

RHODES
UNIVERSITY



Trading Live

FOR NELSON MANDELA WEEK

Share | Collaborate | Inspire

NELSON MANDELA WEEK

25-29 JULY 2016

Grahamstown, let's use our assets to find solutions together

By Sharli Paphitis and Diana Hornby
Rhodes University Community Engagement Division

Contemporary South African society faces a myriad of complex socio-political and economic challenges and remains a society which is divided along at least class, gender, race and cultural lines. Grahamstown is no exception. By and large we seem to find ourselves living in a divided town. While we may wish that the low hanging Grahamstown fog might rise over the Egazini Memorial or the Monument one morning and miraculously change the status quo, the transformation and reshaping of our community will not happen overnight and it will require strategic community development initiatives and dogged determination from all Grahamstonians to achieve. **Positive social change in Grahamstown will require us to share our assets and skills with one another as we collaborate in digging deep to find solutions to the ongoing challenges we face. More than this, it will require each of us to become beacons of inspiration to one another, and to ignite new sources of inspiration in our children.**

Trading Live for Mandela Day has become an annual Grahamstown event, hosted and coordinated by Rhodes University, taking place over a week in the month of July. Trading Live offers all Grahamstonians the opportunity to play a vital role in reimagining and reshaping our community by participating in community support interventions. Rooted in the Asset Based Approach to community development, the guiding principle behind Trading Live is that each member of the Grahamstown community has both assets and needs which they can express in the form of offers and requests to trade with one another. Each of our requests can be met by the offers made by other members within our diverse and talented community, and in opening ourselves up to the potential of meeting each other's needs with each other's assets we begin to see the immense resources and opportunities available within our community which can be harnessed to find solutions to the challenges we face.

This year over 50 community based organisations, student groups and departments from Rhodes University came together to participate in Trading Live, each making offers and requests to engage with one another for at least 67 minutes. 118 events took place across 59 locations in Grahamstown from Monday the 25th to Friday the 29th of July, and participants traded time, skills and creative energy for approximately 257 hours over the course of the week.

Participation from local schools this year was at a record high with a total of 31 schools participating: 6 High schools, 7 primary



schools, 16 early childhood education centres and 2 special needs schools. While no former model C schools or private schools participated in Trading Live this year, we are sure that the energy and excitement of the events will garner support from this group next year!

Rhodes University departments participated in 43 events and Rhodes University student groups participated in 31 events. The department of Human Kinetics and Ergonomics requires special mention for standing out as a deeply engaged department with 3 offers and 3 requests on the program. They shone through as having a deep understanding of the underlying principles of Trading Live - linking their offers to sharing their discipline related expertise in high impact trades, and setting requests which showed that they understood their own needs could be met by the assets already available in the broader Grahamstown community. Perhaps most importantly, they showed an understanding of the essence of

sharing, through being able to both give to others and receive from them.

Community based organisations from across Grahamstown have also begun to recognise their own assets, potential and the valuable contributions they can make to one another. In this year's Trading Live week, 30 events were Trades made between community based organisations. This shows us that our local community based organisations are taking ownership over the reshaping and development of Grahamstown from within.

Beyond the raw numbers there lies a distinctly human side to Trading Live. When partners engage with one another through their trades they come to see themselves and each other in new and unexpected ways which penetrate and outlive the immediate joy of the 67 minutes being spent together. When we engage one another we recognise the special essence that unites us as human beings. Through moments of personal

connection such as these we find value in people's individual lives at a time when political, economic and cultural instability seems to dominate our community. The everyday realities of division and the lines of separation which govern our town are often disorienting when we stop to think about them carefully, but against such a backdrop the true value in the small triumphs of our connections with one another are given meaning and we recognise how precious our victories are. The relationships built in Trading Live help us to reframe the way we see not only ourselves and each other, but our community and our role in it, opening up the possibility to recharge and sustain our hope in building a better future together. This is indeed something transformational, something worth aiming for.

Trading Live partners Luzuko Pre-School and Botha House from Rhodes University join hands on the field where they engage in a lively soccer game.

Photo: Gabi Bellairs-Lombard. Story on Page: 6. Trading Soccer Balls for Smiles.

A message from the Vice Chancellor, Dr Mabizela

"I'm deeply grateful to all students and staff of Rhodes University who are taking time to contribute through their skills, knowledge and expertise towards the creation of a better Grahamstown community. I know that they are not doing this as an act of charity or an expression of goodwill intended to warm the heart and make them feel exceptional or special. They are doing it as a public affirmation and acknowledgement of our common bond of humanness with a shared destiny. We must make every day a Mandela day so that we can realise the South Africa of our dreams."

Grahamstown learners go for their goals

By Ayanda Gigaba

Sharon Mabelu, third-year Pharmacy student at Rhodes University, and Mpiliseng Sebat, first-year Commerce student, presented a motivational and interactive talk to high-school learners from Nathaniel Nyaluza Senior Secondary School on Friday, 29 July.

