and Encouragement</li> </ul>
<b>8. A Tiny Seed</b>	<ul style="list-style-type: none"> <li>• Ringtime</li> <li>• Storytime - A Tiny Seed</li> <li>• Individually drawing a big tree with oil pastels as a group forest collage.</li> <li>• Ringtime.</li> <li>• Appreciation of art work.</li> <li>• Clean up. Fun goodbye</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm, group gathering and grounding body and soul.</li> <li>• Hope and replenishment.</li> <li>• Re-seeding the earth. Community and social interaction.</li> <li>• Nourishment and learning gratitude.</li> <li>• Connection and Encouragement</li> </ul>

# III. ART PROJECT

## Welcome!

Schedule of activities	Objectives	Approximate timing
<b>Welcome, ring time</b>	Rhythm, group bonding and grounding body and soul	15
<b>Schedule: Storytime</b>	Hope and working towards dream	10
<b>Drawing</b>	Assessing drawing ability. Role models. Encouraging hope	35
<b>Ring time, fruit offering</b>	Nourishment & learning gratitude	10
<b>Appreciation of artwork</b>	Non-judgemental appreciation & encouragement	10
<b>Clean up, fun reflection</b>	Learning responsibility and enjoyment	10
<b>Flexible time</b>		<b>10</b>
<b>Total time</b>		<b>90 min</b>

### Materials

- A3 white paper
- Oil Pastels
- Wax crayons

### Instructions

- 1) Make sure everything is already set up on the tables for the children.
- 2) Collect the children into a ring by clapping hands. Let them follow the song and movement of 'Hello earth, Hello sky - love you, Hello you - love you, Hello me - love me, Hello trees - love you, Hello flowers - love you, Hello animals - love you all.
- 3) Allow the children to introduce themselves.
- 4) Seat the children in front of the paper and crayons.
- 5) Discuss dreams. Sleeping dreams and waking dreams. Future dreams. Life dreams.
- 6) Read story - Amazing Daisy - About the chicken who wanted to fly- and did!
- 7) Ask them to draw their dreams. While they are drawing walk around and encourage them. Children must write their names on their work.
- 8) When finished drawing, clap them back into a ring.
- 9) Let one child offer around a basket of fruit. Sing thank you song. Give them a little time break to eat. Ask them to throw the peel or core into the bin provided.
- 10) While they are doing this stick up their artworks.
- 11) Clap them back to their seats and let them look at all the pictures.
- 12) Reflection - Ask the children how they enjoyed the drawing and the singing. What were their thoughts. Did they enjoy thinking about their dreams? How did it make them feel?
- 13) Sing/read 'Chasing My Dream'.
- 14) Clean up time. All crayons and pastels in their boxes. Tables cleaned.
- 15) Goodbye.

## LESSON 2: CLAY TOGETHER TREE

Schedule of activities	Objectives	Approximate timing
<b>Welcome, ring time</b>	Rhythm, group bonding and grounding body and soul	15
<b>Storytime</b>	Caring for trees, understanding symbiotic relationships & values	10
<b>Working with clay</b>	Working together. Acceptance of each other ideas	40
<b>Ring time. Fruit offering</b>	Nourishment & learning gratitude	10
<b>Appreciation of sculpture</b>	Non-judgemental appreciation & encouragement	5
<b>Clean up. Goodbye</b>	Learning responsibility and enjoyment	10
<b>Flexible time</b>		<b>0</b>
<b>Total time</b>		<b>90 min</b>

### Materials

- Clay
- Flat waterproof boards to work on
- 1 Large board to build the tree on
- Spray bottles filled with water
- Pictures of trees and leaves and berries
- Small sticks to use as tools
- Aprons

### Instructions

- 1) Make sure everything is already set up on the tables for the children. Pictures of trees stuck up.
- 2) Collect the children into a ring by clapping hands. Let them follow the song and movement of 'Hello earth, Hello sky - love, Hello you - love, Hello me - love, Hello trees - love, Hello flowers - love, Hello animals - love.
- 3) Seat the children in front of their boards.
- 4) Read Pontshibobo's Tree.
- 5) Point out the pictures of the trees to the children.
- 6) Give each child a ball of clay big like a tennis ball.
- 7) Show them how to roll a piece of clay like a sausage.
- 8) When they feel confident with this, let them build a flat tree with a trunk and branches.
- 9) Show them how to flatten a piece of clay with their hands into leaf shapes. Show them how to press leaf veins into the leaves using thin sticks.
- 10) Let them add the leaves to the tree as they go along until the tree is covered with leaves.
- 11) Show them how to make berries for the tree. Let them add the berries to the tree.
- 12) Clap the children into a ring. Let a different child offer around the basket of fruit. Sing thank you song. Give them a little time break to eat and dispose of the peels or cores into the bin.
- 13) While the children are busy eating, take photos of the clay tree.
- 14) Clap them back to look at their tree.
- 15) Discuss the tree with them. Ask them how it felt to make a tree together.
- 16) Sing/read 'Chasing my Dream'.
- 17) Clean up the clay. Wipe the boards clean.
- 18) Goodbye.

