



What's killing us now?

Teaching material for the preparation and debriefing of the play "What's killing us now?" written by a South African theatre group of the organisation *South Africa Youth for Christ KwaZulu-Natal*.

Content:

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1. Background information

1.1 Facts about South Africa

Official name:	Republic of South Africa
Area:	1.219.090 km ²
Population:	49,9 Mio.
Administrative capital:	Pretoria
Legislative capital:	Cape town
Judicial capital:	Bloemfontein
Head of state:	President Jacob Zuma (since 2009)
Form of government:	Republic
Life expectancy:	around 50 years
Birth rate:	2,4 per woman
Population growths:	-0,38%
Literacy rate:	around 86 %
Child mortality:	5,9 %
HIV/aids prevalence:	18 % of the population
Languages:	IsiZulu 23,82%, Isixhosa 17,64%, Afrikaans 13,35%, Englisch 8,2%, Setswana 8,2%, Sesotho 7,93%, Sesotho da Leboa 9,39%, Siswati 2,26%, Tshivenda 2,28%, Xitsonga 4,44%, IsiNdebele 1,59%, other 0,48%
Ethnic groups:	Black 79,4%, White 9,2%, Coloured 8,8%, Indian/Asian 2,6%
Religion:	Christian 79,8%, Muslim 1,5%, Hindu 1,2%, Jewish 0,2%, other 6,6%
Adjacent countries:	Botswana, Lesotho, Mozambique, Namibia, Swaziland, Zimbabwe

1.2 History of South Africa¹

The earliest representatives of South Africa's diversity - at least the earliest we can name - were the San and Khoekhoe peoples. Other long-term inhabitants of the area were the Bantu-speaking people who had moved into the north-eastern and eastern regions from the north, starting at least many hundreds of years before the arrival of the Europeans.

In 1652 Jan van Riebeeck landed at the Cape of Good Hope, under instructions of the Dutch East India Company. By the time Van Riebeeck left in 1662, 250 white people lived in what was beginning to look like a developing colony.

Later governors of the Cape Colony encouraged immigration, and in the early 1700s independent farmers began to push north and east. Inevitably, the Khoisan started losing ground. Furthermore they were being pressed into service for the colonists.

The advance of the European settlers into the interior of the country led to bloody conflicts.

As a result of developments in Europe, the British took the Cape over from the Dutch in 1795. Seven years later, the colony was returned to the Dutch government, only to come under British rule again in 1806. Several wars and conflicts followed.

In 1910 the South African Union was founded and from then on the Boers controlled the government.

After the success of the National Party in 1948 the rights of the black population were curtailed to a minimum level. Apartheid became law. In 1960 the opposition movement of the African National Congress (ANC) and the Pan African Congress (PAC) were banned. In the same year Nelson Mandela, head of the ANC, was sentenced to five years of imprisonment. Later on, the sentence was extended to lifelong imprisonment.

In 1976 the Soweto uprising marked a protest of students against Afrikaans as the language of instruction at schools. As a consequence the government felt forced to initiate reforms. A new constitution which was passed in 1984 granted a say to coloured and Asian people in parliament. In 1986 the government repealed the law which had banned intermarriages between people with different skin colours.

On February 2 1990, FW de Klerk, then president of South Africa, announced the end of Apartheid and lifted restrictions on 33 opposition groups. On February 11 Mandela was released after 27 years in prison.

South Africa's first democratic election was held in April 1994, with victory going to the ANC. In May 1994 Nelson Mandela was sworn in as President. Mandela's presidency was characterised by the successful negotiation of a new constitution, a start on the massive task of restructuring the civil service and attempts to redirect national priorities to address the results of apartheid and the *Truth and Reconciliation Commission* set up to investigate the wrongs of the past.

In 1999 and 2004 Thabo Mbeki was elected president of South Africa. In the 2009 elections Jacob Zuma became the new president.

Today South Africa is a country of people from various origins and therefore often referred to as *The Rainbow Nation*. South Africa has one of the highest rates of HIV-infections in the world.

¹ Source: <http://www.southafrica.info/about/>

1.3. HIV/AIDS in South Africa²

South Africa has one of the highest prevalence of HIV in the world and many factors led to the spread of the virus. Among these are poverty, inequality and social instability, low status of women, sexual violence, limited access to quality medical care and poor leadership in the response to the epidemic.

