



# Unit Guides

Numbers 1, 2 & 3 2021



Buddyz make  
the world brighter!





## Dear Buddyz

The Covid-19 lockdowns have been especially difficult for children. You haven't been able to do many things you love to do. Like playing with friends, learning at school, and being able to play sport. It might have been scary at times, and you might have lost loved ones, especially grandparents and other elders. The great news is that we have Covid-19 vaccines! The injection is just a quick prick on your arm - our president had it and said it wasn't sore. Many more of us will be soon be protected from Covid-19! But we must not stop protecting ourselves and each other from Covid-19 until the government and medical scientists say we can. Remember:

- 😊 Wear your mask
- 😊 S-o-c-i-a-l (2 metres) d-i-s-t-a-n-c-e.
- 😊 Don't touch your eyes, nose and mouth.
- 😊 Wash your hands often.

We hope you learn new things and have fun making a difference this year. Buddyz, make the world brighter!

Lots of love  
Soul Buddyz Club Team



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# Unit Guide 1

## Caring for each other during the time of coronavirus

### Activity 1 How has the pandemic been for you?

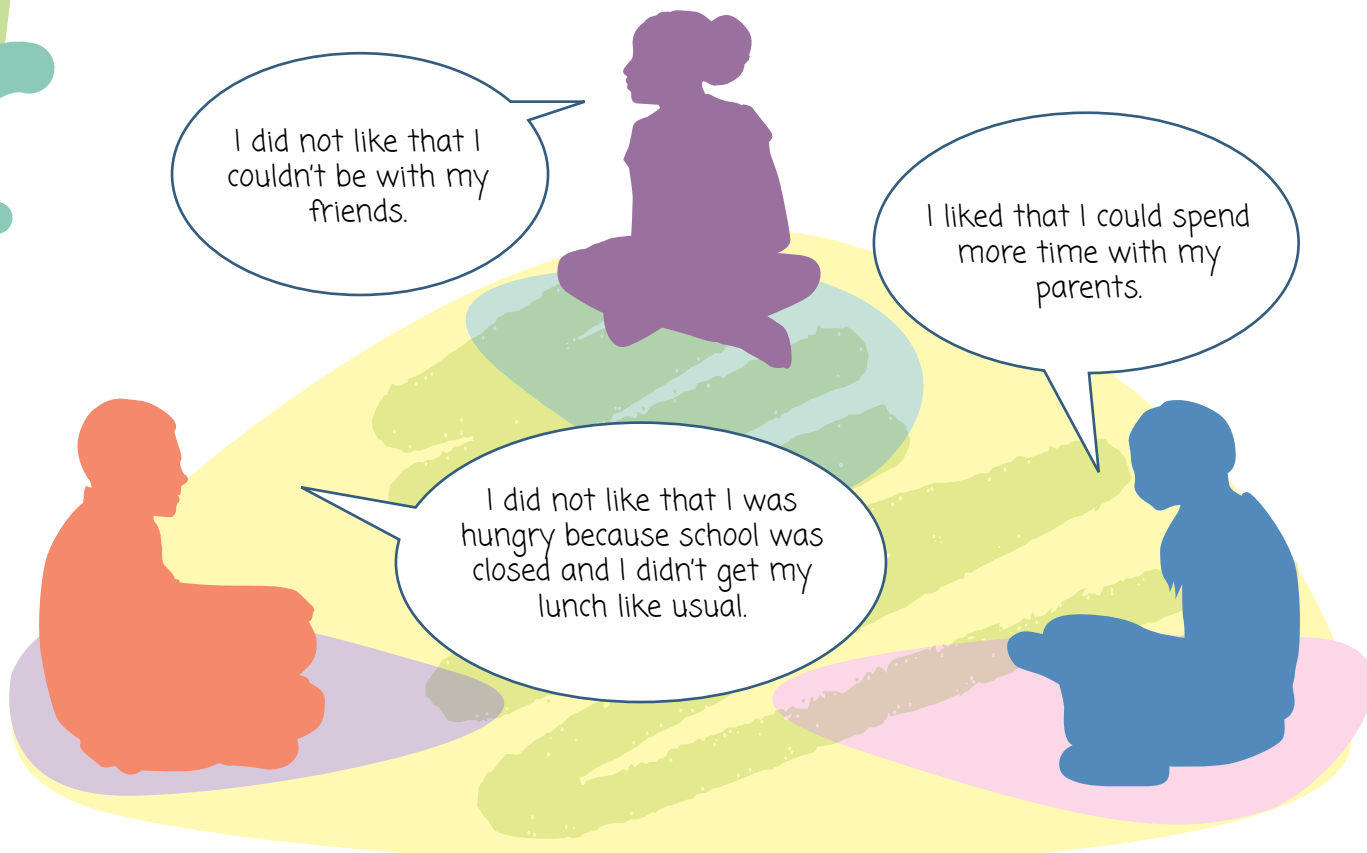
Children all over the world have had many changes in their lives because of the Covid-19 pandemic. How has it been for you?



#### Step 1

- Sit in a Buddyz Covid-19 safe circle. Take turns to say one thing you liked, and one thing you did not like during the lockdowns. Go around the circle until everyone has said all they want to. When a Buddy is talking, don't interrupt or comment. Just listen.
- Chat about what Buddyz said.
- Brainstorm things you have tried, or think might work, to help children manage difficult times such as coronavirus lockdowns.

A **pandemic** is when an infectious disease spreads across a very large part of the world and affects millions of people.



#### Step 2

Write or draw tips of things children can do when they have to stay at home. Stick them up around the school.



### Activity 2 Dear President of South Africa...

Children are citizens too! It is important that the president and cabinet ministers listen to what children think when they make decisions that affect children. This is your chance to make your voices heard. The Soul Buddyz Club Team will make sure your voices and suggestions reach the president.



#### Step 1

Write a letter to the president of South Africa. If there is anything you want to thank the president for, start with that. Make a list of things that have been difficult for you. Next to each challenge, say what you think needs to be done to make things better for children.



Dear President of South Africa...



#### Did you know?

There are 900 Soul Buddyz Clubs all around South Africa, and 22 500 Buddyz. That is a lot of powerful children's voices!





### Activity 3 Learn about Covid-19

Scientists all over the world have worked fast to make Covid-19 vaccines safe. There are different names for some of the vaccines but they all do the same job. They protect us from Covid-19. Scientists have tested the vaccines. They are safe. The rollout of the Covid-19 vaccinations will, in time, help us to be able to play with our friends the way we love to.



#### Step 1

Before you read the information about Covid-19, see how much you already know:

- What is Covid-19?
- How does Covid-19 spread?
- How can we avoid getting Covid-19, or avoid passing it on if we have it?

#### What is Covid-19?

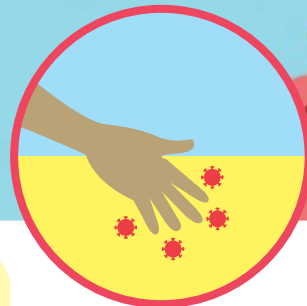
This is the coronavirus 2019, known as Covid-19. Let's break it down: 'CO' stands for corona, 'VI' for virus, and 'D' for disease.

#### How does Covid-19 spread?

Covid-19 travels through the air. We call it an airborne\* virus. TB, measles, colds and 'flu are also airborne viruses. Covid-19 is mostly spread when droplets from an infected person's nose or mouth get into the mouth, nose or eyes of people who are nearby. This happens when an infected person talks, coughs, sneezes or sings without a mask on.



You can get infected if you touch a surface, such as a table, which has the virus on it. The virus can survive on some surfaces for a few hours or days. That is why we should wipe surfaces with a disinfectant regularly.