## LESSON 3: FIRST MAN AND FIRST WOMAN

Schedule of activities	Objectives	Approximate timing
<b>Welcome, ring time</b>	Rhythm, group bonding and grounding body and soul	15
<b>Storytime</b>	Encouraging imagination	10
<b>Working with oil pastels</b>	Working alone. Reducing fear of animals (misinformation)	40
<b>Ring time. Fruit offering</b>	Nourishment & learning gratitude	10
<b>Appreciation of drawings</b>	Non-judgemental appreciation & encouragement	10
<b>Clean up. Goodbye.</b>	Learning responsibility and enjoyment	5
<b>Flexible time</b>		<b>0</b>
<b>Total time</b>		<b>90 min</b>

### Materials

- A3 Paper Scissors
- Oil pastels
- Pictures of snakes
- Aprons

### Instructions

- 1) Make sure everything is already set up on the tables for the children.
- 2) Collect the children into a ring by clapping hands. Let them follow the song and movement.
- 3) Seat the children in front of their boards.
- 4) Read 'First Man and First Woman'.
- 5) Stick up pictures of snakes for the children to see. Discuss innate fear of snakes.
- 6) Let them draw snakes of different sizes and shapes.
- 7) Show them how to mark the backs of the snakes with patterns.
- 8) Let them draw a background around their snake.
- 9) Write their names on their work.
- 10) Clap the children into a ring. Let a different child offer around the basket of fruit. Sing thank you song. Give them a little time break to eat and dispose of the peels or cores into the bin.
- 11) While the children are busy eating, stick up the pictures.
- 12) Clap them back to look at their snakes pictures.
- 13) Discuss the snakes with them. Ask them how it feels to draw a snake
- 14) Sing - 'He's got the Whole World in his Hands'.
- 15) Clean up.
- 16) Goodbye.

## LESSON 4: WHAT KIND OF WEATHER ARE YOU?

Schedule of activities	Objectives	Approximate timing
<b>Welcome, ring time</b>	Rhythm, group bonding and grounding body and soul	15
<b>Storytime</b>	Observation about their mood and feelings	10
<b>Painting</b>	Mixing colours. Emotions, feelings. View of self	35
<b>Ring time. Fruit offering</b>	Nourishment & learning gratitude	10
<b>Appreciation of artwork</b>	Non-judgemental appreciation & encouragement	10
<b>Clean up. Goodbye.</b>	Learning responsibility and enjoyment	10
<b>Flexible time</b>		<b>0</b>
<b>Total time</b>		<b>90 min</b>

### Materials

- Painting paper A3
- Acrylic paint
- Red, yellow and blue
- Brushes
- Flat waterproof boards to work on
- Small containers for paint e.g.: mussel shells or lids.
- Water containers e.g.: yogurt cartons weighted with a stone
- Rags
- Aprons

16) Goodbye.

### Instructions

- 1) Make sure everything is already set up on the tables for the children.
- 2) Collect the children into a ring by clapping hands. Let them follow the song and movement.
- 3) Seat the children in front of their boards.
- 4) Read 'A Terrible Storm'.
- 5) Talk about strong emotions. Relate this to the weather. Thunder. Sunny days. Windy. Lightning??
- 6) Demonstrate wetting the paper and painting on it.
- 7) Each child must wet their own paper. They must use the colours to express how they feel. How they see themselves at that moment.
- 8) Walk around and encourage them.
- 9) When everyone is finished painting, they must write their names on their paintings.
- 10) Clap the children into a ring. Let a different child offer around the basket of fruit. Sing thank you song. Give them a little time break to eat and dispose of the peels or cores into the bin.
- 11) While the children are busy eating, stick up the paintings.
- 12) Clap them back into their seats to look at their paintings.
- 13) Discuss the paintings with them. Ask them how they feel about colours mixing together. How do colours make them feel?
- 14) Sing 'He's got the whole World in his Hands'.
- 15) Clean up.

## LESSON 5: SEEDS AND GROWTH

Schedule of activities	Objectives	Approximate timing
<b>Welcome, ring time</b>	Rhythm, group bonding and grounding body and soul	15
<b>Storytime</b>	Observation. How seeds grow.	10
<b>Drawing with paint</b>	Drawing and painting. Cognitive abilities. Nurturing	35
<b>Ring time. Fruit offering</b>	Nourishment & learning gratitude	10
<b>Appreciation of artwork</b>	Non-judgemental appreciation & encouragement	10
<b>Clean up. Goodbye.</b>	Learning responsibility and enjoyment	10
<b>Flexible time</b>		<b>0 min</b>
<b>Total time</b>		<b>90 min</b>

### Materials

- Paper A3
- Actual seeds and pictures of growing seeds
- A bean seed growing in wet cotton wool with a root and a budding stem. (This will need to be started 5 days before lesson!)
- Acrylic paint: Red, yellow and blue
- Brushes
- Flat waterproof boards to work on.
- Small containers for paint e.g.: mussel shells or lids.
- Water containers e.g.: yogurt cartons weighted with a stone. Rags.
- Aprons.

### Instructions

- 1) Make sure everything is already set up on the tables for the children.
- 2) Collect the children into a ring by clapping hands. Let them follow the song and movement.
- 3) Seat the children in front of their boards.
- 4) Read 'Maneo's Pumpkin
- 5) Demonstrate drawing growing seeds.
- 6) Each child must wet their own paper.
- 7) Walk around and encourage them.
- 8) When everyone is finished painting, they must write their names on their paintings.
- 9) Clap the children into a ring. Let a different child offer around the basket of fruit. Sing thank you song. Give them a little time break to eat and dispose of the peels or cores into the bin.
- 10) While the children are busy eating, stick up the paintings.
- 11) Clap them back into their seats to look at their paintings.
- 12) Discuss their paintings with them. Ask them how they feel about growing seeds.
- 13) Sing - 'I'm a Little Seed'.
- 14) Clean up.
- 15) Goodbye.