Mabelu and Sebat began the event with a brief impromptu speech about practising self-motivation when faced with academic obstacles. "The topic was 'What drives you?' and what is your 'backbone' [in terms of] what do you look to when you know it's hard. Since [the learners] are Grade Elevens, I tried to make it [the talk] a bit light but also make them realise that Matric is a very

Rhodes University

Trading Live

Exhibition Opening

Share Collaborate inspire Share Collaborate inspire

Journalism 3:
Writing
Photography
Television
Radio

16h30-19h00
17 August 2016
Eden Grove, Rhodes University

Although no amount of training guarantees your safety during an altercation, long-term training equips you with the skills necessary to react instinctively, moving past the fear that often leaves people ‘frozen’ and unable to defend themselves.

According to head instructor at the East Cape Shotokan-Ryu (ECSR) Gary Grapentin, self-defence classes provide students with an array of invaluable skills, many of which have a significant impact on other facets of their lives. In the case of younger participants, focus, coordination, self-confidence, assertiveness and - perhaps most importantly - self-discipline are learnt through self-defence courses and karate in particular. Self-defence is an essential skill that people can learn across the board. Grapentin highlighted the incredibly basic requirements in order to teach self-defence. “Karate is flourishing in South Africa because the requirements are simply an open space and effort and determination on the part of the practitioner.”

Trade participant and HKE honours student Nerine Worsley stressed the importance of self-defence for high school students, stating: “It should be a course in the last year of school, as students leaving that environment and going into the big wide world should be able to feel safe”. Lecturer Miriam Mattison believes that improved accessibility to this important skill is possible through incorporating it into teaching curriculums. However, she said, “The expertise could be a limiting factor as [self-defence is] a very specialised and highly coordinated effort”.

This trade was a huge success and left participants with an important skill to pass on to their peers and further cultivate in their own time.



Maureen de Jager and Greg Grapentin demonstrate the beginning stance of the ‘kata’ taught to Trading Live participants from the HKE department in the Hill Street Dojo.

Health, Fitness and Gender when the Rhodes Health Suite goes to Mary Waters High

By Jessica White

The classroom at Mary Waters High School hosts the traditional blackboard, wooden desks, creaky chairs and an inquisitive cluster of Grade 10 learners, interspersed with a colourful array of exercise equipment. Felix Munyai and Maleke Lesoro, Rhodes University Health Suite employees, stand before the children, ready to deliver a health and wellness presentation.

Eager to participate and bursting with self-acclaimed expertise, the children make up an engaging and hysterical audience. When Munyai asked who in the class are



Felix Munyai explains that girls are not restricted to specific weight sizes or exercise movements during a trade between the Rhodes Health Suite and Mary Waters High. Photo: Vicky Patrick.

members of a gym, three hands shot up in the air, all belonging to young boys. This was followed by loud applause and a round of pats on the backs by their peers. However, their dedication to the gym was called into question when the boys went on to confidently declare that the green and black medicine ball was a soccer ball and the foam rollout was a punching bag. Every question that stumped the children was responded to with a confident shout of “strength and balance!” from the back of the classroom, regardless of what was asked.

At first, the girls took a back seat, assuming that fitness should be commandeered by the boys. However, when Felix showed them pictures of Comrades winner Bruce Fordyce and gymnast Nastia Liukin, it became clear to them that fitness is not defined by size or gender. He quashed the notion that small dumbbells are for women and that girls should do push-ups with their knees down to make it easier. Instead, he informed the class that fitness can be likened to climbing steps; everyone starts at the bottom and has to ascend them one by one in order to avoid injury, irrespective of what gender they are.

Despite the majority of the class concluding that the walk to school was more than sufficient in terms of physical activity, after listening to Munyai talk about the benefits of exercise on the mind and body, it was evident that they were motivated to become more active. He urged the class to take home some of what they had learnt and encourage their parents to buy food with The Heart Foundation sticker on it.

Munyai rounded off with a skipping demonstration that incorporated a series of high kicks and twirls, extracting an impressed chorus of “Yoh!” from the class.

Below: Mary Waters student, Yasipha Mgingqi, scrutinises the exercise equipment shown to the class by Felix Munyai, determined to identify it before her peers. Photo: Vicky Patrick.



It all comes together with Magwinya

By Mako Muzenda

Friday, 29 July saw students from Rhodes University’s Jameson residence working with Inkululeko, a mentoring and tutoring programme, at Ntsika High School. The trade was simple: learning how to cook and sell rostile and magwinya.

Bongisani Soxujwa from Inkululeko explained how making and selling rostile and magwinya has helped students at Ntsika High School in multiple ways. “We started the business this year in January to help finance tours for students, such as trips to the beach,” Soxunjwa said, adding that it provides students with an outdoor activity as well as encourages social enterprise at the school.



Cooking Magwinya and rostile in the container kitchen at Ntsika Secondary School. Photo: Mako Muzenda



Jameson Residence students and Inkululeko partnered for trading live to cook and sell Magwinya and rostie. Photo: Mako Muzenda

The hub of all the activity was a repurposed shipping container placed by the entrance to the school’s grounds. The setup included a work-station to cut up polony and grate cheese (to put into the magwinya and rostile), two gas-powered cooking devices, and a small seating area near the back. Zukisani Lamani, a member of Inkululeko, was at hand to guide the volunteers through the process of making and selling the food. Lamani started off by allocating different responsibilities: one would be responsible for making sure the food didn’t burn while others were in charge of the polony and cheese work-station. The last two volunteers signed up to sell the rostile and magwinya to teachers and students, occasionally leaving the kitchen to deliver orders. They were eager to learn and share as much as they could - one of them even bringing an apron to the event. They were ready to see the art of making the perfect rostile and magwinya, while experiencing more of the town that they now think of as a second home.