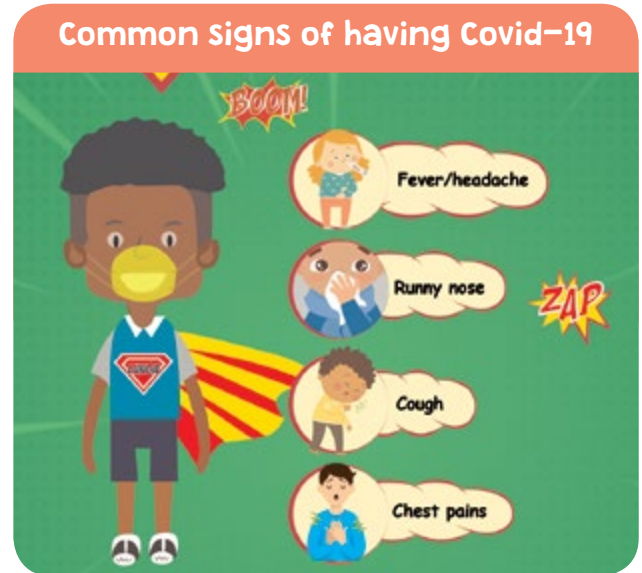


#### \*Airborne

When something is carried in the air, like a TB or Covid-19 virus, we say it is airborne.

**Step 2**  
Learn more about the common symptoms of being infected with Covid-19.

**Step 3**  
(a) Learn more about what needs to happen if you have been in contact with someone who has Covid-19.



Poster credit: National Institute for Communicable Diseases, www.nicd.ac.za

#### What to do when someone tests positive for Covid-19

If someone struggles to breathe, they must seek medical help straightaway.

#### Go into quarantine

If you have had close contact with a person who has Covid-19, stay home and away from other people for 10 days.

- Check your temperature twice a day and watch for symptoms of Covid-19.
- Protect people who have co-morbidities. They are at higher-risk for getting very sick from COVID-19. Examples of co-morbidities are diabetes, heart problems and people who are very overweight for their height and age.
- Protect people over 60 years of age.

#### Go into isolation

If you are sick with Covid-19 symptoms you must stay at home for at least 10 days since the symptoms first appeared. If you tested positive for COVID-19, even though you don't have symptoms, you must also stay at home until 10 days have passed since your positive test. It isn't easy to do, but try to stay in a room on your own, away from people and pets.

(b) If someone you know had to isolate or quarantine, talk about the challenges, and explain what people did to try and manage the situation. Think of tips for being safe and kind. Share your tips.

## Activity 4 The Covid-19 rules protect everyone

"If you do the right thing now, Buddyz, your lives will go back to normal faster," says Sister Mbaco. She is the operational manager in a Covid-19 ward, Free State.

### Step 1

Explain to each other how each rule below will protect people from Covid-19 and other airborne infections, such as TB and the 'flu.

### Covid-19 rules

#### 1 Wear a mask that covers your nose and mouth.

Masks can get unhygienic. Wash your masks every day. Do not touch your mouth, nose and eyes.



#### 2 Stay two metres way from each other.

Two metres is two big adult steps. Do elbow greetings instead of shaking hands, kissing or hugging.



#### 3 Keep windows open.

Keep the windows in rooms, cars, taxis, trains and buses open so harmful germs get blown out and don't stay inside.



#### 4 Cough or sneeze into your elbow, or a tissue.

Throw the tissue into a bin straightaway. Wash your hands.



#### 5 Stay outside as much as you can.

When you are inside, airborne viruses, like Covid-19, 'flus and TB, stay in the air. They settle on surfaces. When you are outside, viruses move away more easily.



#### 6 Wash your hands often.

- Our hands spread germs. Try not to touch your face if you do not need to.
- Wash your hands like this for **20 seconds with soap and water**. You can count slowly to 20. Or you can sing happy birthday twice.



Soap kills Covid-19. It destroys the outer shell that protects the virus.



If you do not have soap, you can use sanitiser. Read the label to check that it has at least **70% alcohol**.

- Dry your hands on a clean cloth or paper towel.

Wash your hands before doing these things:



Wash your hands after doing these things:



### Step 2

Do a club survey. Read through the Covid-19 rules. After each rule, your club chairperson will read out the statements in the survey form. Put up your hand for the statement that is mostly true for you. Count how many Buddyz put their hand up for each answer. Remember, Buddyz, we do not judge each other. It is not always your fault if you cannot follow a rule.

Soul Buddyz Club survey about Covid-19 rules

a) I always obey this	b) I almost always obey this	c) I mostly obey this	d) I sometimes obey this	e) I hardly ever obey this	f) I never obey this
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### Survey

You do a survey to find out what people think about something. You present survey results to people to convince them about something.

### Step 3

Ask your facilitator to help you get your challenges and solutions listened to by people who can help you solve the problem.



Tell us about your challenges and solutions around Covid-19 rules. Tell us how you overcame your challenges.



## Activity 5 Super-spreader events and lockdowns

Covid-19 spreads like wildfire at super-spreader events and places such as big funerals, religious gatherings and parties. That is why the government uses lockdowns to try to stop the spread of Covid-19.

### Step 1

Read the conversation about taverns during lockdown in the picture below.

Drunken people did not practice social distancing. They were sitting close to each other, and dancing without masks. They did not care about coronavirus.

When taverns ran dry of alcohol, some people started brewing homemade beer and continued to drink.

Taverns in the rural areas were not totally closed.

### Step 2

- When people do not follow Covid-19 rules, the virus spreads super quickly and easily. What do you think about what the Buddyz said?
- Where else is Covid-19 spreading super quickly?
- Share your own stories and feelings about super-spreader events, such as funerals, religious gatherings and parties.
- What do you think community organisations, your local councillors, or the president could do about these events so that we can stop Covid-19 from spreading so quickly?

### Step 3

Make comic stories, dramas, or posters about the dangers of super-spreader events. Share the Covid-19 safety rules in whatever you choose to do. See an example of a drama in the picture.

My cousin got Covid-19 at a big funeral she went to. People pulled their masks down when they were singing and hugging.

Imagine how many people at the funeral got it and spread it to their families and friends.

People need to obey the lockdown rules. It is the only way to help us all stay healthy and safe from Covid-19.

Send us photos of your picture stories, dramas, and / or posters.



## Activity 6 Viruses and vaccinations

Ever since scientists discovered vaccinations for some harmful viruses and bacteria (germs) many years ago, they have saved millions of babies, children and adults from serious illnesses – and even death.

### Step 1

Read the information about how a vaccine works.

### How a vaccine works

When you have a vaccination against a harmful germ, your immune system immediately gets into action working against it. Then, if you ever come into contact with that virus again, your immune system will recognise it and kill it.

### Vaccines get tested for safety

Scientists test vaccines and make sure they are safe before we get them.

### We have had vaccines from the day we were born

Every baby receives a Road to Health book★. The book tells parents and caregivers when their children need to have vaccinations. Nurses sign the book to show when they have given a vaccine. The book gives helpful information about baby's and children's needs as they grow.

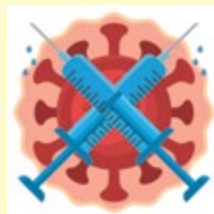
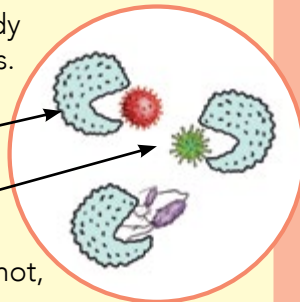
### Vaccines protect us from serious illnesses

Because of vaccines, healthcare workers don't often see babies and children with those illnesses anymore. But we still have to carry on vaccinating because we don't want the harmful viruses or bacteria to ever come back again.



### Your immune system

Your immune system is there to protect your body from harmful germs. Your immune system has white blood cells. They fight off harmful germs as much as they can. They cannot, however, fight off some germs very easily. That is why we need vaccinations. Vaccinations help our immune system protect us against viruses such as Covid-19.



### Examples of vaccines babies and children get

- PCV protects children from pneumonia, a lung disease which is the biggest killer of children under 5 years old.
- BCG protects from childhood tuberculosis (TB).
- DTP protects from tetanus, diphtheria and whooping cough.
- Rotavirus protects from a very serious diarrhoea that children under 5 years old can die from.
- Measles. Like Covid-19, the measles virus spreads through droplets in the air when people cough or sneeze without covering their nose and mouth. If you are not vaccinated against measles you can get ear infections which can lead to becoming deaf. You can also get the lung disease pneumonia, seizures (where you cannot control shaking and shaking), brain damage, and even die.