## LESSON 6: ROCKS AND STONES

Schedule of activities	Objectives	Approximate timing
<b>Welcome, ring time</b>	Rhythm, group bonding and grounding body and soul	10
<b>Storytime</b>	Pockets Full of Rocks	10
<b>Painting on rocks</b>	Painting a 3D object. Naming things. Hate & forgiveness	40
<b>Fruit offering</b>	Nourishment & learning gratitude	10
<b>Appreciation of artwork</b>	Non-judgemental appreciation & encouragement	10
<b>Clean up. Goodbye.</b>	Learning responsibility and enjoyment	10
<b>Flexible time</b>		<b>0</b>
<b>Total time</b>		<b>90 min</b>

### Materials

- Newspaper
- Rocks
- Pictures of painted rocks
- Acrylic paint: Red, yellow, blue, green and black
- Small brushes
- Small containers for paint e.g.: mussel shells or lids
- White paper plates to mix colours on
- Water containers e.g.: yogurt cartons weighted with a stone
- Rags
- Aprons

### Instructions

- 1) Make sure everything is already set up on the tables for the children.  
Heap the stones in the middle.
- 2) Collect the children into a ring by clapping hands. Let them sing  
"Good Morning Dear Earth'.
- 3) Seat the children in front of their workstations.
- 4) Read 'Pocket full of Rocks'.
- 5) Let each child choose a rock.
- 6) Demonstrate painting on a rock.
- 7) While they are painting encourage them to name their rocks. Explain  
that they are going to have to look after the rocks at home. That  
they are 'pet' rocks.
- 8) Hand out A4 sheets of paper and let each child write their name and  
the name of the their rock.
- 9) Clap the children into a ring. Let a different child offer around the  
basket of fruit. Sing thank you song. Give them a little time break to  
eat and dispose of the peels or cores into the bin.
- 10) While the children are eating put the rocks on their name papers in  
a row.
- 11) Clap them back into their seats to look at their rocks. Let them tell  
the names of their rocks and discuss the project.
- 12) Wrap their rocks up in the paper.
- 13) Sing 'He's got the Whole World in his Hands'.
- 14) Clean up
- 15) Goodbye

## LESSON 7: EXPLORING COLOUR

Schedule of activities	Objectives	Approximate timing
<b>Welcome, ring time</b>	Rhythm, group bonding and grounding body and soul	10
<b>Storytime</b>	How colours came together in the sky	10
<b>Painting their portrait</b>	Painting a colourful portrait. Non-racism. Diversity	40
<b>Ring time. Fruit offering</b>	Nourishment & learning gratitude	10
<b>Appreciation of artwork</b>	Non-judgemental appreciation & encouragement	10
<b>Clean up. Goodbye.</b>	Learning responsibility and enjoyment	10
<b>Flexible time</b>		<b>0</b>
<b>Total time</b>		<b>90 min</b>

### Materials

- A3 paper
- Pictures of multi-coloured portraits
- Acrylic Paint: Red, Blue, Yellow, Green
- Different size brushes
- Small containers for paint e.g.: mussel shells or lids.
- Water containers e.g.: yogurt cartons weighted with a stone
- Rags
- Aprons

### Instructions

- 1) Make sure everything is already set up on the tables for the children.
- 2) Collect the children into a ring by clapping hands. Let them sing "Good Morning Dear Earth".
- 3) Seat the children in front of their workstations.
- 4) Read 'How Colour came together in the Sky'. Talk about how each of us have all the colours in us.
- 5) Explain how they need to use all the colours in their portraits with the help of pictures.
- 6) When they are finished, they need to write their names on their paintings.
- 7) Clap the children into a ring. Let a different child offer around the basket of fruit. Sing thank you song. Give them a little time break to eat and dispose of the peels or cores into the bin.
- 8) While the children are eating stick up their portraits.
- 9) Clap them back into their seats to look at their paintings.
- 10) Discuss their paintings with them.
- 11) Sing 'Feel the Power'.
- 12) Clean up.
- 13) Goodbye.

## LESSON 8: A TINY SEED

Schedule of activities	Objectives	Approximate timing
<b>Welcome, ring time</b>	Rhythm, group bonding and grounding body and soul	10
<b>Storytime</b>	A Tiny Seed	10
<b>Oil Pastel Drawing Trees</b>	Working together to create. Different cultures and nurturing. Living well together as a community.	40
<b>Ring time. Fruit offering</b>	Nourishment & learning gratitude	10
<b>Appreciation of artwork</b>	Non-judgemental appreciation & encouragement	10
<b>Clean up. Goodbye.</b>	Learning responsibility and enjoyment	10
<b>Flexible time</b>		<b>0</b>
<b>Total time</b>		<b>90 min</b>

### Materials

- A4 white paper and A3 or A2 size thin white card depending how many children there are
- Pictures of trees. (If possible give each of the children a tiny tree - like a Spekboom as you would only need one and pieces can be stuck into soil and they grow from that - in a bag to plant somewhere.)
- Oil pastels
- Scissors
- Aprons

### Instructions

- 1) Make sure everything is already set up on the tables for the children.
- 2) Collect the children into a ring by clapping hands. Let them sing 'Good Morning Dear Earth'
- 3) Seat the children in front of their workstations.
- 4) Read 'A Tiny Seed'.
- 5) Explain how huge big trees grow from tiny seeds.
- 6) Each one must draw their own tree in as many colours as they want to and then cut it out.
- 7) They must arrange their trees into a forest on a large board and stick the trees down.
- 8) Have chips and cookies and other party food ready for the celebration of the time spent together.
- 9) While the children are eating stick up the collage.
- 10) Clap them back into their seats to look at it.
- 11) Discuss their forest with them. Discuss how when everyone works together a whole forest can be grown! How the trees nurture each other and the birds etc. Would they like to plant a tree?
- 12) Sing 'I'm a Little Seed'. Move like a tree!
- 13) Clean up.
- 14) Goodbye.