In 1987 the apartheid government recognised that HIV/AIDS could become a major problem in South Africa. However, this recognition was not followed by decisive reactions as neither this government nor the subsequent President, Nelson Mandela, took crucial steps to raise awareness and improve treatment. Mandela's successor, Thabo Mbeki, even denied the epidemic and stated that he had never met anyone with HIV/AIDS at a time when around 5 million people were infected. The current President Jacob Zuma met with criticism when he admitted that he had once showered after having unprotected sex to avoid contracting the disease. However, he also recognised the great prevalence of the disease in other comments.

The burden of being infected falls heavily on everyone receiving this diagnosis and fear as well as despair often follow. This is why many people delay or refuse testing. A lack of support and poor-quality counselling worsens the situation. In addition, poverty prevents many people from receiving adequate nutrition which could help prevent or delay the outbreak of the disease.

In South Africa more than 10% of children are orphaned and AIDS is most often the cause. Children become orphans when their parents die of the disease or cannot care for them anymore. These children live in impoverished households and are often subject to worst forms of child labour, neglect and abuse.

More than a third of children born to a HIV-positive mother will be infected with the virus if they do not receive preventive treatment. This is the reason why a special programme was implemented in 2001 which aims at reducing the transmission rate.

One major aspect in the prevention of the spreading of HIV is the need for behaviour change. People need to know about the risks of infection and the consequences of the disease so that they can change their attitudes and behaviour. However, in order to be successful campaigns also need to address the deep-rooted inequalities (which makes women unable to negotiate safe sex) and other aspects of the society.

The fact that the spread of AIDS is connected to various other factors such as poverty and inequality is supported by the regional differences in prevalence of HIV.

1.4 Youth for Christ³

The play "What's killing us now?" deals with South Africa, the history of Apartheid and the HIV/AIDS situation in the country. It was written by volunteers of the organisation *South Africa Youth for Christ* who visited Germany in 2008 and 2009 to perform their play at different schools.

Youth for Christ (YFC) is the name of a joint campaign of a number of previously unaffiliated protestant movements. *South Africa YFC* is one of the largest *Youth for Christ* national programs. Their current ministries include AIDS awareness and abstinence programs, follow-up counselling services, music and drama team ministries in schools, shelters for former street children, juvenile prison ministry, gender equality/women's empowerment projects, life skills and job skills workshops, youth leadership development conferences, and teen pregnancy centres.

One programme supported by the Kindernothilfe is the *Local Volunteers Training Programme* which gives young people between 18 and 35 the chance to gain valuable work experience which might help them find a job afterwards. As the job situation is problematic, they have difficulties in getting introduced to the job market. YFC therefore gives internships in various projects to these young people. In addition to their practical work they also have one day of theoretical lessons per week.

Some of the volunteers visit schools and run so called change agents-workshops on HIV/AIDS which last four days. They make use of participatory methodological practices such as group work, role-plays, drama, various action-learning techniques and dance. A drama with music, dance, funny and serious sequences

² Source: <http://www.aids.org.za/hiv.htm>

³ Refer to the following website for more detail: <http://www.yfci.org/g21africa/country.php?id=49>

helps to reach the pupils. The children are actively involved and get the chance to speak about their own experiences and give each other advice. These workshops help them to change their behaviour, to respect each other and take the risks of the fatal disease HIV seriously. It is necessary to make the students engage with the risks of infection and the consequences of HIV/AIDS as many teenagers refuse to speak about this. Awareness campaigns are omnipresent but many young people are weary of the current campaigns and reject to deal with the given information.

2. Ideas for the lesson (prior to the performance)

2.1 Apartheid in South Africa

Research / Glossary

Each student has to find informations about the following three themes: F W De Klerk, Nelson Mandela and the African National Congress. The students can use the worksheet provided in part 4 their information to summarize the information and make a glossary.

Timeline South Africa

The students are given a timeline (1948 - 2009) and information about certain happenings in South Africa's past. Then they have to match the event to a point on the timeline to indicate when the event took place.

