

ACTIVITY PLANNING OVERVIEW 1	
Subjects covered:	English, History (social sciences)
Connecting Classroom themes:	
Core skills:	Analytical and critical thinking, communication, historical enquiry and comparison with modern times, research skills
Learning outcomes:	<ol style="list-style-type: none"> <li>1. Learn about reappropriation.</li> <li>2. How reappropriation is a form of activism.</li> <li>3. Investigate why some groups are allowed to use some words/ poke fun at other groups and some are not.</li> </ol>
EXAMPLE ACTIVITY: Reappropriation of the label “Nigga” by African Americans	Group discussion
<p>For this activity much care is needed in how it is handled. It is a sensitive topic, however, one that must be dealt with. A safe space must be created where students are free to express their opinions free from the fear of persecution by their classmates.</p> <p>The teacher must first introduce this activity by asking the question:</p> <p>Do you know what reappropriation is?</p> <p>Ascertain what prior knowledge students have of the term. Then go on to explain that reappropriation "is the cultural process by which a group reclaims—re-appropriates—terms or artefacts that were previously used in a way disparaging of that group" (A.M Croon).</p> <p>In simple terms: groups who have suffered under cultural stereotypes or racial/sexist/racist slurs attempt to reclaim the meaning of an offensive term to shake the negative associations with it and instead use it as a banner of pride. Through CLAIMING THE LABEL and making it their own, they feel that this terminology can no longer be used by others as a derogatory terminology.</p> <p>The teacher should then ask the next question:</p> <p>Do you know of any examples of reappropriation?</p> <p>Once again illicit their responses. Put forth that the most noticeable reappropriation is the label/word: “Nigga”.</p> <p>Discuss this with the students and let them eventually lead the discussion amongst themselves. The teacher will act as the arbitrator and pose relevant questions when needed.</p> <p>Questions to ask:</p> <ol style="list-style-type: none"> <li>1. Do you agree with African Americans claiming this word?</li> <li>2. Why is it okay/not okay for people who are not African Americans to use the word? (who CAN versus who SHOULD use it)</li> </ol>	

3. What do you think the word now means to African Americans who use the word? Is it positive, negative or both?
4. What do they think about the use of the word in music/movies etc.
5. Is this word used in South Africa in a similar context to that used in America and do the students know of South African examples of reappropriation?
6. How does this affect the identity of groups who use the word?

ACTIVITY PLANNING OVERVIEW 2	
Subjects covered:	English, History (social sciences).
Connecting Classroom themes:	
Core skills:	Analytical and critical thinking, communication, historical enquiry and comparison with modern times, research skills.
Learning outcomes:	Comparison of American and South African forms of murder during the civil right movement.
EXAMPLE ACTIVITY: Talk about how certain Americans would engage in 'lynching' and how certain South Africans would in 'necklacing.'	Short informal research piece.
<p>Ask the students whether they know what necklacing is, which by this grade they should know. If they don't know, have a discussion about this. Inform the students that America has its own form of necklacing known as lynching.</p> <p>Set the students a short informal research piece to find out about lynching and necklacing, how this came about which groups inflicted this and which groups this was inflicted upon. Ask students to discuss the similarities and differences between lynching and necklacing.</p> <p>Have the students report back in a week's time and have a class discussion on this topic. Relate this to the similarities and differences of the civil rights movements in America and South Africa.</p>	

ACTIVITY PLANNING OVERVIEW 3	
Subjects covered:	English, History (social sciences).
Connecting Classroom themes:	
Core skills:	Analytical and critical thinking, communication, historical enquiry and comparison with modern times, research skills
Learning outcomes:	Why do we have what economists call a 'cappuccino economy'?
EXAMPLE ACTIVITY: South Africa's 'cappuccino	Short informal research piece.

economy' a legacy of Apartheid	
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Ask the students whether they know why South Africa's economy is referred to as a cappuccino economy.

Set students an informal research task and ask them to report back in a week's time.

Have a class discussion. Show the link between how unfair economic practises and Apartheid policies still have such a visible and direct impact on South Africa's economy and the access to economic activity. This helps to dispel myths about 'laziness' etc.