## Appendix A AMAZING DAISY (Lesson 1)

**Nozozwe Herero and Siya Masuku**

Once upon a time on a little farm near a village.

There lived a little chicken called Daisy.

"When I grow up, I want to fly high, high into the sky," Daisy said, but all the other chickens laughed at her.

"You are so weird," they said. "We won't play with you anymore."

"Daisy, we can all flap our wings but it's very difficult for chickens to fly," Mama told her.

Daisy wouldn't give up. Every day she practiced by herself, flapping her wings. Flap, flap, flap, she would flap her wings but she couldn't lift off the ground.

While she practiced, she imagined herself flying high in the sky and looking at the chickens below. She imagined herself flying past the sparrows and past the swallows.

"Wow!" The birds would say. "A chicken that can fly!"

So flap, flap, flap, every day Daisy would flap her wings.

She would lift off the ground but fall down again.

"I'm never going to fly!" Daisy cried to Mama. "The others are right."

"Daisy, you are different from the other chickens. They don't want to fly but you do! You can do it," Mama said.

The following day Daisy climbed to the top of the chicken coop and flap, flap, flap, she flapped her wings. She flew into the air and flapped her wings and flapped her wings and flapped and... BAM!!!!

The other chickens laughed out loud. "Hahaha! We told you! Chickens can't fly!"

But the next day Daisy climbed even higher, right up to the top of the hut. Flap, flap, flap, Daisy flapped her wings.

She flew into the air and flapped her wings and flapped her wings and ...

She kept flying! The wind beneath her wings grew stronger and she flew higher and higher!

The sparrows and the swallows said, "Amazing!! A flying chicken!"

And all the chickens wanted to be just like her!

They cried out, "Oh Daisy, you're amazing!"

## Appendix B FIRST MAN AND FIRST WOMAN (Lesson 3) South African Folktale

Long, long ago when the earth was new, great mountains covered the world like a blanket, and tall trees spiked the sky.

In this world there was a deep, dark pool, silent and cold.

At the bottom of this pool there were two snakes. One had thick, strongly patterned coils, and the other was smaller and delicate.

One day there was a great storm. A flash of lightning pierced right to the bottom of the pool. The waters parted for a moment. The snakes saw the earth above, full of colors and shapes and feathered creatures. When the waters closed again, the snakes could not forget the beauty they had seen.

"We cannot stay in this dark, cold pool any longer," they said to each other.

"Let us go up and see the earth above," said the smaller snake. "We will crawl on our bellies."

"The birds of the air will laugh at us for being so low," said her friend.

"We will not crawl, we will walk!" Very slowly the snakes uncoiled

themselves.

Close together they began to swim up, up, to the light above.

As they reached the surface of the water, a strange thing happened. The tips of their tails split into two. They grew limbs with feet and toes. From just beneath their heads grew two arms with hands and fingers.

They were no longer snakes but Man and Woman.

"We will make our home in the hills," said Woman. "Each morning we will see the sun rise and feel it warm on our backs."

"We will look after the grass and the trees," said Man. "And be friends with bird and beast".

"Come," said First Man.

"I will" said First Woman.

And they walked out together into their new world.

## Appendix C A TERRIBLE STORM (Lesson 4)

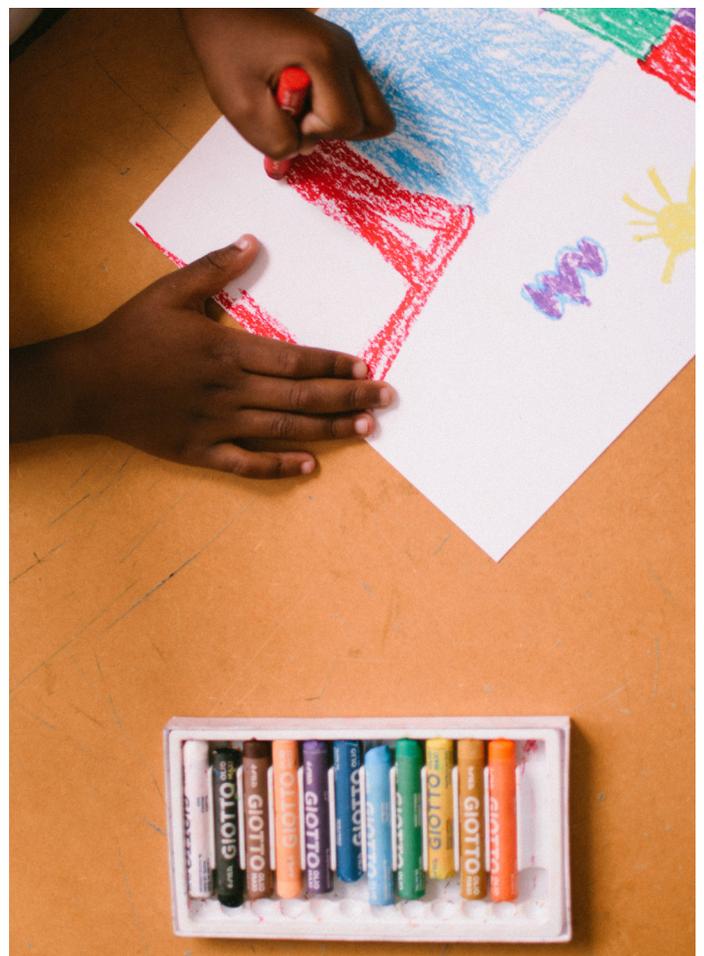
I felt the cold, howling wind shiver around my body. The leaves on the trees were rustling loudly. I was all by myself and caught in this storm.