“You think you know Grahamstown, but you don’t,” remarked one of the volunteers, Nyameka Nkasana, as she cut open a rostile and scooped in some cheese. It was a sentiment shared by the group - located in Joza Extension 7, Ntsika High School was a place that they had never seen before. But everyone immediately got along. The laughter and conversation from their interactions filled the kitchen, and despite small hiccups of confusion in getting the correct orders in, everyone smiled and laughed over the hot and filling food.

The 67 minutes passed by too fast and soon it was time to leave, but not before contact details were exchanged and high-fives and hugs shared. Piling into their transport back to university, each volunteer cradled one

or two magwinya, a gift from Lamani and the Inkululeko team. “I don’t feel bad for missing my lecture,” someone said with a laugh, biting into the hot food. An hour well spent, the volunteers savoured the taste of their work while hoping for a chance to come back to Ntsika High School once more.

Holistic Healing: A traditional dance, song and reading experience

By Anima McBrown

An excited group of Fikizolo Primary School pupils put on a lively display of traditional song, dance and reading at Themba TB Hospital on 26 July.

The event kicked off with the school choir performing Xhosa songs with a strong gospel feel. In bright orange traditional attire, dancers with homemade ankle beads produced authentic instrumentals and performed ukuxentsa. Duets followed crisp solo routines; colourful paired movements were reminiscent of how the ancestors must have danced and courted each other riverside all those centuries ago.

Two young girls beat the drum with assertion, tempting the audience to get up and join in. The gumboot dance performance



Above: As the drum beats, the Fikizolo pupils perform Xhosa traditional songs & dance. Photo: Anima McBrown

Below: Fikizolo Primary School pupils representing dynamic, young miners in lively song & dance. Photo: Anima McBrown



reverberated beyond the room. Sporting miners' hats and serious faces, the boys delivered a memorable representation of the historical miner's lament. To see young people so committed to reviving the love for the traditional arts was a touching moment. What made this trade special was its comment on healing - which goes beyond the medical or physical. The performance was a reminder that the spiritual and emotional aspects of the process of recovery need attention too.

In the traditional, artistic expressions of the pupils of Fikizolo School, there was a shared sense of community - **proving that dance, song and literature are still three of the most effective ways to connect people.**

Learners at Fikizolo regularly take part in a range of arts and culture activities which include marimba, ballroom dancing, majorettes and drama.

Teacher Nomalungisa Makhubalo said that activities like these expose the learners to new possibilities. "Most of the learners come from disadvantaged backgrounds and from homes with vulnerable parents - where they experience poverty, sickness and unemployment. These challenges make learning difficult."

Makhubalo said that the school does not want to focus on academics and the curriculum alone; they also want to help enhance learners' skill sets. She lauded school Principal Zoleka Kate, who goes "the extra mile" to ensure that Fikizolo learners are involved in many different activities throughout the year. "We want to help develop their skills in different areas, so that they can become capable and confident holistic beings," said Makhubalo. This was exemplified in their 67-minute trade.

Collaborating to close the chasm

By Yasthiel Devraj

The final day of the week-long Trading Live initiative featured an event coordinated by members of the Allan Gray Centre for Leadership Ethics (AGCLE). The event took

the form of an hour-long conversation discussing the lived realities of individuals in Grahamstown.

Taking place at the Emfundweni training room on the Rhodes University campus and organised by university staff, the actual inclusivity of the conversation could likely have been a cause for concern. However, the discussion was in fact a cohesive, collaborative effort between AGCLE representatives - Mbongisi Dyantyi, Sergio Allaggio, and Thumelo Mashaba - and Rhodes employees facing the daily struggles that pervade Joza.

"We invited parents we work with under the parent education programme - which is run to assist parents with developing skills to help with their children's education," explained Thobani Mesani, a community engagement officer tasked with facilitating the event. The focus of the resultant conversation spanned issues of poor service delivery and a lack of basic resources. Most crucially, parents voiced their disgust with the state of schools on the other side of Grahamstown's vast socioeconomic chasm, asserting that while they worked on Rhodes campus daily their children were exposed to unsafe conditions in overcrowded, understaffed classrooms.

Safety was also a primary concern for parents, emphasised by Dyantyi. "In the township there's always crime," he explains, himself a single father in Joza. "You can't walk between places with the same relative safety of going from The Rat to Oldies." While there was a general consensus that Rhodes needs to contribute more to social development projects in the community - given the apathy of the municipality in addressing residents' concerns - Dyantyi urged attendees to act with self-sufficiency to build and sustain our community. "Every change that has ever taken place has happened because the people with a problem organised," he asserted, offering to tutor children in the area on Sundays.

Unlike many conversations conducted in spaces saturated with academia, AGCLE's discussion led to the formulation of a concrete action plan and an agreement to meet again following the municipal elections. The meeting, scheduled for Friday

5 August, will centre on developing strategies to increase police presence and efficacy in Joza, as well as the opening of a 24-hour healthcare clinic and better visibility on the streets at night.