Case study

Discussion of the different aspects of Apartheid with the help of the text about Sifiso. The text is also part of the play that will be performed at your school.

Aspects to be discussed:

- Why is Sifiso treated like this?
- Role of the police in the Apartheid regime.
- Cruelties in the time of Apartheid / Treatment of non-white people and dissidents.
- Case study is based on a true story that took place within the Soweto uprising in 1976 – this case study can therefore be used as an introduction to this topic.

2.2 HIV/AIDS in South Africa

Information about HIV/AIDS

Kindernothilfe provides a variety of teaching material on HIV/AIDS. Please refer to this for a clarification of general knowledge on this topic. For material in English please refer to www.actpositive.eu.

Quiz

The students can check their own knowledge about HIV/AIDS and can explain different aspects to each other. The quiz helps to make the students aware of the consequences of HIV/AIDS in developing countries.

Case studies

The stories of Gugu Dlamini and Nkosi Johnson can help the students understand the problematic situation. The texts are also part of the play that will be performed at your school.

Discussion points:

- Many children in South Africa lose their parents because of AIDS (Nkosi Johnson). What are the consequences of such a situation (e.g. vulnerability, neglect, abuse, child labour, poverty, ...)?
- Many children are infected with the virus themselves (Nkosi Johnson). You can inform the children about how the children get infected (during pregnancy, at birth or during breast-feeding) and about what consequences the disease in children has (if it is not treated, the children will die within their first five years). In this respect it is important to discuss the possibility of preventive treatment during pregnancy and the fact that there is a lack of appropriate medicine for children with HIV so that only a few children infected with HIV actually get treatment.
- There are many biased opinions on and prejudices against HIV/AIDS (Gugu Dlamini). How did the prejudices develop (e.g. lack of education, statements of important politicians, ...)? How can we fight these prejudices (e.g. education, health care, adequate treatment, ...)?

Extract: "This can never happen to me"

The short text taken from the play illustrates that there is a lack of knowledge on HIV/AIDS which leads to a worsening of the situation. It makes clear that education on the risks of infection and the consequences of the disease is necessary.

A discussion could also include other reasons why people tend to deny that AIDS is a problem (e.g. fear, despair, lack of support, consequences for the victim's family,...).

Extract: "The enemy is silent" / Poster

This extract is also taken from the play and aims at emphasizing the differences between the challenge South Africa had to face in the past (Apartheid) and the one it has to deal with now (HIV/AIDS).

After reading and discussing this extract, the students can create a poster with the similarities and differences of the two challenges Apartheid and HIV/AIDS (in groups).

Key aspects that should become clear:

Differences

Apartheid: easily noticed, openly affects public life, clear sides: the oppressor and the oppressed, fight for freedom and human rights as a solution.

HIV/AIDS: infection cannot be noticed until it breaks out, silent enemy, enemy is faceless=not human, virus spreads without being noticed, education as a solution.

Similarities

Both challenges are connected to a certain form of discrimination and violence (e.g. case study Sifiso and case study Gugu Dlamini)

You could also point out that Apartheid is in a way responsible for the inequality and poverty in the South African society which is now one factor leading to the rapid spread of HIV.

Question for the actors / Youth for Christ

Now that the students have dealt with the story of the play and the problematic situation in South Africa, they may have several questions. As there will be time to talk with the actors, the students can now think about what they want to ask in that discussion. Thus they have ample time to consider what they would like to know or mention.

3. Ideas for the lesson (after the performance)

Performance of the beginning of the play

In order to make the students remember the play they can perform the beginning of it (first discussion between presenter 1 and presenter 2) themselves. This also helps them to get familiar with the key aspects again.

Analysis of the presenters

- Which role do the presenters play?
- Which position does each of them represent?
- Are both standpoints justifiable? Why?
- Can the two positions be unified? What would that position be like?

A third presenter: the combination

As a final work the students can write an introduction of a third presenter that combines both standpoints. South Africa can be happy and optimistic because it managed to prevail over Apartheid – but the people of South Africa also have to deal with the new challenge HIV/AIDS which requires a lot of effort and education.

4. Material

On the following pages you will find the work sheets for the ideas mentioned above.