Nobody else was outside. They had all gone inside to shelter. I heard the crashing from the waves as they ploughed towards the shore.

I wrapped my arms tightly around my body. I could see the storm lashing the trees up ahead. I could even hear the drumbeat of the hail as it struck the ground. It was coming. The sky started to rumble really loudly.

I saw a flash of lightning. I knew my parents were worried but I wasn't.

I was determined to be brave even though I was scared. I charged through the rain getting totally soaked. The rain wouldn't stop me.



Now the storm seemed really close. I shut my eyes tight and stood still as another flash of lightning bolted down from the sky. The thunder rolled again and again. Another lightning bolt split the sky. The storm was here!

I tried to shield my face from the terrible wind. I took a deep breath and moved again. I started to walk, then jog, and then I ran as fast as I could towards home. I stopped as the wind died down a bit but not for long. I couldn't see a thing. The sky was so dark I couldn't see where I was going. The sky cleared a bit and I smelt the familiar smell of wet earth. The rain was pitter patter loudly.

I looked in front of me I saw my home. I was finally safe and sound. After a while the sun came out. The clouds rolled away. The air was still and the birds started singing.

## Appendix D 'm'e MANEO'S PUMPKIN (Lesson 5)

Marion Drew

One day, 'M'e Maneo planted a pumpkin seed. It grew into a huge, big pumpkin. The pumpkin blocked her garden path.

'M'e Maneo wanted to move the pumpkin. She went to her neighbor. "M'e Mapalesa, please help me to move my pumpkin. It is blocking my path," said 'M'e Maneo. The two ladies pushed and pushed, but the pumpkin did not move.

They went to 'M'e Masello. "Please help us move 'M'e Maneo's pumpkin!" they asked.

'M'e Masello came to help them. The three ladies pushed and pushed and pushed that pumpkin, but still it did not move.

"I don't know what to do," said 'M'e Maneo.

Just then a little worm came into 'M'e Maneo's garden. It was hungry. It nibbled the big pumpkin.

"Stop!" said the pumpkin. But the little worm nibbled again.

"Stop! You're tickling me," said the pumpkin. "I don't like it." And the pumpkin rolled away down the hill.

The pumpkin stopped in a field at the bottom of the hill.

Two shepherds found it.

"What shall we do with this pumpkin?" they asked. "Let's eat it," they said, "it looks delicious."

The shepherds took a big stone and tried to break open the pumpkin.

"No!" cried the pumpkin. The frightened shepherds jumped back. The pumpkin began to open.

Out of the pumpkin came a Moloji. She had one arm, one eye and one leg. She looked terrible and frightening.

"Don't disturb me," said the Moloji in a big voice. "I am the chief of pumpkins."

And the pumpkin closed up again.

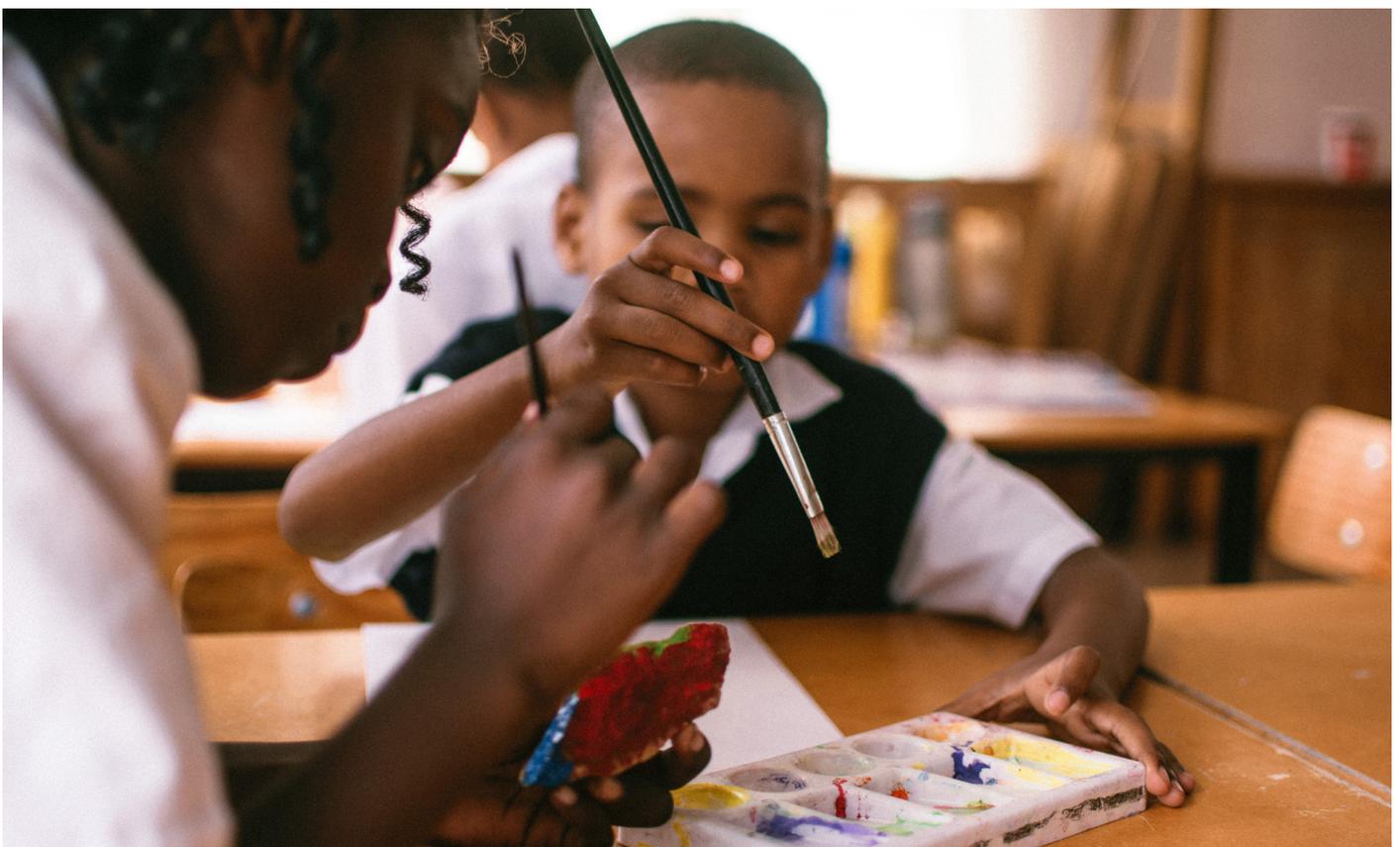
The shepherds were very frightened. They ran home to tell their parents.