The many faces of childhood

By Khinali Bagwandeem

Straying away from day-to-day routines can be an empowering escape, even if it is found in the simplicity of a painted face. With colours and a brush, a child has the confidence to take on their own little world and adopt an entirely new persona. This often embodies the bravery of their favourite superhero, the fierceness of their most feared animal or the beauty of the princess they dream of becoming. As we grow older, we expose ourselves to the harsh realities of the world and often forget how a simple layer of paint over our faces can change our outlook.

On Tuesday 26 July, student volunteers from Rhodes University used their weekly tutoring slot devoted to St Mary's Development and Care Centre (DCC) to add to the children's daily routine and inject more excitement into their lives by organising a session of face painting. The children beamed with exhilaration as they transformed into their favourite characters and animals.



After school the children play in the backyard, awaiting lunch time.



Lunch time has ended and they are ready to make their way upstairs to get their faces painted.



A volunteer begins the face painting, as the other children patiently wait their turn.



Faces painted and ready to conquer, the girls flip through a book of their favourite Barbies.



Batman admires himself in the mirror, "waiting to fight Superman", he says.



"How can you be scared of tigers if they're so pretty?"



The day ended with the children helping each other add a little sparkle to each other's faces.



"Flower".



After catching a glimpse of herself in the mirror, she couldn't wipe the smile off her face.

“Om te dink dis net ‘n plank en stok”

By Tegan Robyn Voges

Every corner of the McKaiser old age home’s courtyard is filled with smiling cheeks, colourful knitted blankets and enthusiastic eyes glistening at the visitors. “They must be excited because some of them don’t even know what a marimba is,” said John Sphere, manager and board member of the local residence.

On Tuesday morning, 26 July, the residents were excitedly waiting for the melodious tunes of the Amasango career school to galvanise their senses and heat up their wintery dancing shoes.

With utter poise and focus, the five marimba players aired their composed presence onto their enthusiastic audience, by speedily and effortlessly assembling their instruments together as if they were Lego houses.

For 67 minutes, the music guided the tone, atmosphere and mood. The response of every seat’s passenger differed, as they slipped into an uninterrupted, harmonious journey. Mouths captured and replicated the notes of the marimba encircling the room; feet and hands tapped along to the rhythm; smiles changed with the beat. With closed eyes and expressionless faces, some allowed their thoughts to get lost among the wind, whilst others jovially jived outside in the corridor. “Yvonne, ek het lekker gedans,” exclaimed Minnie Bosch, a fellow staff member.

The Amasango School aims to cultivate and enhance the unrecognised skills of their pupils, who come from challenging backgrounds and upbringings. “They have got inborn skills that are not being noticed in their environment and so here we come, and sort of polish up those skills and make them shine,” explained Lungi Shumani, the school music teacher. Collectively, the players expressed that “the sound” of “making music” is what innately draws them to this art.

Other than venturing to church on Sundays, occasionally visiting family members in the location, or listening to the radio and watching gospel DVDs (and on productive days, some even offer to wash the dishes) the residents of McKaiser occupy themselves by providing one another with familial company and love.

“Hierdie is hulle wêreld; hulle gaan nêrens heen behalwe as daar ‘n function is in die dorp,” said another staff member, Konstanz Peterse.

67 blissful minutes, where time and admiration was traded for a passionate art among strangers. In 43 Currie Street, Grahamstown, 22 people will never forget what that ‘plank and stok’ is, as that is what lulled them to sleep for that particular Tuesday afternoon’s habitual nap.

A marimba player filling the residents with warm melodies on a cold Tuesday morning on the McKaiser stoep. Photo: Cara Ribeiro



Rhyming and reasoning with Shakespeare

By Nereesha Patel

William Shakespeare is not everybody’s cup of tea. Most of us have had to study one or two of the bard’s works in high school, learning - or at least trying to learn - the intricacies of the Middle English language that he used to put his plays and sonnets together.

With five schools in Grahamstown already participating in workshops as part of the second annual Shakespeare Schools Festival, Tumi Motsisi, a Drama student at Rhodes University and the co-ordinator for the festival, put together an extra workshop featuring Shakespeare’s plays as part of Trading Live for Mandela Day. 13 Grade 11 learners from Nathaniel Nyaluza Secondary Senior School, which was not part of the festival, attended this event at the Oppidan Reading Room.

With fellow festival performers also volunteering in running the workshop, Motsisi’s main goal was to help make Shakespeare more accessible and easier to understand.

“As soon as a child realises that they can speak the Shakespearean language, almost every other performance endeavour is a little bit easier,” she said.

Motsisi also aimed to help these learners, whose school curriculum does not cover Shakespeare, gain confidence in themselves as performers, as well as students of the English language.

“A lot of the time, you’re told that you can’t do Shakespeare because English isn’t your first language, but as soon as they understand what’s being said, it’s a really magical thing. As soon as it happens, it’s like, ‘I can do anything.’”

The learners went through a series of warm-up exercises that concentrated on spontaneity, improvisation skills, trust-building and teamwork before getting into the Shakespearean section of the workshop.