Impressum

Herausgeber: Kindernothilfe e.V., Düsseldorfer Landstraße 180, 47249 Duisburg
www.kindernothilfe.de
info@kindernothilfe.de
Autorin: Marina Wagener

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4.6 Case study Nkosi Johnson

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4.8 Extract: “The enemy is silent”

4.9 Questions for the actors

4.10 The two presenters (text)

4.11 South Africa’ history (1948-2009)

4.12 South Africa’ history (1948-2009) – Correct answers for the teacher

4.13 South Africa Youth for Christ

4.1 Glossary: South Africa

Make a research and try to find information on the three topics listed in the table below.

Topic	Information
Nelson Mandela	
F W De Klerk	
African National Congress	

4.2 Case study Sifiso

My brother was involved in the struggle against apartheid, a young lion who attended the township school. I was still a little boy that time. Sifiso was a student leader who mobilised other students to resist apartheid laws. He was popular amongst the students and also known to the police.

It was cold evening in Soweto. The lights were out and the streets were empty. Sifiso was in bed telling me a bed time story. The silence in the air was disturbed by a banging on the door. Before we could open it, a policeman kicked the door down. "WAAR IS SIFISO, where is he?" They roared as they pointed their torches at our faces. Sifiso tried to escape through the back door but they caught him. "So you are the trouble maker, the white sergeant screamed, Sifiso was silence. They whipped him but he could not speak, they whipped him again. He opened his mouth to say "Don't let my little brother see this" the white sergeant said "SHUP UP" He must see what happens to trouble makers so that he can stay away from trouble. They dragged Sifiso, half naked, punching and kicking him on the way to the police van. Sifiso, Sifiso" I screamed but he would not look at me.

Until one day I heard the front gate creak. I saw Sifiso walked up the path way. There was something strange in the way he walked. He limped dragging his right leg. They had broken his leg at the police station with all the kicking. He still cant walk properly today. I will never forget the day that face of the white policeman beating Sifiso.

Tasks

- 1) Underline all words that you don't understand and look them up or ask your teacher!
- 2) Sifiso is treated in a very humiliating way. What is the police's role in this short story?
- 3) This is a story about South Africa at the time of Apartheid. Non-white people and people who did not agree with the politics were treated in a demeaning way. Try to find more information on the life of non-white people during Apartheid.
- 4) The story took place in the massacre of Soweto, South Africa in 1976. You have already heard of this when working with the timeline. Now try to gather information on the reasons for and consequences of this demonstration of students.

4.3 Quiz

- 1) **How many children aged between 0 and 15 years are infected with HIV worldwide?**
 - a. 2,5 Million
 - b. 11,5 Million
 - c. 33,5 Million
- 2) **How do most children get infected with the virus?**
 - a. It is in the genes
 - b. The virus is passed on to the child during birth
 - c. The children get the virus via blood transfusions
- 3) **What will happen to the newborns who have the virus?**
 - a. They will die within the first five years if they do not get treatment
 - b. The disease does not break out in children
 - c. The disease is not as strong in children as in adults
- 4) **What percentage of children who need medicine to treat the virus actually get appropriate medicine?**
 - a. under 5 percent
 - b. more than 25 percent
 - c. more than 60 percent
- 5) **How many children died from the consequences of Aids worldwide in 2009?**
 - a. 80.000
 - b. 170.000
 - c. 260.000
- 6) **How many children in the world have lost one or both of their parents due to Aids?**
 - a. 28,8 Million
 - b. 16,6 Million
 - c. 5,5 Million
- 7) **What percentage of Aids orphans live in developing countries?**
 - a. around 90%
 - b. around 80%
 - c. around 70%
- 8) **How does the medicine improve the treatment of HIV?**
 - a. they cure the disease
 - b. they do not improve anything
 - c. they suppress the virus for an nondescript time

4.4 Quiz – Correct answers for the teacher

1) How many children aged between 0 and 15 years are infected with HIV worldwide?

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c. 33,5 Million

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4.5 Case study Gugu Dlamini

Person 1: We now know what we did was wrong, your honour.

Judge : Did you not know this when you killed her?

Person 2: We immediately thought about our own safety. What if she sneezes or coughs and we get AIDS. What about our children? What if this disease wipes us all out?