"OH! We are so lucky!" said their parents. "Don't you know about the pumpkin Moloji? It's a magical pumpkin," "A Moloji is a magician." "You must leave it alone." "Next summer the pumpkin will open again and the Moloji will scatter pumpkin seeds all over our villages. We will have many, many pumpkins to eat."

And so it happened that the next summer, 'M'e Maneo's pumpkin burst open. It was full of many, many seeds. Out came the pumpkin Moloji. With her one leg she climbed out of the pumpkin. With her one eye she looked across all the villages. With her one arm she threw all those seeds across the valley.

The seeds grew into beautiful big pumpkins in all the gardens in the valley. That winter everyone in the villages had lots and lots of pumpkins to eat. They went to 'M'e Maneo.

"Thank you 'M'e Maneo!" they called.



## Appendix E POCKETS FULL OF ROCKS (Lesson 6)

by Larry A. Hiller

Malcolm was still a young man when he began putting rocks in his pockets. It started one day when his boss, Mr. Grump, got angry at him for something that wasn't his fault. He couldn't yell back at his boss, because he might get fired. In fact, there wasn't anything he could do except be angry inside. "But," he thought, "I'm not going to forget this. No way."

On the way home from the bus stop that night, he thought to himself, "I've got to remember how angry I am. I don't want to forget this in the morning." Suddenly he had an idea. There was a small rock on the sidewalk in front of him. He picked it up and said softly to himself, "I'll keep this rock in my pocket to remind me of how unfair Mr. Gump was." And that's what he did. That night he put the rock on his dresser with his keys and his comb. The next morning, when he got dressed to go to work, into his pocket went the ugly gray rock.

All that day and the next, the heavy bulge in his pocket reminded him that he should be angry at Mr. Grump. Strangely, Mr. Grump seemed to have forgotten about the whole thing. But not Malcolm. Oh no. In fact, during the next two weeks, Mr. Grump made Malcolm angry several more times, and Malcolm decided he'd better get a rock for each time so he could keep better track of these things.

And so it was that Malcolm trousers began to look baggy and strange. But at least he remembered not to forgive Mr. Gump or be friendly or anything like that.

Maybe if Malcolm had only collected rocks when he got angry at old Gump, this thing might have died out and been forgotten. But there was the taxi driver who drove right by and left Malcolm standing in the rain. Into his pocket went a shiny, rain-slick pebble from the gutter. Then there was the grocery clerk who short-changed him. And the newspaper delivery boy who threw his paper into the lawn sprinkler. And the neighbor whose dog barked late at night. And ... well, Malcolm discovered that there were all kinds of people and things in the world that can bother you.

Anyone else might have given up at this point, but not Malcolm. Years went by, and Malcolm's collection of reminder rocks spilled out of his pockets and briefcase and all over his house. He had rocks on the kitchen sink, and in his closets, and all over the floors. Let's face it. Malcolm had become a strange, unpleasant man.

Now, Malcolm might have gone on to become a mean old man completely buried in rocks. But one day he received a phone call from a geology professor at the university. Dr. Igneous had heard of Malcolm's large rock collection (who hadn't?), and he wanted to bring his geology class on a field trip to see it.