HPV: vaccines that girls get in Grade 4 protect them from getting cancer of the cervix.

### We have protection in numbers

It is important that all babies and children get their vaccines. It gives us herd / population immunity. Most people are protected against the harmful germ. If too many people are not vaccinated then the harmful germs can return again.

### Step 2

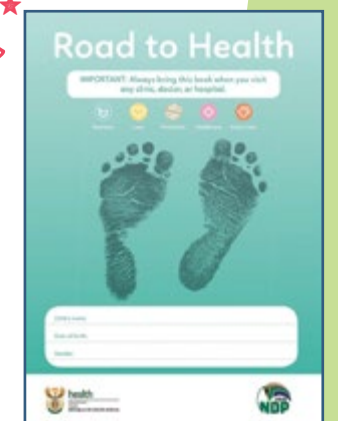
Take turns to share what you have learnt about how vaccines work. You might have questions. With your principal's permission, you could ask children to write down their questions and invite a healthcare worker to answer the questions at assembly.

### Step 3

Because of the lockdowns, some babies and children have missed getting their vaccinations at the right time. You can look at the Road to Health book with your parent or caregiver. If any vaccinations have been missed, it is important to have them.

### Step 4

Ask your school principal to send out a letter to all parents and guardians to remind them to check their children's Road to Health books. If they have missed any vaccinations, they should contact, or go to, the baby clinic as soon as possible.



Yay! We have a vaccine to protect us from Covid-19!



## Activity 7 Thank you, frontline workers!

In 2020, the Human Sciences Research Council (HSRC) did a survey with more than 7 500 healthcare workers in all our nine provinces. Find out what they discovered.

**60%** of nurses said they were worried about passing Covid-19 to their loved ones.



**2/3**

(two-thirds) of healthcare workers said they felt "the public's failure to follow [Covid-19] protocols puts frontline workers at risk".  
Protocols are rules.



### Frontline workers are:

- nurses and doctors
- cleaners, especially in clinics and hospitals
- police officers
- teachers
- shop assistants.



### Step 1

Frontline workers have to meet people face-to-face to do their job. What types of jobs do frontline workers have?

### Step 2

If you know any frontline workers, tell Buddyz about the work they do, and how they feel about it during the Covid-19 pandemic.

### Step 3

If you know how to say "thank you" in sign language, show everyone. If you're not sure, look at the pictures. Practise saying thank you to each other in sign language.



### Step 4

We're going to make banners or flags to say thank you to frontline workers. Look at the pictures for ideas.

- Decide who you want to make your "Thank you, frontline workers!" message for, and where to hang it.
- Make your message. Make sure your Soul Buddyz Club's name is on it.
- Hang your message where frontline workers will see it.
- Watch. You can learn a lot about making strong messages when you watch what people do and say when they see a message.
- Send us photographs of your 'Thank you frontline workers' activity. Include a short write-up about how people responded to what you did.

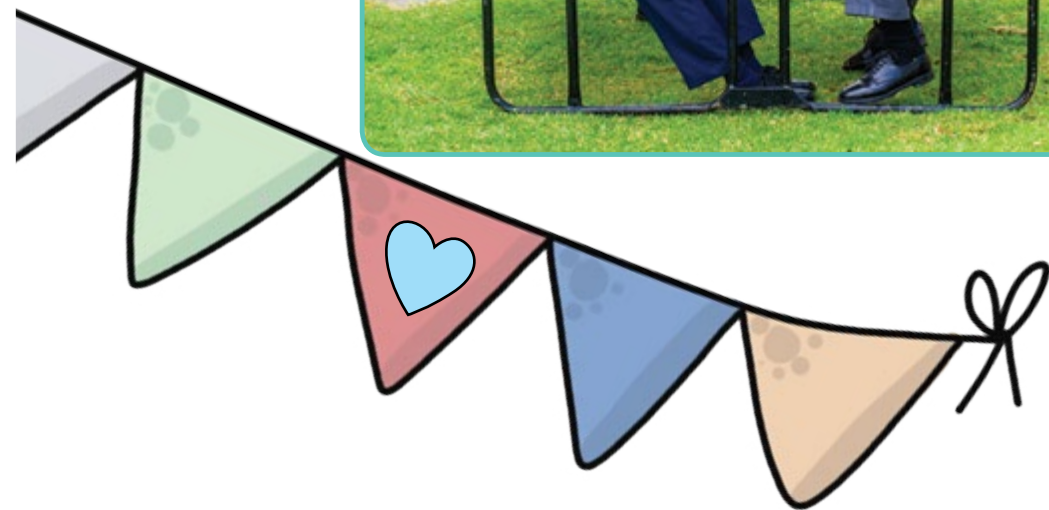


Say thank you to your families from us. ❤️



We wear our masks

Send us photographs and a write-up about your activity. Tell us if you think your club made a difference, and how.







## Activity 8 Build Buddyz Buggies

We are going to make Buddyz Buggies with messages that will encourage people to do the right thing during the pandemic. Our messages can also bring hope.

 **Step 1**

Look at the example of a Buddyz Buggy on this page.



### You need

- a cardboard box, or something else that you can step into and carry around you as a pretend car
- strips of cloth, rope, string or wool to use as straps that go over your shoulders
- a paper plate, the bottom of a 2 litre plastic bottle, or something else round for a steering wheel
- a bottle top to stick on as a 'hooter'
- paper or cardboard to write your messages on so they stand out clearly
- glue or cellotape
- things to write, draw and paint with.



 **Step 2**

Enjoy making your Buddyz Buggies. Try to make your buggies with things that get recycled, such as cardboard, tins, plastic bottles and lids.

 **Step 3**

Brainstorm ideas for messages first. Think up messages that will touch people's hearts and make them want to do the right thing. Read the information box to help you plan.

## How to make great messages

- 1) What are the most important messages about protecting ourselves and others against Covid-19 and other harmful airborne germs?
  - Answer these: "What do we want people to (a) know and understand, (b) feel, and (c) want to do?"
  - Messages must be short so you can write them big and easy to read from 2 metres and further away.
  - Try your messages out with people before you put them on your Buddyz Buggies.
- 2) Who are we writing messages for? For example, you might choose children or teenagers or adults. Or you might want your messages to be for everyone.
- 3) Where will we "drive" our Buddyz Buggies around, and when is the best time to drive them to make the biggest impact?
- 4) What will we do when we "drive" around so we show everyone that we stick to the Covid-19 rules?
- 5) After we have "driven" around, how will we know whether we made a difference?

 **Step 4**

When your buggies are ready, and you have permission to "drive" around, have lots of fun. Wave, smile, sing, and send your messages out in a loud voice from behind your masks. Try to notice what people did when they saw you. You will report back on all of this in your next club meeting.



Send us:

- The story of how making your Buddyz Buggies went, and how people responded when you "drove" around.
- Photographs, drawings, voice notes or videos of this activity. Make sure we know what your messages were.





## Activity 9 How to start difficult conversations about Covid-19

There are things you can do and say to make having difficult conversations easier.



### Step 1

Read Mashudu's story.

### Mashudu's challenge

Mashudu is in the school lunch queue. His friends are standing next to him. He is enjoying the chat. But he has a knot in his stomach. His heart is beating faster than usual and his hands are sweating. Why? Mashudu's friends have pulled their masks down and are talking loudly and laughing. He can see spit coming from their mouths. One of them just sneezed into her hand.



### Step 2

Read about how Mashudu uses 7 steps to prepare for and have a difficult conversation with his friends.



### Step 3

Use the 7 steps to find a solution to a problem you have. Do a role play where you use the seven steps to find a solution to a challenge. Perform your role plays for the rest of the club. Get feedback to make them even better. Perform them for a grade, or at a school assembly. You will be helping other children to start their own difficult conversations using an "I statement".