One such exercise saw the learners pairing up and “sculpting” each other into their own unique interpretations of Lady Macbeth and the mischievous Puck from *A Midsummer Night’s Dream*. Through this exercise, Motsisi emphasised that the character archetypes, the plots and the themes seen within Shakespeare’s plays can be relatable.

The last exercise had the learners reciting lines from *Twelfth Night* and *Much Ado About Nothing*. When they were gathered together, each learner was able to speak their lines with conviction and enthusiasm.



It is hoped that the school will officially become part of the Shakespeare Schools Festival next year. With the students having enjoyed the workshop and engaged with the material, this seems like a strong possibility. All the world’s a stage, and there’s always room for more performers.

Gertie shares her golden moments

By Hlumela Dyantyi

She smiles as the massage oil caresses her wrinkled hand. While petite in her wheelchair, she bursts out an infectious, thunderous laugh as she reminisces over what she can remember of her long life. The young volunteer, Nokwanda Cele, taking the role of a masseuse, nods her head as she listens to the older lady complaining about her stiff arm. “Tell her the crocodile story!” Cele says, and she laughs and enthusiastically tells the story to yet another person visiting what she now calls home.

Gertrude “Gertie” Wessels is a 90-year-old resident at McKaiser Old Age Home. She beams with joy as the Joza Reading Club Student Volunteers visit to offer the residents nail painting, hand massage and board games. A storyteller at heart, she grabs any opportunity to share her golden memories.

“We lived near a dam. I was coming from the clinic that day and I wanted to check on my mealies in the garden. As I turned the corner at the back of the house, my grandson’s dog was running so fast. The gardener told me that it was being chased by a big ghogho (crocodile) but I didn’t see it. That big dog tripped me over and I fell on my side. I said to the boy, call the neighbours, and when they came they asked me what I had done this time. I said no it wasn’t me now!” Gertie says with a chuckle.

Gertie was admitted into hospital for three weeks shortly after the incident. She had collar bone and hip damage and had to have surgery. Her left arm was severely affected by the operation but she laughs every time she tells the story. Her right arm lost its ability to function shortly afterwards when she suffered a stroke. Even though Gertie has had many health challenges, she remains positive and content with the life that she has lived.

Gertie married at the age of 17 and had 11 children with her husband, who was a principal at George Dickinson Primary School. “When he came to ask for me from my mom, she said no my daughter is too young. I used to run from boys that time, but he looked at me and said I think you are going to make a good wife for me. He was seven years older

Learners and Rhodes students collaborate to recite lines from Shakespeare’s plays as part of an exercise. Photo: Nereesha Patel



Nokwanda Cele gives Gertie Wessels a hand massage for Trading Live for Mandela at McKaiser Old Age Home in Grahamstown on Thursday, July 28. Wessels is a 90-year-old lady who was married at 17 and had eleven children. Photo: Bronwyn Pretorius

than me but he loved me. I’m old now, so I don’t remember a lot but we had a big, church wedding, a lot of school children were there,” she says.

Gertie’s husband passed on in 1961. She did not re-marry because she feared her children would be ill treated. Her sons and their wives frequently visit her and she says that they take good care of her. “They got me a TV of my own, it’s in my room, do you want to see it?” she eagerly offers.

“I left school in Standard 6 because my father died and my mother had to take care of me and my brother. I loved reading but I’m very scared now because I think I’m going blind. I can’t read anymore. It’s nice when people come and rub my hands and talk to me. I have this yellow ointment that helps but this is better. When are you going to come back?”

As Cele continues to stroke Gertie’s hand, the rest of the old ladies show off their brightly painted nails and the gentlemen smirk as they beat all the young ones at card games. The student volunteers leave with promises of more visits ahead.

The warmest, flashiest, smelliest part of Trading Live

By Kyle Leaver

“Do you like the smell?” Joyce Sewry asked the learners. “Nooo!” they replied in a unified yell, holding their noses. The children from Ntaba Maria Primary were shocked to hear they had just wafted perianal (backside) gland excretion of the civet cat into their faces. They were even more disgusted to hear the same chemical is used in a popular women’s perfume.

Sewry, Deputy Dean of Sciences and Chemistry lecturer at Rhodes University (RU), with assistance from Chemistry honours student Kauri Botha, brought assorted chemical gizmos to stage a chemistry demonstration for Grade Seven to Nine learners at the school in Joza on Tuesday, 26 July.

The classroom was packed wall-to-wall with inquisitive young minds, many of them confessed aspiring scientists, under the watchful eye of their science teacher, Mr Thabiso Ntloko. “The learners are very

enthusiastic, even though we don't have all the resources," Ntloko said.

The demonstration included dipping flowers, eggs and a banana into liquid nitrogen, making hot foam shoot from a tube of hydrogen peroxide after reacting with Sunlight dish liquid and a catalyst, distributing sticks with different smells to the learners, and what appeared to be the class's favourite: explosions!

"It was fun and we (were taught) a lot," said Grade Eight learner Masithembe Nofemele. He admitted the combustion, or explosion, experiments were his favourite part of the event. "I liked how we learned sublimation: when (a) gas turns to a solid," said fellow Grade Eight learner Okuhle Qokelwa. "I like science, I always take part," he said, adding that he wants to be a scientist one day.