Person 1: So we immediately thought that we must get rid of Gugu Dlamini from our township to protect our community and ourselves.

Person 2: We got a group of people together and began to search for Gugu. As we searched the group got bigger. Word went around that Gugu has AIDS and that she must be sorted out.

Person 1: When we eventually found Gugu the group became too large to handle. Gugu did not get the chance to speak. The first stone hit her on the head. The next minute there was a shower of stones and rocks. The crowd picked up whatever they could find.

Person 2: Gugu fell to the floor. She was bleeding. She begged the crowd to listen to her but the crowd did not give her the chance. Some men rushed forward and stabbed her with knives to finish the job. Her body lay on the ground. The crowd dispersed pleased that they had stopped a threat to the community. I now know that what we did was wrong. All Gugu wanted was our compassion. But we were fearful and instead of compassion, we gave her hate.

Presenter 2: Gugu Dlamini, an AIDS activist, died in December 1998 after she declared that she was HIV positive. She broke silence about a disease that was affecting her province. A disease that nobody wanted to acknowledge or talk about. A disease that could not be seen but was silently killing both young and old. This is what is killing us now. Gugu Dlamini broke the silence. She spoke out. She knew that she would be stigmatized or discriminated against. Her community was used to silence. They could not handle the truth.

Tasks

- 1) Underline all words that you don't understand and look them up or ask your teacher!
- 2) Which misconceived assumptions did the people of the town have about HIV/AIDS? What can be done to fight these prejudices?
- 3) The study case Gugu Dlamini is based on a true story. She was killed in 1998 because she publicly talked about her infection with HIV. The text says "Her community was used to silence. They could not handle the truth." – Can you think of aspects that might have led to this attitude (social aspects, political aspects, personal aspects, etc.)?
- 4) Actually many people from Gugu Dlamini's town are infected with HIV. What needs to be done to make life possible for those people?

4.6 Case study Nkosi Johnson

Nkosi Johnson:

"I grew up in an orphanage. Firstly it was not nice because people used to call me names. Sometimes it was so painful that I wanted to leave school. I used to hate school functions because learners were asked to come with parents and I didn't have any, I just cried. But I pulled through.

I had a dream and I wrote it down. I put it where I can see it everyday so it can give me courage. I worked very hard and didn't let my situation or people around me to stop me. I stopped feeling sorry for myself and also did not allow others to feel sorry for me. I refused to be used and abused. I stood my ground. I tried to think and act differently. A person in your position doesn't have to leave school. There a lots of things you can try to do apart from leaving school and sleeping around to get money. You are beautiful and special before the eyes of God."

About Nkosi Johnson:

Nkosi Johnson's fragile life slipped away. This 11 year old boy, who was the longest surviving child living with HIV and AIDS, showed South Africa the human face of this disease. Who could forget his bravery and commitment to sharing his story and challenging the stigma of HIV and AIDS. This boy showed leadership beyond his maturity in the fight against HIV and AIDS. And yet he cried every night like any other little child because he could not cope with the physical pain. South Africans will always remember the smile that stretched across Nkosi's face. He belonged to all of us. This is what is killing us now. Hamba Kahle Nkosi Johnson. Hamba Kahle.

Tasks

- 1) Underline all words that you don't understand and look them up or ask your teacher!
- 2) How does Nkosi Johnson describe his own life with AIDS?
- 3) Why are so many children infected with HIV/AIDS?
- 4) Nkosi Johnson was a famous South African child. Try to find more information on his role in the fight against HIV/AIDS!

4.7 Extract: “This can never happen to me”

Person 1: Hey Chief, how are you?

Person 2: I'm together, Chief. You can see. Take a look.
(points to his body).

Person 1: I can see that you are prospering all over. I was worried when I did not see you in the last months. I thought maybe you were sick with this new disease. But now I see that you have put on weight. So it's fine - you are not infected- you are not thin.

Person 2: Ooooh! You mean this disease that they call AIDS. Eish! Man, you know that it's not a disease. That is why they call it AIDS- American Ideas to Discourage Sex. Its the ploy of the white man.

Person 1: Yes! You know this disease can never happen to us. I think it only infects these white men who sleep with other men.