## Mashudu uses 7 steps to solve his problem

### 1 What is Mashudu's problem?

Mashudu's friends do not wear their masks. They do not keep to a safe distance when they line up for lunch. What else happened?

### 2 What does Mashudu want?

Mashudu wants his friends to wear their masks, and to sneeze or cough into their elbows.

### 3 Brainstorm solutions

What could Mashudu think about doing or saying to his friends? Should he tell on his friends to a teacher? Say nothing? Try to talk to his friends?

### 4 Mashudu identifies his challenges

Mashudu is worried that his friends will not take him seriously. Or they might not want to play with him anymore.

### 5 Mashudu picks a solution

Mashudu chooses a solution that he feels most comfortable with. He is going to use an "I statement". He decides he will say:

Hey guys, remember that day before Covid-19 when you met my grandmother? You loved her scones and jam. Um, I don't want her to get Covid-19. Could we all wear our masks in lunch queue? And cough and sneeze into our elbows, like teacher showed us?

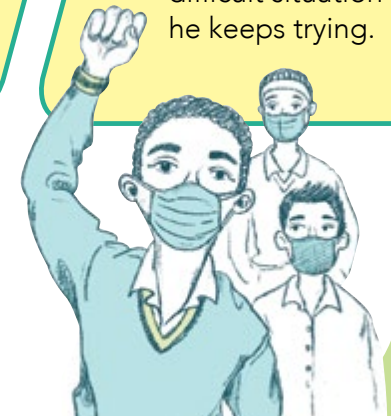
### 6 Mashudu puts the solution into action

Mashudu takes a deep breath and tries out his solution. It turns out well. His friends can see why Mashudu is worried about his granny. They say "Sorry" and pull up their masks over their noses and mouths. They have to speak a bit louder but they don't mind.

### 7 Mashudu thinks about it afterwards

Mashudu thinks about how his solution went.

- What went well?
- What did not go so well?
- Does he need to do anything else? If yes, Mashudu goes back to (2).
- Mashudu will find a solution to the difficult situation if he keeps trying.







## Activity 10 What happened when alcohol sales were suspended?

During COVID-19 lockdowns in 2020 and 2021, the government said that shops, bars, shebeens, taverns and restaurants were not allowed to sell alcohol. This was because hospital beds were needed for people seriously sick with Covid-19, instead of for people with injuries caused by people's harmful use of alcohol. Did the suspension of alcohol sales make a difference to your life? Let's find out.



**Step 1**  
Make a list of reasons why you think the president decided to suspend alcohol sales during some parts of lockdown.

**Step 2**

(a) What changed in your homes and communities when the government suspended alcohol sales?

(b) Put up your hands to show which times did you like more: When the sale of alcohol was suspended, or when the sale of alcohol was not suspended?

(c) Did you notice any difference when alcohol sales were restricted? This was when people could buy alcohol to drink at home only. Talk about it.

**Step 3**  
Discuss the photograph of the empty Chris Hani Baragwanath Hospital Trauma Ward on New Year's Eve 2020. This was the first time in the hospital's living memory that not even one person was admitted to the trauma unit on a New Year's Eve. It happened during a lockdown when alcohol sales were suspended.



Photo credit: Chris Hani Baragwanath Hospital, Facebook page

**Step 4**  
Most of us want culprits to stop doing gender-based violence. We also want other types of family violence, such as violence against children and the elderly, to stop. When the sale of alcohol was suspended, the number of cases of gender-based violence was lower.

- (a) Why is gender-based violence and family violence even worse when people drink alcohol?
- (b) What can people, especially the culprits, do to end gender-based violence?
- (c) What do you want your community, your local council, organisations and the government to do about gender-based violence? Use what you talk about to help you do Step 5.

### What is gender-based violence (GBV)?

GBV is when someone is violent towards another person because of their gender. GBV can happen to boys and men, and to girls and women. But most of the victims are girls and women and most of the culprits are boys and men. This is because men traditionally hold power over girls and women. This type of power is called patriarchy.

Patriarchy is common all around the world. Governments and people who want gender equality challenge patriarchy through new laws and in other ways. Our Constitution stands for gender equality. GBV is against the law.

**Step 5**  
Write poems or songs to perform to other people about why gender-based violence and violence against children must stop.

If we don't stand up against violence against children and women, it will carry on.



Send us a report and photographs of what you did.





# Activity 11 Have your say about alcohol laws

Do a survey to find out what learners think alcohol laws should say.



### Step 1

Do this survey about alcohol laws with learners at your school. You can present what you found out from your survey. This will help people listen to children's voices.



Alcohol survey questions for primary school learners						
Age: ..... Male / female / gender-free label .....						
1) The suspension of alcohol sales during the lockdowns....	Made my life better	Made no difference	Made my life worse	Why		
	Strongly agree	Agree	I don't care	Disagree	Strongly disagree	Why
2) I would like alcohol to be allowed to be sold for fewer days of the week, and for fewer selling hours.	✓					
3) The harmful use of alcohol causes many problems, such as violent behaviour and road traffic crashes.						
4) The harmful use of alcohol makes life unsafe for children.						
5) Alcohol adverts should be banned.						
6) The age when it is legal to drink alcohol should be increased to 21.						
7) People who are going to drive should not drink any alcohol at all. This means if they were stopped by the police and tested they have zero blood alcohol content (BAC).						



### Step 2

Do your survey in pairs of an older Buddy with a younger Buddy. Each pair should try to ask at least 10 learners to answer the questions in the survey.



### Step 3

Write up your findings and put it in a research report.

- (a) Add up the number of learners who ticked each answer for each statement (numbers 1 to 7).
- (b) Write up the reasons the children gave for their answers.
- (c) Write your club's research report.
- (d) Present your research findings to your principal, and then to the learners. Decide what to do next so that children's voices are listened to.



# Project

## Send us your research report



Send us:

- Your research report.
- The story of how your project went.
  - \* What went well?
  - \* What was difficult?
  - \* How did you overcome challenges?
  - \* Did decision-makers listen to you?
  - \* What do you think you achieved?
  - \* What do you want to do next?

## Buddyz, make your voices heard!

Your report can make a difference. Here are some ideas for how.

- The Southern African Alcohol Policy Alliance South Africa (SAAPA SA) is working hard to get stricter alcohol laws around things like alcohol advertisements, drinking and driving, and the times alcohol can be sold. They are very keen to make sure government, alcohol companies and the public listen to Buddyz and other children's voices about alcohol.

Your facilitator can get in touch with SAAPA SA these ways to send them your report:

Call Maurice Smithers at SAAPA SA on: 082 373 7705

Email: saapa.southafrica@gmail.com

- You could present your report or send it to your local ward councillor or your province's premier, and big alcohol companies.
- Ask your local police commissioner to take your research report to all the alcohol shops and taverns, shebeens and pubs in your community.



## Special project!

### Do a "Tell the truth about alcohol adverts" campaign

- Collect, or take photographs of alcohol adverts aimed at young people. What messages do they want young people to believe? For example, many adverts make drinking alcohol look cool. It's like they are saying young people can't have fun without alcohol.
- Make your own adverts about what alcohol does to young people. Put them up around the school.
- Is there anything else you would like to do with your "Tell the truth about alcohol" adverts?





## We remember you

Nothing lives forever. The natural cycle of life for people, animals and plants is from birth to old age and finally dying. Some people talk about life as the four seasons: spring, summer, autumn and winter. But many people pass away before they reach old age. The coronavirus pandemic that started in 2019 is an example of this. Another example are road traffic accidents in which people are injured or die. In this unit, we will look at ways to manage such difficult times.



### Activity 1 Happy memories story-telling circle

Many of us have lost a person, or an animal, we loved. In this activity, we will share a good memory of them.

#### ✓ You need

- a container
- something for each Buddy to put into the container. It could be a stone, a piece of paper with a name on it, a bottle top, a key, a piece of chalk – anything small.



#### 👣 Step 1

Stand in a Buddyz circle, 2 metres apart from each other. Put your container in the middle of your circle.