RU lecturers and students visit Ntaba Maria Primary every school term to teach science, said Ntloko. He views science education as a very important part of learning about sustainability and the effects of technology on the world, and thinks it is critical that learners be taught precautions for sustainable living. "The learners appreciate it (the visits from RU). They enjoy every bit of it."

Sewry runs the Khanya Maths and Science Club, which aims to make passionate scientists out of young people from the Grahamstown community. She has demonstrated "A Pollutant's Tale" all over the Eastern Cape, and also coordinates classes and lessons for any school that asks.

Sinoxolo Binde of Ntaba Maria Primary School makes a hydrogen-filled balloon explode using a candle during a science demonstration by Joyce Sewry from Rhodes University. The class shrieked at the bang of the balloon. Photo: Kyle Leaver.



Trading soccer balls for smiles

By Gabi Bellairs-Lombard

A warm winter morning on Wednesday 27 July saw a bus of 40 children from Luzuko Pre-School pour onto Rhodes University's Kings Sports Field, making their way toward the soccer balls as their coaches for the day waited for them by the goalposts.

Two students from Botha House volunteered to organise the event for the children as their way of trading 67 minutes. Pamela Sandi, one of three Luzuko practitioners, says she is always grateful for days such as these because the children are exposed to opportunities they do not find in the location. "These kids are from very poor families as the community that surrounds the school is poor. Some of them are sick... some of them are from homes where they cannot have something to eat, but we are here to accommodate them," said Sandi.

Most sport requires developing skills at a grassroots level and at a young age. However, it is difficult to achieve this without relevant structures. "It's important [for children to play sport at a young age] ... because then they can do it in the future to see 'maybe I



Pam Sandi of Luzuko Pre-School is chased by her students after the soccer ball, who she claims she also cares for like a mother. Photo: Gabi Bellairs-Lombard.

want to be a rugby player' or 'maybe I want to be a soccer player', just to give them the opportunity," said Sandi.

While Luzuko is managing on their existing finances and structures, Sandi is adamant that "we need help, any kind of help. We don't even have soccer balls." Sandi has taken several trips to the Department of Sport, Recreation, Arts and Culture in Grahamstown, as well as sent them emails about providing basic sporting equipment for the children. She has yet to hear back from them. "I don't know what else to do, because this department does not do enough," she said.

Lebogang Sonazi, the Community Engagement representative from Botha House, thinks that incorporating sports such as soccer into children's school days may help them stay off the streets. In terms of how the community can help, Sonazi said that "there is no need to have more than one soccer ball ... so if you could donate to those in need then we could achieve a lot as a community."

Students from Botha House partnered with Luzuko Pre-School in a trade that was inspired and energetic. Photo: Gabi Bellairs-Lombard



Love, laughter and learning!

Drs Sue Southwood & Dina Belluigi

On the afternoon of Tuesday 26th July, teachers and principals from a range of different secondary schools, gathered together in Ntsika Secondary school for what was promised to be a 'fun-filled' workshop on assessment! The aim of the workshop was to share and build on the good work teachers are already doing and to increase the value of that work through inspiring and developing future practice.

Zest for Zumba

By Amy Pieterse

As the upbeat music began, the small group of women were initially shy. However, as they started moving, their bodies loosened and their faces brightened.

On Wednesday 27 July, Layla Radosavljevic held a Zumba class for the caregivers, volunteers, and parents of children with physical disabilities. They are members of the Association for Persons with Physical Disabilities (APD), and the class was to help those who deal with taking care of others, take care of themselves.

Zumba is a dance fitness style that incorporates aerobics and Latin dance such as salsa and samba. "Zumba doesn't require prior gym experience, you don't have to know how to dance," said Radosavljevic, who holds classes at the Rhodes Health Suite and at the Natural Affinity studio in Stones Hill.

"It takes the strenuous part out of exercising. The music is very vibey. It's self- uplifting."

Zuki Gubevu, one of the volunteers at APD, said classes like these helped to remind them of their own needs. "All senses are activated," she said. "It's recharging them again." The APD helps support families with children with disabilities through home visits and other initiatives.

Caregivers and parents often deal with physical and emotional strain, and this class helped to place the focus on themselves, and remind them of their own mental and bodily needs. Parents of children with disabilities have been shown to experience guilt and low self-esteem, and also face huge financial responsibilities.

The APD in Grahamstown has run support groups for mothers, in order to help them cope and live fulfilling lives. Gubevu joined APD as a volunteer after her son lost his arm in an accident. She helps provide support and advice to others based on her own experiences. She called the class "amazing", and said it helped to "revive" her.

The workshop was facilitated by CHERTL - the Centre for Higher Education, Research, Teaching and Learning. Taking up the offer of the workshop, Madeleine Schoeman, principal of Ntsika, extended an invitation to other schools in the area.

Despite teachers expressing feelings of finding assessment 'tiring' and 'time-consuming', they had come to the workshop in the hope of 'learning more about it', 'learning new strategies', 'making it more manageable' and maybe learning to look at assessment with a 'fresh perspective'. One of the participants was particularly interested in looking at assessment as a way of connecting with the children and was particularly interested in having fun!

