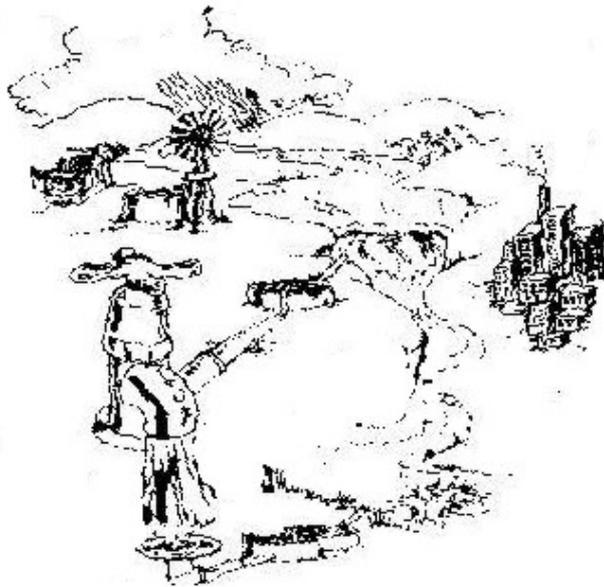


ACTIVITY ONE: IT'S RAINING TODAY!

During this Social Sciences: Geography activity, learners look at the geographical distribution of rainfall across South Africa. This is linked to vegetation and farming practices as well as the spread of water-borne diseases, such as cholera.

READ THE FOLLOWING TO YOUR CLASS:



Did you know that 75% of your body is made up of water and the longest we can go without drinking is 3 to 4 days! Water probably is the most precious resource we have on Earth. We live on a beautiful blue planet with most of the surface covered by seawater, but it is all salty and we cannot drink it. Only 2.5% of the world's water is fresh and, of that, 99% is frozen in icebergs or hidden deep in underground lakes. All South Africans, including you and me, are part of the 6.5 billion people living on the planet and we all

have a responsibility to make sure that everyone gets enough fresh clean water for their needs. So, everyone needs to help keep the freshwater we have clean, and use it wisely.

South Africa is a dry country with two-thirds of it receiving less than 500 millimetres (mm) of rain per year. The world average rainfall is 857mm. For this reason we need to appreciate and conserve our mountain catchments, rivers, lakes, and other wetland areas. They all play a vital role in providing fresh clean water for agriculture, wildlife and the people of our county.

Everyone lives in a river catchment. In the days when there were fewer people, our catchments were clean and healthy and full of life. But today, with over 6 billion people on our planet, we are quickly using up our freshwater supplies. We also pollute our water by dumping waste and pollution into our rivers and the sea.

Did you know that it takes 22 litres to make one glass of concentrated orange juice from a carton. This is because of the water used to grow the orange trees, manufacture the cartons, make the concentrated juice and then re-hydrate (add water) it. That is a LOT of water!!

WHAT TO DO:

1. Hand out a copy of Worksheet 1 to each learner.
2. Let them mark, with a cross, where they live in South Africa (it does not need to be exact, just a rough idea).

You will need to explain to the learners the rainfall pattern across the country, using the worksheet and the key – lots of rain in the extreme east, very little rain in the west.

3. Learners can now colour in the worksheet showing rainfall distribution – (colour in the area which gets the most rain, a dark blue, getting lighter and lighter blue as less rain falls, eventually using yellow or brown pencil crayons in areas with very low rainfall [in the west]).

QUESTIONS TO ASK THE CLASS:

1. What part of the country (the wetter part or the drier part) do we live in? Do you have any friends or relatives who live in other parts of the country? Looking at your coloured in worksheet, do your friends and family live in an area that gets more or less rainfall than you?
2. If you were a mealie farmer, where would you want to live to grow your mealies successfully and why?
3. What types of plants do you think you would find in the western part of South Africa? (*Plants that don't need much water – perhaps aloes, cactuses*).
4. What kind of plants do you think you would find in the eastern part of the country? (*Plants that need lots of water*).

For questions 2, 3 and 4, it may be useful to have available a collection of library books on agriculture, farming and gardening in South Africa.

READ THE FOLLOWING TO YOUR CLASS:

The rain that falls across South Africa feeds our streams and rivers. Many people in our country use this water for different reasons – the mealie farmer pumps water from the nearby river to irrigate his crops, children swim and have fun in the water, women wash their clothes in the water, some people collect water to take it home for drinking and cooking, water boards build dams to collect the water and then use it to supply tapped water to people who live in towns and cities. Can you think of any other ways that the rain water falling into our rivers and stream is used?

Look at the picture below:



ASK YOUR CLASS:

1. What do you see?
2. If you wanted to go for a swim in this river, where would you go to swim (upstream or downstream). Why?

Many germs that make people very sick can be found in the faeces (poo) of infected people, who have diseases like cholera and dysentery. These germs multiply quickly in water. Rain will wash the faeces of the woman who is going to the toilet near the river, into the water. If she has a disease like cholera (which gives people a runny tummy and makes them feel very sick and weak), it will get into the river, the germs will multiply and other people using the river, downstream, may get the disease as well! Many people wash their clothes in the river. If they are also washing nappies of babies who have diseases, the germs will get into the river.

Glossary of terms:

- Dysentery - a severe diarrhoea (loose or watery poo) illness often associated with blood in the faeces (poo). It is caused by eating food which contains bacteria
- Cholera – a disease of the stomach which gives people a runny tummy and makes them feel very sick and weak and want to vomit
- Multiply – increase
- Infect – pass on a disease
- Diseases – illness, infection, bad health
- Germs – micro organisms (too small to see) that will make you sick

QUESTIONS TO ASK THE CLASS:

1. What do you think the people in the picture could do so that their actions don't make other people sick?
 - *wash clothes away from the river, in other words, carry buckets of water away from the river to use for washing, not wash directly in the water;*
 - *build toilet far away from water sources;*
 - *do not go to the toilet close to or in a river or stream.*

2. What can we do to make sure that our daily actions do not contribute towards making other people sick or polluting our rivers and streams?

Criteria to assess learners during this social sciences: geography lesson

Criteria	Exceeded requirements of the Learning Outcome	Satisfied requirements of the Learning Outcome	Partially satisfied requirements of the Learning Outcome	Not satisfied requirements of the Learning Outcome
With the help of the teacher, the learner was able to draw a cross on the map, roughly in the region where they lived				
The learner was able to answer the question as to where a farmer would choose to grow crops				
The learner saw the problems of sanitation issues				
The learner was able to contribute solutions as to what the women in the picture could do to prevent spreading diseases to other people				