#### 👣 Step 2

Take turns to walk to the container and put your object into it. After this:

- Tell the other Buddyz who, or what, you were thinking about. It could be a person, or a much-loved animal, who passed away, or who is ill.
- Share a good memory you have of them with the Buddyz.
- After you have shared your memory, all the other Buddyz use their hands to make a sign to show they understand your loss.



I am thinking of my teacher who passed away. He used to read us lovely stories when we behaved well in class. I miss him SO much.

I am thinking of my mother. She is very ill with cancer. We used to have so much fun kicking a ball around in the yard. She used to take me to the stadium to watch soccer matches. I hope she gets better so we can do these things again.

My cousin Siya was killed in a road crash last year. The driver was drunk. I still feel very angry with the driver. Siya and I used to roam the veld together. We pretended we were explorers. I still miss him.

My dog, Inja, died last year. She was my best friend.



#### Step 3

Make a heart shape with all of the objects in the bucket. Take a photograph of it. Maybe your facilitator, or a family member, could print out a copy for each of you? You could take it home and put up to remind you of good times.





## Activity 2 Make a memory box

In Activity 1, we shared a good memory of someone who is special to us. In this activity, we are going to make a memory box.

### Let's chat

- \* What do you think people use memory boxes for?
- \* Chat in pairs about who you would like to make a memory box for, and the things that you would like to put into it. Try to think of things that will remind you of a good memory.

### ✓ You need

- a box or another container to make a memory box – you can find something in your home.
- things to decorate your memory box with.
- things to put in your memory box.

You might want to ask someone who cares for you at home to help you think of and find objects for your memory box.

I want to put in a feather and a porcupine quill I found in the veld with Siya.



I want to put in a ticket from a soccer match mama and I watched together. And a small ball she gave me to remind me about the fun we have had together. I also have a photograph of her to put in.



## How to make a memory box

Find a box or another container with a lid.



Decorate your box.



Find special items that remind you of your person, or animal.



Open your memory box when you want to remember a happy or good time.



## Activity 3 Tell other people about memory boxes

- Have an exhibition of all your memory boxes at school. Put up posters that explain how memory boxes can help.
- Ask your local community radio station to interview members of your club about memory boxes.

Please send it to Soul Buddyz Club!



## Activity 4 Let's learn about loss

Try to express your feelings, especially difficult ones, such as anger, hurt and sadness, at the time of someone passing away, or soon after. Dr Shireen Mohamed is a child psychologist at the KwaZulu-Natal Children's Hospital in Durban. She shares her thoughts with you here.



"Remember," said Dr Mohamed, "Everyone is different in how they grieve, and how they feel comfortable in expressing their feelings."

Buddyz, it harms you to keep bottling up, or pushing your difficult emotions down inside you. Think of a bottle you keep filling up. It will eventually burst. Or, think of a cupboard that you stuff more and more things inside. The door will eventually break open! Your feelings too spill over like that.



If you can't talk to someone about your feelings, then go to a quiet space. Have an imaginary conversation with the person or animal that has passed away. Tell them how much you miss them and how you feel. Or write or draw the feelings you are experiencing.



Holding feelings in can make us ill. We might get headaches, a sore tummy, not be able to sleep properly, or not be able to concentrate.



### Step 1

Share ideas for how children can express difficult feelings without harming themselves or someone else.

Limpopo Buddyz said doing this unit helped them learn new things. Here are some of the things they learnt.

"I learned about how to control anger."

"It tells us that sometimes it is okay to feel sadness."

"I now know that sometimes you can be ill if you don't talk about your feelings."

"I learned how to care and comfort someone who is sad."

"I learned some things about how to feel better."



### Step 2

Read this information box.

## How to feel better

You will start to feel more in control when you accept that your loved one is not coming back. When you let go of that hope, you are beginning to heal. The pain of losing a loved one does not go away completely. This is because you cannot replace them. Your life will not feel the same again. But, in time, you will begin to feel better. You will be able to enjoy your life again.



Do regular physical exercise - this is VERY important!



Talk with someone who listens in a caring way.



Look at nature.



Plant something.



Write your thoughts and feelings in letters, poems and songs.



Draw, paint and colour in.



Have a special anniversary day to remember your loved one.

### Things that can help

Do something you think would make your special person happy.

## Things to think about

You might feel angry or guilty. Try to understand that it was not your fault. Try to let go of your angry or guilty feelings. They do not help take your pain away. They do not help you.

You might have said or done something you regret to the person who passed away. Learn from it and let it go. Be kind to yourself.

Sometimes, people can say or do something that upsets you, even though they didn't intend to. Explain to people how you want to be helped.



## Activity 5 Losing a loved one is never easy

Let's read Zandi's story.

### My biggest shock

When my family told me a drunk driver killed my father, I shouted at them and told them they were lying. But they showed me Baba's scratched shoes and his squashed hat. It had blood on it. It was true. My brain froze. I felt numb. I could not talk. I felt sick in my tummy. I had a headache often. I still expected Baba to walk through the front door and swing me around and around, like he always did. But my father never came home again.



For a long time, the feeling of being empty and very sad stayed inside me. I was very angry with the drunk driver. I wrote him a letter. I punched my pillow and yelled at him. But I was also angry with Baba for leaving us, even though it was not his fault. I wished I had asked him to play with me more often. I found it difficult to talk to my mother and Tshepo, my brother. I knew they were also hurting.



One night, I dreamed of my father. We were sitting in the yard under the stars. He took my hand in his big hand. He said: "Zandi, I know you miss me. I also miss you very, very much. But I am worried that you have stopped living your own life because you miss me so much." I listened to his voice. I squeezed his hand.

"Think of me as a star, like that one." My father pointed to a very bright star. "I will be shining down and watching until you too, one day, become a star next to me. I love you. I shine with pride that you are my child."

In my dream, I stood up and hugged him tight. Then he swung me around and around.

"I will make you proud, Baba," I said. "And, don't worry, I will help look after Mama and Tshepo."

After that dream, I could breathe properly again. In class, I could focus better. My teacher said he was happy to see me more relaxed. I started to play with my friends again.

"I am so happy you have your appetite back," said Mama one day. "Let's cook one of your father's favourite meals.

We can sit in the yard and chat about our good memories." I looked up into my mother's eyes. I could tell she also still felt sad and missed Baba, just like Tshepo and I did.

"Baba loved to braai," I said. "May we have a braai under the stars?"

"That would be lovely!" said my mother. Tshepo jumped up and down.

"May I help you make Baba's special chakalaka recipe?" asked Tshepo.

"Of course!" said my mother and I together. We all laughed.

"Remember how Baba always used to say he made 'the world's best chakalaka'?" said Tshepo. "I need to carry on his tradition."

"I think he did," I said.

"What?" they asked.

"Baba did make the best chakalaka in the whole wide world!"



1. What signs of grief did Zandi have?
2. Read about other signs of grief in the info box.
3. What different things helped Zandi begin to heal and feel better?
4. Take turns to tell the Buddyz what helped you, and what things did not help you when you lost a loved one, or something else very sad or horrible happened. Write down your ideas to help you with the next activity.

### Some signs of grief

When people are grieving they often:

- cannot sleep properly
- find it difficult to eat, or eat too much
- do not have energy to do things they used to do
- feel very, very tired
- feel very sad and cry
- have mood swings: one moment you feel okay and the next moment you might feel very sad, or have other difficult feelings
- have headaches, tummy troubles, a racing heart, or chest pains.

Even months and years after the passing of a loved one, you might have times when you still feel very sad. This is normal.

## Activity 6 Friendship tips

Make posters with tips for how children can help themselves or others during a sad and difficult time.

I am very sorry about your grandmother passing away.

I want to be your friend through this difficult time.

Would you like to go for a walk?

How is your family?

My family sends their condolences to you.

What can I do or say that will help you?

Would you like to talk about it?

I brought an extra apple for you today.

You can talk to me anytime.

I know it will take a long time to feel better.

Would you like to play a game with me?

We don't have to talk. We can just sit.