Through an appreciative process of *imagining, interrogating, innovating* and *implementing*, the teachers captured and explored their understandings of assessment using pictures and sharing their practice and experience. Pictures of hearts, trees, roads and arrows were used to represent fundamental ideas of love, growth, development, direction and goals. Strategies were shared and ideas were developed. By the end of the workshop each teacher was prepared to commit to ways in which they wanted to go forward in using assessment to support more strongly the learning of their students:

- offering positive and constructive feedback,
- encouraging students to build their confidence,
- asking questions to encourage them to think about what they need to do,
- giving students space to develop their work in response to this feedback,
- feeding back as soon as possible to enable more meaningful engagement, - making time for one-on-one follow-up,
- designing assessment which caters for all the students in the class,
- using feedback to inform planning of future lessons,
- reflecting on and adapting methods and strategies,
- using different methods to determine and develop understanding,
- being more explicit with the students about what we are doing and why,
- making assessment fun!

Teachers left the workshop feeling invigorated and inspired! They had really appreciated having an opportunity to listen to and learn from each other. Assessment, it was recognized, was appreciated as not only a vital part of teaching and learning, but also as an opportunity to have fun!

Rhodes University staff from CHERTL and teachers from local high schools collaborated in a session on assessment to support student learning across Grahamstown. Photo: By Sue Southwood





Fitness instructor Layla Radosavljevic and members of the APD. Photo: Amy Pieterse

“The best part is having a smile on your face when walking out the gym,” said Radosavljevic. Indeed, that is how the group left on Wednesday: sweating and sore, but beaming.

Celebrating the pride of Madiba’s legacy

By Kayleigh Pereira

On Wednesday 27 July, the spirit of umxhentso brightened up Rhodes University’s council chambers so much that it drew an audience member to the dance floor. Rhodes housekeeping staff dressed in traditional attire treated Rhodes management to a performance of the isiXhosa celebratory dance.

“I am so proud of this month, for Madiba. I wish that he was here to see it. I love it. I love him. I am very proud. I am singing for Mandela,” said Lydia Sam, one of the performers.

The first song that launched their 67 minutes was about home, as a reminder to everyone in the room that South Africa belongs to us all - and that we must work together to look after it. The second probed the question of why we are here. The answer to which, according to the proud singing women, is that it is due to Mandela’s monumental efforts. “It’s a reminder of what he did for us. I just think about that,” Sam added.

The third and final song encompassed how we should let our visitors in because they are our family. With the help of Mandela himself, South Africa was given the bittersweet nickname, The Rainbow Nation, a nation that boasted an abundant palette of cultures and would accommodate any identity, not as a passing guest, but as a part of the family. As harmonious as it sounds, the notion comes with a price; the risk of diverse cultures assimilating so much so that their distinctiveness blurs. In a society of so many cultures, it can be easy to lose touch with your roots.

Despite this, Sam believes that the amaXhosa youth are still very much in touch with their cultural heritage and continue to practice the traditions from those before them. Bonsiwe Poti and Zanele Mhlanli, two of the performers, say that while umxhentso is not explicitly or intentionally taught to younger generations, its continuous living presence in their communities will allow the tradition to reach future generations.

“I am so proud of this month, for Madiba. I wish that he was here to see it...”

Let’s paint! Shaw Hall kids paint in honour of Mandela

By Jade Kebbie

For Thembisa Mente and her two helping hands, the 25th of July was a busy day. Armed with assorted brushes, packets of powdered paint and empty yoghurt cups, Mente and volunteers from the Inkululeko Society had the task of teaching little ones at Shaw Hall Day Care Centre to paint in honour of Mandela Day. Shaw Hall Day Care Centre is part of Rhodes University’s Centre for Social Development, and this year they organised a number of interactive activities aimed at entertaining and teaching the children as part of the Trading Live initiative.

The afternoon started off slowly. Volunteers waited whilst the children finished off their lunch. Once the food was down, the children slowly began to take an interest in the people around them and become excited about the task at hand. The children are not yet used to volunteers, but once the paints came out there were smiles all around.

When it comes to physical aid and support, Mente said that they don’t have much at the centre. “I need help, I need more regular students,” she said, asking that the volunteers spread the word. She urgently needs someone to teach art once a week, and others to help with reading. Many of the children speak little to no English, and reading can be a challenge. Materials are scarce.

Mente hoped that the painting would encourage the children to use their creativity and to have fun, and it seemed to be a success. But they cannot wait another year for the next installment.

Children proudly hold up their pictures in honour of Nelson Mandela at Shaw Hall Day Care Centre. Photo: Jade Kebbie



Above: Boy Boy Ngingwa Preschoolers welcome the Lesotho Society join forces for Trading Live to address early childhood education. Photo: Sam van Heerden

Back to basics at Boy-Boy

By Sam van Heerden

Basic literacy is an essential building block for children, putting them in good stead for the challenges of primary and high school education. Through reading, storytelling and games, the Rhodes University Lesotho Society worked with and learned from Boy-Boy Mginywa Pre-School children to explore the wonders of literacy as part of Trading Live on Thursday, 29 July.

“Literacy starts at a young age at schools like this one. The sooner kids are exposed to literacy, literature and learning, the better,” said Lehlohonolo Godfrey Matsepe, Rhodes University student and president of the Lesotho Society. Members of the society and the pre-schoolers counted with clapping games, read out loud, practiced their vocabulary and also had fun outside during their time together.