"Well," thought Malcolm, "at last here is someone who appreciates my rocks. Wait until they see all of these reminders of how often people have wronged me." An appointment was made for the next Saturday, and Malcolm spent the next few evenings dusting and arranging. At last Saturday came, and at two o'clock in the afternoon the doorbell rang. There, on the porch, stood Professor Igneous and seven of his best students, all dressed in their best field-trip outdoor clothing. Several had rock hammers dangling from their belts, and one or two carried cameras. And everyone carried a notebook and pencil. Professor Igneous was deeply tanned from spending years out of doors. As a matter of fact, there was something about his eyes, too. They looked

deep and dark, but they had a sparkle that said he enjoyed life. As the professor and students stepped into the rock-filled living room, Malcolm expected to hear oohs and aahs. Instead, there was an uncomfortable silence. The group just stood there looking around, nudging a few of the rocks with their toes. Then the students looked at their professor, waiting for him to say something. After all, this was not the collection of beautiful gems and minerals they had expected. These were ordinary pieces of limestone and sandstone and quartzite. There were even chunks of broken tar and concrete! Finally, Professor Igneous spoke: "Ahem," he cleared his throat. "Perhaps you would be so good as to explain your collection to us, Malcolm. I can honestly say we've never seen another collection quite like it. The professor said, "Why not begin by telling us why you chose these rocks." He picked up an ordinary gray rock that looked like most of the others. "Why did you choose this particular piece of limestone for your collection?"

"There's more to these rocks than you might think. Every one of these rocks represents a time somebody made me mad or hurt my feelings. I picked up these rocks as reminders."

Now the professor and his students were really amazed. They all began to speak at once: "I never heard of such a thing." "How long have you been doing this?" "Can I take a picture of you with your rocks?" "Some field trip!"

Professor Igneous spoke again, and everyone became quiet. "Well, Malcolm," he began slowly, "I must admit you're the first person I ever met who collected rocks for that reason." Thank you so much for allowing us to come into your home. I think my students have learned something important."

He gathered his students around him, and they moved toward the door. Then, turning to Malcolm once more the professor said, "We still have some time left this afternoon. Could you perhaps direct us to some of the other people with similar collections?"



Once more Malcolm was caught off balance. "I don't know of any other collections like mine."

"Oh. I just thought that perhaps some of the people you know would have collected something when you ... I mean ... if you ever ... uh ... annoyed them." Then, quickly, he added, "Yes, well, good-bye, and thanks again."

Without waiting, the professor and his students turned and marched off down the sidewalk.

Long after they were gone, Malcolm stood there, looking just like one of his rocks—cold and gray and very still. Within him, the professor's words echoed. Around him, the house was silent. Too silent. He suddenly realized how pleasant the students' friendly chatter had been. How long since he had had a friendly talk with anyone? Come to think of it, did he even have any friends anymore?

Then, before he could stop it, the thought came into his mind: "I'm becoming just like my rocks." As Malcolm sat alone in the dark, he finally realized how unpleasant he ... Well, some thoughts are hard enough to think without actually saying them.

For several days, for hours at a time, Malcolm sat still as a rock, thinking rock-hard thoughts. You might have thought he had finally become petrified. But deep inside him, something was waking up and beginning to grow, like a seed in the spring soil.

Now Malcolm's neighbors point with pride to his attractive yard, with trees and flowers and bushes planted everywhere. They don't have any explanation for his sudden interest in gardening. But one neighbor, Mrs. Kratz, did notice that after she had taken a piece of cake to him, Malcolm went out to the flower bed and planted a single seed.

## Appendix F HOW COLOURS CAME TOGETHER IN THE SKY Zainab Ayoza Omaki and Offei Tetey Eugene (Lesson 7)

One day, after a heavy rain, Iman looked across the sky and saw colours in it for the first time. How beautiful she thought. Someone must have worked very hard, painting the sky with a brush like Daddy paints houses. She ran to her sister and said, "Zarah look! Someone has painted the sky for us and made it beautiful."

But Zarah said, "No, silly. That's a rainbow. You're still little but I'm big. I know why it's in the sky. Let me show you."

Zarah took Iman to the zoo. She said, "Rainbows don't appear because lion cubs roar for the first time or because elephants are born."

She took Iman to a field of flowers and said, "They don't appear because butterflies lose their colours in the clouds."

She showed Iman a book. She said, "They don't even appear because rhino's run across the ground and scare colours up into the sky."

"I know why rainbows really appear and now I'm going to tell you."

"Rainbows appear in the sky because of children like you and me. One day the colours in the sky looked down from above and liked what they could see." "They saw children with light skin, dark skin and everything inbetween. They thought, how wonderful it must be to be as beautiful as these children." "They came together in the sky and spoke about what they could do. They decided if they were to be as beautiful as the children, they needed to do it in a group."

"Now they join together and shine as brightly as they can, hoping to be as beautiful as the children they can see, just like you and me."

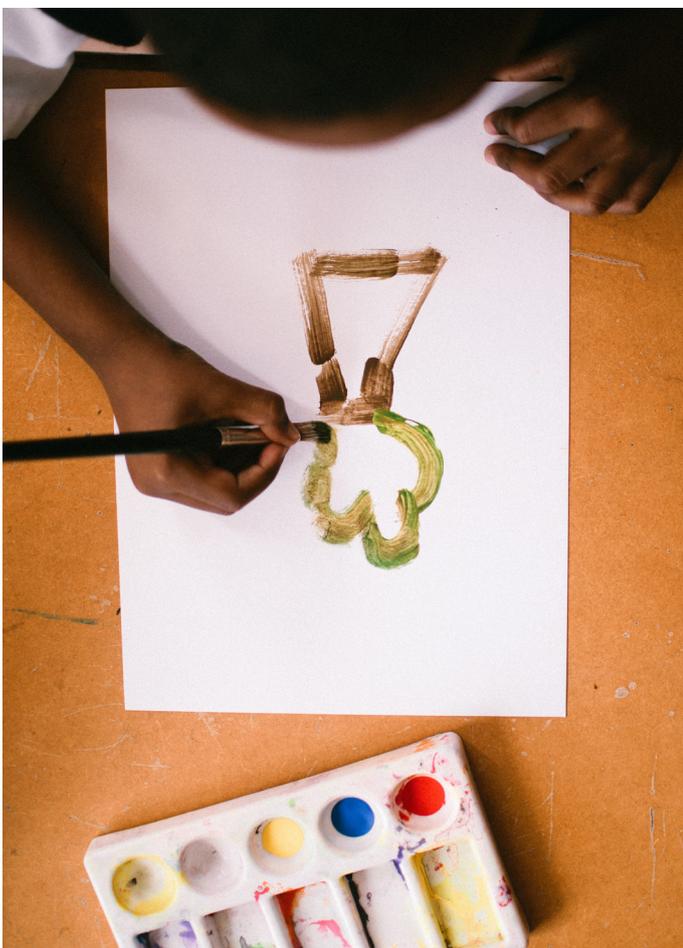
## Appendix G A TINY SEED – The story of Wangari Maathai Nicola Rijdsdijk (Lesson 8)