## Activity 7 We all have our own beliefs

Dying and death is the end part of every living thing's cycle of life. Some people and animals die of natural causes, such as old age and illnesses. Others die unnatural deaths, like in road crashes, or from gun shots and fights. If you loved someone who died, it is normal to feel sad and have other difficult emotions.

### What does it mean to 'pass away'?

A person passes away when their heart, which pumps oxygen in blood vessels around their body, stops pumping.

The person can no longer breathe in oxygen. Humans, animals and plants cannot survive without oxygen. The human body's organs, such as the liver, kidney and brain stop working.

Even though they have died, people and beloved animals live on for us in our memories and thoughts in different ways. In Zandi's story, her father came to her in a dream and asked Zandi to think of him as a star. Different people believe different things about death. There is no right or wrong.



### Let's chat

- \* We all have our own beliefs about what happens when a person dies. With three Buddyz in a small group, take turns to tell each other about your beliefs. Talk about what rituals happen in your family when someone or something dies. Be kind to each other. Try not to say anything to make anyone feel judged for their beliefs.

## Activity 8 We remember you

- Ask your principal if you can organise a ceremony to remember all the loved ones – including loved animals – who have passed away. It can be for those who passed away a long time ago, or not so long ago. It can also include loved well-known people.
- Find a way to include everyone's beliefs, even if they are not your own. You can have different people's rituals in one event.



## Project

### Telling our stories

Most people love to listen to stories. Do you? Stories help us understand people and events. Stories help us learn new things. They encourage us to think. They also help us to feel emotions.

### Project

Make a story book, or a story podcast, of your stories from the activities you have done in Unit 2. A podcast is when you audio record something using, for example, a cell phone. A podcast is for listening to, not watching. The recording can be sent to other people's phones or computers as an audio file. Your stories will help other people understand children's experiences and feelings better.



### Important!

We must only share a person's story, or a video or photograph of them if they have given us permission to.

Each Buddy must have a form that says that their parent or guardian, and the Buddy gives permission to write or record the story. They will need to sign the form and put a date on it.

I, Ms Paula Ndlovu, am the mother of Phumelele Ndlovu. I give permission for you to write and audio record my child's story as part of her Soul Buddyz Club project.

Signed in: Umlazi (place)

On 15 April 2021 (day, date of month and year)

Signature of parent / caregiver: [Signature]

Signature of Buddy: [Signature]



Send us your story book or podcast.



# The power of kindness

Each one of us has the power to be cruel, or to be kind. It's our choice.

## Activity 1 We all have power

We make choices every day. We choose how we treat other people. We choose how we treat ourselves. Our choices make a big difference to our own, and other people's lives.

### Step 1

Read *From crew to cruel to kind* in a Buddyz story circle.

### From crew to cruel to kind

Ntsako and his friends always played together at break and sat together at the back of the class. Ntsako was very good at chess. The school began to enter Ntsako into chess competitions and he kept winning. Sometimes, he missed school because of the competitions. His principal and teachers were very proud of him.

One day, after Ntsako won a big national competition, he noticed his friends quickly left the classroom at break time. They nudged each other and looked back at him and laughed.

"What's going on?" Ntsako wondered, his heart sinking. When he reached the playground, his friends made a tight circle around the game of marbles they were playing. He walked away.

"My crew is leaving me out," Ntsako told his family at supper. "It feels horrible."

"Maybe they are jealous of you being a chess champ?" suggested his mother.

"I'm sure you are just imagining it," replied his father. But Ntsako knew he wasn't. When he went to bed that night, Ntsako talked to his pillow about it. His pillow always understood. Soon, it became damp with his tears.

The next day, Ntsako sat on his own. His "friends" came over to play near Ntsako. They laughed in a forced way. They talked loudly about visiting each other on the weekend. Ntsako's palms became sweaty. His stomach grew tighter and tighter. His father had packed him a tasty lunch but he didn't think he would be able to swallow anything. Ntsako wondered how he would get through his days at school.

Ntsako suddenly thought of chess. His heart lifted. He thought of his new chess friends. He remembered what his mother said. Maybe the crew was jealous? Well, that was their problem, not his. He would talk with her about it at home.

Ntsako stood up, shook the dust off his grey trousers, pulled his shoulders back and walked towards the library where there was a chess board. He would play against himself. It wasn't long before another learner asked if he could have the honour of playing with him.



### Step 2

Each Buddy needs six small pieces of paper and something to write with.

1. Ask your facilitator to read the story again. This time, write down different emotions you feel on your different pieces of paper. When the story is over, put your pieces of paper in the middle of your circle. Choose a Buddy to read out what is on the pieces of paper.
2. Divide your club into groups.
  - (a) Imagine you are Ntsako. Discuss how you think he felt. Did his feelings change from the beginning of the story to the end? Why?
  - (b) Imagine you are Ntsako's crew. How do you think different crew members felt about what they did to Ntsako? Did it make them feel good about themselves?
  - (c) Talk about this statement: We all have power.
    - What power did members of the crew have?
    - What power did Ntsako have?
  - (d) Do a role play from when Ntsako's crew planned what they were going to do. One Buddy in your group feels very uncomfortable about what the crew is planning. Use the tool you practised on page 17 for starting this difficult conversation:

You are a crew member. You choose to take a stand. You do not feel comfortable about leaving Ntsako out. By the end of the role play, the crew decides to say sorry, welcomes Ntsako back and congratulates him on his chess achievements. Present your role plays to each other.







# Activity 2 What do you choose?

Children can make their own, and other children's, lives happier. How? By choosing to encourage and support each other.



### Step 1

In Ntsako's story, his crew behaved in a hurtful way towards him. They probably did this because they felt jealous of his success. Read the information box.

## Stigma and self-stigma

Children sometimes pick on other children in a harmful way. It could be about things like having old clothes, skin colour, being overweight, not sticking to a traditional gender identity, or where someone comes from. This type of picking on is called stigma.

Stigma is a type of bullying. It is hurtful and harmful. Often, when we dig down to try to understand what is going on, we discover that stigmatising someone does not make the children doing it feel very nice inside.

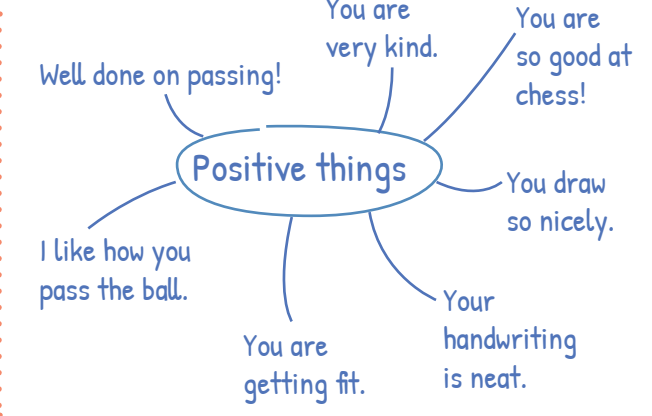
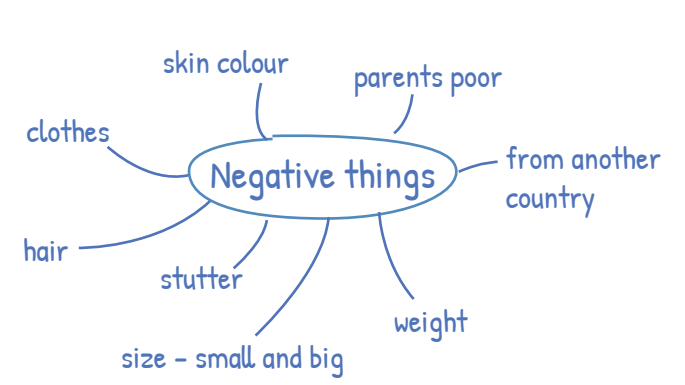
When you stigmatise yourself, it is called self-stigma. You bring yourself down. This is self-harm. You need to be kind to yourself and love yourself. This will give you self-confidence and self-esteem. It will help you grow as a person, and to have more fun and happiness in your life.

We have the inner power to stop stigma and self-stigma.