“If you go to pre-primary schools in South Africa, you find a lot of kids are struggling with the basics. But if they get exposed at a young age to literacy then by the time they get to primary school or high school it’s easier for them to learn,” said Matsepe.

“We’re trying to avoid dropouts later on,” said Nomfundo Gongqa, the supervisor at Boy-Boy Mginywa. “We try to make sure that the children are ready for school - that they can handle a pen and a book, that they can listen, answer and [identify] emblems.” The Boy-Boy Mginywa Pre-School is a non-profit organisation which started in 2004 and is partly funded by the Department of Social Development.

The South African education system continues to face challenges, and Matsepe thinks that improving literacy is key. “It’s a foundation that we need, especially in township [schools]. There are so many kids and there’s a shortage of quality education and schools. Where there are schools, there is a shortage of teachers and classes are overcrowded. These factors hinder the quality of education,” said Matsepe. “The kids are not exposed to the kind of quality education that they should be exposed to.”

The Lesotho Society, initiated to challenge stereotypes about Lesotho, have previously done community engagement such as teaching computer literacy. “As a society, we know the situation back home. We don’t just want to come here to university and make no contribution to the community,” said Matsepe. “We want to be more than about socializing.”



Members of the Lesotho Society read with Boy Boy Ngingwa Preschoolers. Photo: Sam van Heerden

‘Edutainment’

By Charles Harry Mackenzie

“67 minutes for Madiba? Eish.” 67 minutes is a long time to keep pre-school children focused on just one task. It is not, however, any time at all if what you’re asking of them is not specifically to focus, but to have fun. Then 67 minutes just flies by.

I took in the scene; some children were scrambling around the room like toy helicopters, others were simply sitting in their places patiently waiting for everybody else to arrive so that the trade could begin. The three teachers in the room were still like statues.

‘It’s fitting,’ I thought. Madiba was well known in his later years for his timeless reverie - a fitting companion to inherently youthful, grinning children. So the idea that elders from an old age home were going to come and watch the children sing and dance for them, and then in turn sing and dance back, or at least try their best, well, that was ‘just grand,’ I thought. A true way to honour Madiba.

But that didn’t happen - almost an hour passed and not one soul from the old age home, or anywhere else for that matter - arrived ... and for a brief moment it looked like the trade would have to be cancelled. The three teachers and all the children in the room looked at me for answers. “Where are they?” one teacher asked. Things were beginning to get awkward. For a second, it seemed like the 67 minutes of trade was going to be 67 minutes of silence.

But a journalist was there to cover the event, and the whole room decided that one

person was much more than none. They had practiced hard all the same. The children suddenly regained all of their motivation, the teachers also joined in, no longer still as they had been that whole time. The whole room sang: songs of 'Oh baba Mandela' and 'Hosanna' and the like, dancing & clapping, as if the performance room was being watched by a wide audience, as if a king were also there - maybe even Madiba himself.



Ointments for Mandela Day

By Kelly Kabongo

On Friday 29th July, Little Flower Day Care Centre hosted the Umthathi Training Project for a session on ointment making (isithambiso). Lungelwa Mthwalo, a trained educator in Early Childhood development at the daycare centre, explained that the operations of the day care centre rely partly on receiving external funding.

The Umthathi Training Project is an Eastern Cape-based NGO that aims at helping to improve the quality of life for the less fortunate and helping to educate on sustainable living for those in need. The Umthathi Training Project volunteered to educate for Trading Live by teaching the daycare staff to make ointment that is multifunctional and could be useful for the children.

The process of making the ointment was not very difficult. All that was required is



Preparing lavender and herbs for the ointment making process for a trade between the Umthathi Training Project and Little Flower Day Care Centre. Photo: Kelly Kabongo

scentless petroleum jelly, lavender and herbs - all of which are accessible to the daycare centre. This ointment is affordable and can be used to treat skin ailments as well as muscular and joint pains.

Tshandapiwa Fumo from the Umthathi Training Project explained how this would benefit the community beyond the 67 minutes of Mandela Day. Learning to make this ointment would allow the educators to make more ointment and sell it to fundraise for the daycare centre.

“For the kids, this is just an observation because they won’t grasp the idea. We are targeting the educators, empowering them with a skill, which they can share with the parents of the kids and community,” said Fumo.

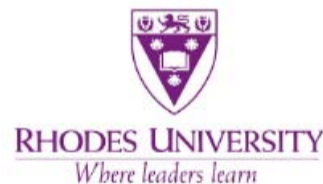
Left: The Umthathi Training Project and Little Flower Day Care Centre paired up for a session on ointment making. Photo: Kelly Kabongo



Tina Maqubela and her team from the Statistics Department introduced sudoku to Ntsika senior school pupils. Photo: Tina Maqubela



Prof Tally Palmer and youth from the Oasis Project spent an afternoon in the Botanical Gardens identifying and discussing the value of the live bugs in the stream. Photo: Water Trust



Thank you Trading Live Teams!




Trading Live
FOR NELSON MANDELA WEEK

Share | Collaborate | Inspire

NELSON MANDELA WEEK
25-29 JULY 2016