Reporter And so the ignorance and denial of HIV and AIDS continued. “It can never happen to me” was commonly believed.

Task

- 1) Why do people (in Africa) tend to deny that AIDS is a problem?
- 2) Why is the denial of HIV and AIDS a major cause for the worsening of the situation?
- 3) What do people need to know so that the fight against HIV/AIDS can be successful?

4.8 Extract: “The enemy is silent”

The enemy is silent. The enemy is faceless. The enemy is all around you. This is the dilemma that South Africans are now facing in this new struggle against HIV and AIDS. There are more people infected with HIV in South Africa than in any other country in the world. AIDS is the leading cause of death. AIDS threatens the hopes, dreams and aspirations of newly liberated people. Can they really enjoy the fruits of freedom that they struggled so hard for?

Task

Get together in groups of 4-6 people. Read the short text and think about the differences between the challenge South Africa had to face in the past (Apartheid) and the one it has to deal with now (HIV/AIDS). Make a poster on which you list the most important aspects.

4.9 Questions for the actors

After the performance of the play you will get the chance to talk to the actors.

Think of aspects you would like to ask. Topics could be:

- South Africa in general
- Life in South Africa
- The *Youth for Christ* - programmes
- Apartheid in South Africa
- AIDS in South Africa
- The story of the play
- ...

Write down at least five things that you find worth asking!

4.10 The two presenters (text)

Presenter 1: Good morning/day/evening. This is Free World News coming to you live from Johannesburg, South Africa. Yes! Who would have thought that in 1994 there would be an election in South Africa? Right, it happened 14 years ago! Everyone- both black and white voted for a democratic government. The world watched anxiously. Just as they watched South Africans tear each other apart in the past. The struggle for freedom was over in South Africa.

Presenter 2: The enemy is silent. The enemy is faceless. The enemy is all around you. This is the dilemma that South Africans are now facing in this new struggle against HIV and AIDS. There are more people infected with HIV in South Africa than in any other country in the world. AIDS is the leading cause of death. AIDS threatens the hopes, dreams and aspirations of newly liberated people. Can they really enjoy the fruits of freedom that they struggled so hard for?

Presenter 1: That's right the struggle for freedom is over in South Africa. No more will we see the images of crude racism on our television sets. We saw Nelson Mandela walking out of prison as a free man in 1990. We saw him shake the hand of F W de Klerk as they received the Nobel Peace Prize. We saw the political negotiators hard at work crafting a future settlement to the conflict. We see a nation preparing for peace with itself. A nation is about to end years of struggle

Presenter 2: Good morning/day/evening. This is Free World News to you live from Johannesburg, South Africa. Today on Special Report we'll be taking a look at a struggle that is raging in South Africa. Yes! It's a struggle that is tearing all South Africans. A country that has spent so many years fighting the world. Its citizens are now facing a new enemy. But the rules in this struggle are different from what South Africans are used to. It's a new struggle.

[...]

Presenter 1: History has shown us that there are few nations in the world that have successfully ended its civil conflict without major bloodshed. South Africa is one of the few exceptions. People struggled against apartheid. Leaders saw that words made more sense than weapons. That compromise is necessary to end conflict. So South Africans voted and ended apartheid. A new democracy was born. South Africa took its rightful place on the African continent and in the world. Its leaders are well respected and the country is looked upon favorably for struggling and defeating apartheid. As we end this report – we salute South Africa for its victories. The struggle has ended.

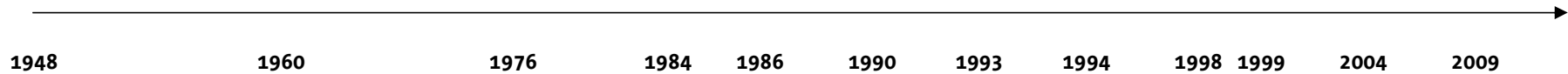
Presenter 2: South Africa is a time bomb waiting to explode. The country is struggling with HIV/AIDS. Apartheid was an enemy that everybody saw. HIV/AIDS is the invisible, silent enemy. HIV/AIDS is threatening to kill more people than those that died fighting apartheid. Gugu Dlamini's story was told – but what about all the other Gugu Dlaminis that we don't hear about. Nkosi Johnson's face is well known. The faces of thousands of other little children who are HIV positive do not appear on our television screens. We struggled against apartheid and defeated it. What's killing us now? HIV/AIDS. The new struggle has begun.