### Step 2

Make a mind map. On the one side of the mind map, brainstorm things children often stigmatise other children about. On the other side, brainstorm positive things that children can say to each other.



### Step 3

Make a picture poetry and story book to show how children can choose to make the world a brighter place for each other.



### Step 4

Invite a social worker to talk about stigma and self-stigma, what it can cause, and how to prevent it. Use the event to present your book to the school. You can make copies of your book for each class in the school to read in their own time. Classes can make their own illustrated books. Take turns to show the book to your families.



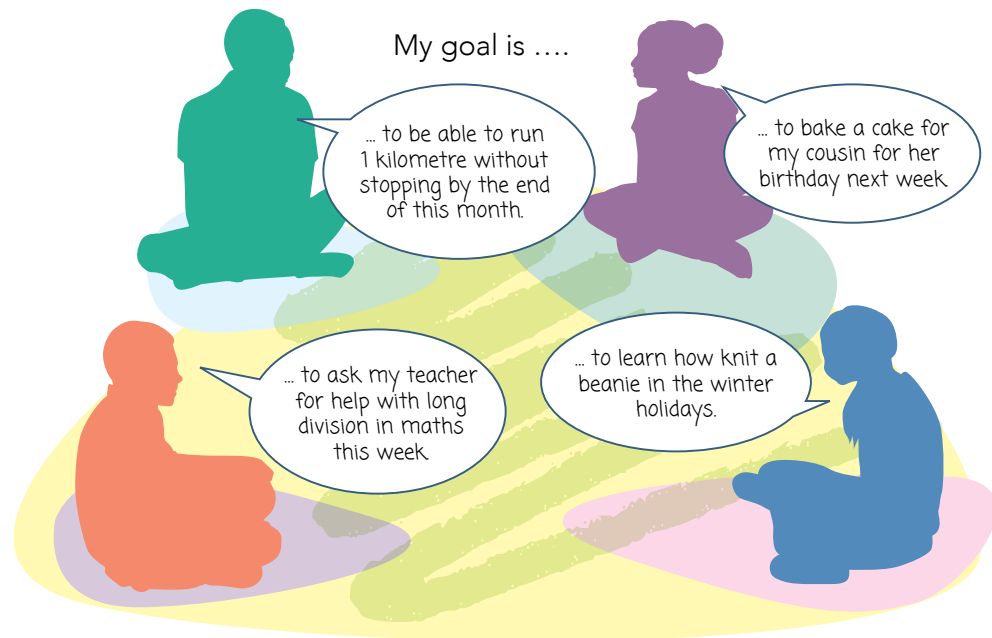


Send us photos and a story about inviting a social worker to speak at your school. And also send us a copy of the book you make.



### Activity 3 I love me!

Being kind starts with you. Respect, be kind to, and love yourself. When you do this, you will see yourself grow as a person. It helps to set goals. Read these goals that children have.



#### Let's chat

In a Buddyz circle, tell each other your goals, and when you want to achieve them by. The first step in achieving a goal is to tell people who care about you what your goal is. This helps them to support and encourage you. In the weeks ahead, remember to encourage each other. Say, "How is your goal coming along?" and "How can I support you?"

### Activity 4 Make love boxes

**Step 1**  
Read the information box about Ways to love yourself on page 37.

**Step 2**  
Make an "I love me" box. Use special things that remind you how special and unique you are. You need something to make a love box with, and things to put in, just like you did with your memory box on page 25. You can put your dreams, goals and wishes, drawings, poems, special messages from friends and family, certificates and awards, and photographs into your love box. Put in things that make you smile and laugh.



### Ways to love yourself

- ♥ Make a list of things you do that make you feel happy. Do them often.
- ♥ Make a list of things you do well.
- ♥ We all make mistakes. There is no need to carry the pain of your mistake for long.
  1. Take responsibility for your mistake.
  2. Say sorry if you need to.
  3. Forgive yourself.
  4. Let it go.
- ♥ Be kind to yourself. For example, if you don't do as well as you wanted to in a test at school, do not call yourself stupid. Say, "I will do my best next time. I will ask teacher for help."
- ♥ If someone says something hurtful to you, pull your shoulders back and put your chin up. Say to yourself, over and over, "I will not let anyone bring me down."
- ♥ Give yourself a pat on the back when you have done well. Smile. Enjoy the glow.
- ♥ Write a note to pop into your love box about your achievements.
- ♥ Stay away, or walk away, from people who try to make you feel bad about yourself.
- ♥ Believe in yourself.
- ♥ Have fun.
- ♥ Keep fit.
- ♥ Choose healthy foods most of the time.



**Step 3**  
Tell each other how you will use your love box to help you love, respect, encourage, and support yourself.

**Step 4**  
Spread the love! In Buddy pairs, write something kind and true about each other on a piece of paper. Do a drawing and write the date and your name. This is the first thing you can put into your love box. Then all Buddyz write a special note for your facilitator for their love box! No matter how old we are, we will always need kindness in our lives.

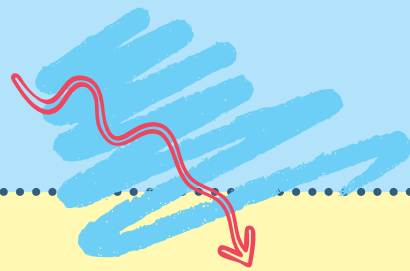
**Step 5**  
Keep your love box in a safe place at home. It is your new best friend ♥.







# Facilitator's Guide



## Dear Facilitator

The Soul Buddyz Club Team has been thinking of you and your Buddyz during this challenging Covid-19 pandemic. Luckily, most people who contract Covid-19 recover. But, very sadly, many of us have lost loved ones who were more vulnerable to the virus, especially frontline workers such as healthcare workers and teachers, elders and people with co-morbidities. Sometimes, it is hard to believe that our whole wide world has been changed so much by a tiny virus. We are all in this pandemic together.

The Covid-19 vaccine brings us hope that we will all be protected from Covid-19. We will then be able to socialise, play sport, and get together again in the ways we love to.

Through acts of kindness and compassion, we can continue to remember and support those of us who have lost loved ones, jobs and livelihoods due to Covid-19. We appreciate all the brave frontline workers, including you, for your sacrifices. We can marvel at the people who have done amazing things, big and small, to help others. With the vaccines, we can imagine a world without Covid-19.

The content for 2021's Soul Buddyz Club Guides has been shaped by the times we are living in. We hope both the Buddyz and you enjoy learning and making a difference. The guides are:

- Unit 1: Caring for each other during the time of coronavirus
- Unit 2: We remember you
- Unit 3: The power of kindness

The overall theme is "Buddyz make the world brighter". You can emphasise this slogan throughout the year. Buddyz do make the world brighter. And you play a huge role in making that happen.

Thank you!  
The Soul Buddyz Club Team

## Special focuses for 2021

### ➔ S-t-r-e-t-c-h your Buddyz

There is a balance of things in the units that are easy to do and some that are more complicated. This is to challenge Buddyz to stretch themselves and discover new skills and talents. If Buddyz say something looks too difficult, encourage and support them in unpacking what to do and how to do it. Older Buddyz can help younger Buddyz, and each Buddy can draw on their own strengths and learn how to do new things.

As part of stretching your Buddyz, encourage them to use the internet and other resources, such as books, to find out the correct meanings of words and concepts. For example, the younger Buddyz may not understand what a survey is. Help them to find out. Encourage research because Buddyz need to be able to back up what they say with facts.

Encourage dialogue, debate, and lots of discussion. It is fine to agree to disagree.

### ➔ Celebrate language diversity

Encourage your Buddyz to engage in languages of their choice – including with posters and dramas and anything they do.

### ➔ Active listening and empathy

When you role-model active listening, your Buddyz will learn from you and follow your cue. When you help your Buddyz become active listeners, you are helping them have a critical skill for life. Highlight body language as a way people communicate most of their feelings. Try to help your Buddyz learn and develop empathy and emotional intelligence.