In a village on the slopes of Mount Kenya in East Africa, a little girl worked in the fields with her mother. Her name was Wangari.

Wangari loved being outside. In her family's food garden she broke up the soil with her machete. She pressed tiny seeds into the warm earth. Her favourite time of day was just after sunset. When it got too dark to see the plants, Wangari knew it was time to go home. She would follow the narrow paths through the fields, crossing little rivers as she went.

Wangari was a clever child and couldn't wait to go to school. But her mother and father wanted her to stay and help them at home. When she was seven years old her big brother persuaded her parents to let her go to school. She liked to learn. Wangari learnt more and more with every book she read. She did so well at school that she was invited to study in the USA. Wangari was excited! He wanted to know more about the world. At the American university Wangari learnt many new things. She studied plants and how they grow. And she remembered how she grew, playing games with her brothers in the shade of the trees in the beautiful Kenyan forests. The more she learnt the more she realized that she loved the people of Kenya. She wanted them to be happy and free. The more she learnt, the more she remembered her African home.

When she had finished her studies, she returned to Kenya. But her country had changed. Huge farms stretched across the land. Women had no wood to make cooking fires. The people were poor and the children were hungry.



Wangari knew what to do. She taught the women how to plant trees from seeds. The women sold the small trees to other people to plant and used the money to look after their families. The women were very happy. Wangari had helped them feel powerful and strong.

As time passed, the new trees grew into forests, and the rivers started flowing again. Wangari's message spread across Africa. Today millions of trees have grown from Wangari's seeds.

Wangari had worked hard. People all over the world took notice, and gave her a famous prize. It's called the Nobel Peace Prize and she was the first African woman to receive it. Wangari died in 2011, but we can think of her every time we see a beautiful tree.

## Appendix H Just A Little Seed (I' ve Got Potential)

© Liz Buchanan.

What could I become? I'm just a little seed.  
I could be a sunflower.  
I could be a tree

And lots of juicy apples could all begin with me  
'Cause I've got potential.  
I've got potential  
I'm a little seed.  
I'm a little seed

What could I become? I'm just a little seed.  
I could be a yellowwood, and grow 100 feet.  
Wow!  
Or I could grow some pumpkins in time for  
Halloween  
'Cause I've got potential.  
I've got potential  
  
I'm a little seed. I'm a little seed  
Yes, I've got potential.  
I've got potential  
I'm a little seed. I'm a little seed.  
I need some help growing  
– I can't do it alone.  
I need rich soil and water and lots of sun,  
And you can help by planting me in the ground  
And take care of the earth, to keep us all around!

What could I become? I'm just a little seed.  
I could be a daisy or a coconut tree.  
Or lots of ripe bananas could all begin with me  
'Cause I've got potential.  
I've got potential  
I'm a little seed. I'm a little seed  
Yes, I've got potential.  
I've got potential  
I'm a little seed. I'm a little seed.  
Yes, I've got potential.  
I'm a little seed.

## Appendix I Feel the Power

Like a mighty tree I stand tall  
Thru the spring, thru the summer,  
Thru the winter and fall  
Like a rushing river, cutting thru  
The rock I keep on going  
I just don't stop  
With an eagle's eye,  
I can see for miles  
From the top of the mountain  
To the end of the sky  
There's a rainbow now inside of me  
It's giving me a brand new energy  
I feel the power  
I feel the power  
I feel the power  
I've got to get outside and dance all day  
I feel the power  
I feel the power  
I feel the power  
The power's gonna chase my blues away

## Appendix J Chasing my dream

I have a dream I want to see come true  
I won't give up, no matter what I do  
If there's a long, long way I have to go  
I'll keep run, run, running this I know  
I'll keep run, run, running, chasing my dream  
  
If there's a big high mountain I've got to go up  
I'll keep climb, climb, climbing to the top  
I'll keep climb, climb, climbing chasing my dream  
Chorus:  
Chasing my dream  
Chasing my dream  
Chasing my dream  
I've got the power to make it come true  
I'm chasing my dream - go on and chase yours too  
  
If there's a deep wide river I've got to cross  
I'll keep swim, swim, swimming I'll go so far  
I'll keep swim, swim, swim ming chasing my dream  
I have a dream I want to see come true  
I won't give up, no matter what I do  
If there's a long, long way I have to go  
I'll keep run, run, running this I know  
I'll keep run, run, running, chasing my dream  
If there are people who say that I can't  
I'll say yes I can, I've got a plan  
I'll say tough, I won't give up, chasing my dream.