4.10 The two presenters (tasks)

- 1) There are two presenters in this play – which position does each of them represent?
- 2) Are these two standpoints both justifiable? Why?
- 3) Which role do the presenters play with regard to the whole play?
- 4) Can the two positions be unified? What would that position be like? Imagine there was only one presenter who had to combine both standpoints. Write an introduction to the play from this presenter's point of view.

4.11 South Africa's history (1948 – 2009)

Match the events described in the boxes to the timeline!
 You can do so by writing the numbers of the box next to the year on the timeline.



<p>1 FW de Klerk announced the end of Apartheid and lifted restrictions on 33 opposition groups, including the ANC, the PAC and the Communist Party, at the opening of Parliament.</p> <p>In the same year Nelson Mandela is released from prison.</p>	<p>3 Thabo Mbeki is re-elected as president of South Africa.</p>	<p>7 The Soweto uprising marks a protest of students against the Apartheid regime. The students demonstrated against Afrikaans as the language of instruction at schools. The police reacts with violence, many people are killed.</p>	<p>10 The rights of the black population are curtailed to a minimum level. Apartheid becomes law.</p>
<p>2 Jacob Zuma becomes Thabo Mbeki's successor as president of South Africa.</p>	<p>4 South Africa's first free elections take place.</p>	<p>8 Thabo Mbeki becomes new president. He is the successor of Nelson Mandela.</p>	<p>11 Nelson Mandela and F W De Klerk receive the Nobel Peace Prize for their work for the peaceful termination of the apartheid regime, and for laying the foundations for a new, democratic South Africa.</p>
	<p>5 First talks between Nelson Mandela and the government.</p>	<p>9 The Truth and Reconciliation Commission starts dealing with the past.</p>	<p>12 The opposition movement of the African National Congress (ANC) and the Pan African Congress (PAC) are banned.</p>
	<p>6 A new constitution grants a say to coloured and Asian people in parliament.</p>		<p>12 Nelson Mandela is sentenced to five years of imprisonment. Later on the sentence is extended to lifelong imprisonment.</p>

4.12 South Africa's history (1948 – 2009)

Correct answers for the teacher

Match the events described in the boxes to the timeline!
 You can do so by writing the numbers of the box next to the year on the timeline.

_____→											
1948	1960	1976	1984	1986	1990	1993	1994	1998	1999	2004	2009
10	12	7	6	5	1	11	4	9	8	3	2
<p>1 FW de Klerk announced the end of Apartheid and lifted restrictions on 33 opposition groups, including the ANC, the PAC and the Communist Party, at the opening of Parliament.</p> <p>In the same year Nelson Mandela is released from prison.</p>		<p>3 Thabo Mbeki is re-elected as president of South Africa.</p>		<p>7 The Soweto uprising marks a protest of students against the Apartheid regime. The students demonstrated against Afrikaans as the language of instruction at schools. The police reacts with violence, many people are killed.</p>		<p>10 The rights of the black population are curtailed to a minimum level. Apartheid becomes law.</p>					
		<p>4 South Africa's first free elections take place.</p>				<p>11 Nelson Mandela and F W De Klerk receive the Nobel Peace Prize for their work for the peaceful termination of the apartheid regime, and for laying the foundations for a new, democratic South Africa.</p>					
		<p>5 First talks between Nelson Mandela and the government.</p>		<p>8 Thabo Mbeki becomes new president. He is the successor of Nelson Mandela.</p>		<p>12 The opposition movement of the African National Congress (ANC) and the Pan African Congress (PAC) are banned.</p>					
<p>2 Jacob Zuma becomes Thabo Mbeki's successor as president of South Africa.</p>		<p>6 A new constitution grants a say to coloured and Asian people in parliament.</p>		<p>9 The Truth and Reconciliation Commission starts dealing with the past.</p>		<p>12 Nelson Mandela is sentenced to five years of imprisonment. Later on the sentence is extended to lifelong imprisonment.</p>					

4.13 South Africa Youth for Christ