- Active listening shows respect and care. Encourage Buddyz to practise active listening: to really hear and respond to what someone is saying. This requires patience and concentration.
- Remind Buddyz to let someone finish what they are saying before they speak.
- Explain what 'talking over' is and especially request the older Buddyz to practise active listening to the younger ones.
- Encourage your Buddyz to talk with rather than at each other.

### ➔ Encourage critical thinking

Prompt them, if they do not do it, to be curious and ask questions about what someone has said. Critical thinking is a key skill at school, at home and in the workplace. Critical thinking words are simple and include asking who, when, where, what, why, and how? A critical thinker backs up their arguments and views with facts, not rumours or fake news.

### ➔ Taking turns

Each Buddy is as special and important as the next Buddy. The club chairperson can play a role in reminding Buddyz to take turns, and to give everyone a chance to be heard. This is simple democracy in action.

### ➔ Hope: have it and share it

Having hope is vital during challenging times. Hope carries energy. The pandemic brought much devastation emotionally, financially, and socially. There are instances, however, where it has brought new opportunities.

Unit Guide 1, Activity 1 surfaces this. Try to encourage your Buddyz to have hope, and to share the spirit of hope with others.

### ➔ Recycle, reuse and repurpose

Encourage Buddyz to use things they can bring from home to make things. Examples in the 2021 units are for making memory and love boxes, and the Buddyz Buggies (Unit Guide 1, Activity 8). This helps Buddyz make a habit of caring for the environment and having fun being creative at the same time.





## Unit Guide 1: Caring for each other during the time of coronavirus

We hope this guide will help Buddyz to approach Covid-19 – and other illnesses, such as TB and HIV, and noncontagious illnesses such as asthma and epilepsy – in an evidence-based and led way.

This means listening to what science and scientists say rather than to unsubstantiated views, rumour, gossip, fake news and superstition. Being evidence-based and led means getting facts from reliable sources. It means being a critical thinker. We offer some reliable websites below.

### Be evidence-seekers

When you take an evidence-based approach you are guided by science and facts, not speculation. Our government follows an evidence-based approach to Covid-19. It gets advice and guidance from respected health scientists in South Africa and the World Health Organisation (WHO), among others.

Here are reliable websites for Covid-19 information and for many health conditions and wellbeing generally:

- World Health Organisation (WHO): [www.who.int](http://www.who.int)
- South African National Department of Health (DoH): [www.health.gov.za](http://www.health.gov.za)
- If you have, or can get, brochures or pamphlets from the Department of Health to share with Buddyz, that would be great.
- South African Medical Research Council SAMRC: [www.samrc.ac.za](http://www.samrc.ac.za)
- The SAMRC has great up-to-date videos on Covid-19 where scientists explain medical

information in a simple way. You could show these to your Buddyz and colleagues at school.

- Soul City Institute: [www.soulcity.org.za](http://www.soulcity.org.za)

For a range of health conditions, including TB, HIV, asthma, and illnesses caused by smoking and alcohol. Soul City also has resources on gender-based violence, parenting, budgeting, and many other useful topics.

If there is an opportunity to invite a doctor or nurse to talk about Covid-19, it would give Buddyz a chance to ask questions.

### Stick to the Covid-19 protocols

It is very important that your school sticks to the Covid-19 safety protocols. These are on pages 4–7. Promoting healthy lifestyles during Covid-19, and always, is a fantastic opportunity for Buddyz to be active citizens at school, at home, and in their communities. Whatever activities the Buddyz do, make sure they stick to the Covid-19 rules. We have emphasised this in the Unit Guide, but safety sometimes gets forgotten when children get excited. Maybe clubs could choose Buddyz to be special Covid-19 safety officers?

A Limpopo Soul Buddyz facilitator had this to say about the vaccine activity in Unit Guide 1: "I must say, I had doubts about vaccines but after hearing children saying vaccines will save the world. I changed my mind and now ready to take it up when its available for people of my age."

## Unit Guide 2: We remember you

We were guided in the development of this unit by Dr Shireen Mohamed. She is a child psychologist at the KwaZulu-Natal Children's Hospital in Durban, and has been working with children for many years, including during the Covid-19 pandemic. This unit aims to help Buddyz process grief and come to terms with the cycle of life. Encourage and support Buddyz to be curious, learn more, and to respect rituals and beliefs that are different to their own.



## Unit Guide 3: The power of kindness

Here we focus on choice and responsibility. You and your Buddyz can make a huge difference in pushing back the hurtful and harmful practice of stigmatising. Stigmatising is a type of bullying.

We offer the story *From crew to cruel to kind* to highlight that we all make choices in how we behave towards others. Choosing to be kind instead of cruel is what builds our character and helps us transform lives for the better. Sometimes, taking a stand against stigma and bullying takes courage. Encourage your Buddyz to be courageous.

The unit also looks at self-stigma, which is like hating on oneself. Encourage Buddyz to love and respect themselves. Remind Buddyz of the ways to show themselves love and respect throughout the year. If you hear a Buddy bringing themselves down in some way, ask them to rephrase what they have said. For example, a Buddy says: "I suck at maths. I am so stupid." Ask them to (1) rephrase in a positive way, and (2) suggest a strategy to overcome a challenge. They could say: "I can try to do better at maths. I will ask my cousin (or teacher) to help me. She is good at maths."

Perhaps you could have a special session with your Buddyz on this? Your Club could have a special code word the Buddyz say when someone has self-stigmatised themselves. It

could be "Self-love, Buddy!" or "Affirmation!" or "One / two!" It could become fun, a habit and a powerful self-awareness practice to help Buddyz become even more self-confident and have stronger self-esteem.

There is so much hope with Soul Buddyz Clubs for a brighter today and future!

Here is what Buddyz from Limpopo said when doing this unit:

"I liked how it tells us to love yourself."

"I learnt about goals."

"I learnt about respect."

"I learnt about role models and my teacher is my role model. I want to be like him when I grow up."



### Guidelines for your club's projects

Children learn through doing. With projects, they learn many new things, such as:

- team work
- goal setting and steps to reach their goals
- managing tasks to completion
- handling setbacks and making alternative plans
- leadership skills and inter-age cooperation.

We want your Buddyz to use critical thinking, explore and have fun when they do their projects.

Always send us your:

- school's name
- club's name
- facilitator's name
- province



Submit your projects to Soul City Institute for Social Justice

Email: [info@soulcity.org.za](mailto:info@soulcity.org.za)

Phone: 011 341 0360







## Places that help

### **Covid-19 Connect**

WhatsApp number: 0600 123 456

Put the number into your phone and you get the latest information and you can ask questions.

### **South African Social Security Agency (SASSA)**

SASSA manages social grants, including child care grants.

Hours from Monday to Friday: 07h30 to 16h00

Toll free: 0800 60 10 11

Anti Fraud: 0800 701 701

### **Childline South Africa**

Phone: 0800 55 555

Website: [www.childline.co.za](http://www.childline.co.za)

### **South African Depression and Anxiety Group (SADAG)**

Counselling and information about depression and anxiety.

Website: [www.sadag.org](http://www.sadag.org)

Phone: 0800 567 567

### **Lifeline South Africa**

A counselling service.

Phone: 0861 322 322

Website: [www.lifelinesa.co.za](http://www.lifelinesa.co.za)

### **Substance Abuse Helpline**

Phone: 0800 12 13 14

### **GBV Contacts**

TollFree: 0800 428 428

Please Call Me: \*120\*7867#

Skype: @Helpmegbv

Sms: 31531

### **Gender-based Violence Line**

The 24-hour hotline offers counselling for those who have been physically, emotionally, sexually or financially abused.

Phone: 0800 150 150

### **Gender-based Violence Command Centre**

The command centre is open 24-hours. It is in Salvokop, Pretoria, Gauteng. It addresses a variety of emergencies such as indecent assault, physical violence, rape, abandonment of children and various other forms of abuse.

Phone: 080 042 8428

Sms Line: 32312

### **AIDS Helpline**

Counselling, information and referrals on all wellbeing issues linked in any way to HIV. Includes advice on safe sex.

Phone: 0800 012 322

