



# Children's Book Network

Putting children and books on the same page

## LOCKDOWN LEARNING PROGRAMME WEEK 12 CARING FOR OUR ENVIRONMENT



Name: \_\_\_\_\_



## BEFORE YOU BEGIN...

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- This is your booklet to keep forever.
- Write your name on it, colour in the headings and the pictures, and have fun!
- Share what you have learnt with your friends and family.

### References:

- <https://www.nalibali.org/story-library/multilingual-stories/mr-shabalala%E2%80%99s-garden>
- <https://www.nalibali.org/story-library/multilingual-stories/isitiya-sikamnumzana-shabalala>
- <https://za.pinterest.com/pin/104849497550669003/>
- <https://www.teacherspayteachers.com/FreeDownload/Recycling-reading-comprehension-3660207>
- <https://www.hero-in-my-hood.co.za/wp-content/uploads/2020/05/%C2%A9Four-Paws-SA-lesson-7-activity-sheet.pdf>
- <https://www.hero-in-my-hood.co.za/wp-content/uploads/2018/12/Origami-bag-FREE-download.pdf>

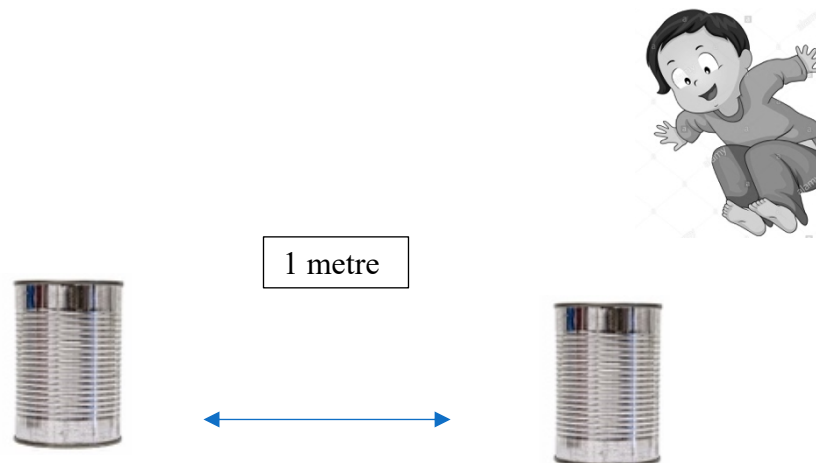


# WASTE AND THE 3Rs

## Caring for our environment

### Have some fun!

1. Take a walk around your community, your garden and your home, and collect items that can be reused.
  - a. Rinse or clean the items you have found. Sometimes they might still have food waste on them.
  - b. **When you are finished, make sure you wash your hands!**
2. Take two items from your pile of recyclables – perhaps two tin cans, or two toilet rolls.
3. Place them about a ruler's length (30cms) apart.
4. See if you can jump over both items.
5. Now, place the items a metre apart. Can you still jump over these items? Perhaps you now need to run up so that you can jump over these items?
6. Continue moving the items further and further apart and see how great a distance you can jump!



### WASTE AND THE 3 Rs

Waste is anything that we do not need, and so you throw it away. Think of a meal you prepare at home. The food items you use to cook your meal might come in packaging of some kind – plastic, cardboard, or polystyrene for example. You might throw some of that waste in the dustbin, or recycle it. While you are cooking your meal, you might have bits and pieces of waste to throw away, like the tops of vegetables that don't go in your dish, or pieces of meat



that you do not use in your recipe. Once you've cooked your meal, you might have left over food waste that is thrown away. That is also called waste.

### **WHY IS WASTE AN ENVIRONMENTAL ISSUE?**

On a planet with 7.8 billion people (7 800 000 000 – that's a lot of zeros!), you can imagine just how much waste we create! Not only do we make waste in our homes, but the factories that create the products we eat, wear and use every day, also create waste. Restaurants, hotels, hospitals, schools and shops, all create waste in some way or another.

### **HOW TO CARE FOR OUR ENVIRONMENT - THE 3 Rs:**

**Reduce** – **reduce** the amount of waste that ends up in your general bin – recycle, reuse and **compost** as much as possible; Take your own shopping bags and carriers – buy things that are unwrapped if you can; take your own containers for takeaways; pack your lunch in a container and try avoid plastic wrap;

**Reuse** – **reuse** any items you can: plastic bags, glass jars, clothes, towels, newspapers, wrapping paper, rechargeable batteries, boxes and so on.

**Recycle** - **recycling** is processing used materials (waste) into new, useful products. Recycling also uses less energy and is great way of controlling air, water and land pollution.

Importance and benefits of waste recycling:

- ***Recycling helps protect the environment:***

This is because the recyclable waste materials would have been burned or ended up in the landfill. Pollution of the air, land, water and soil is reduced.

- ***Recycling conserves natural resources:***

Recycling more waste means that we do not depend too much on raw (natural) resources, which mean they would have to be mined or taken from nature.

- ***Recycling saves energy:***

It takes more energy to produce items with raw materials than from recycling used materials.

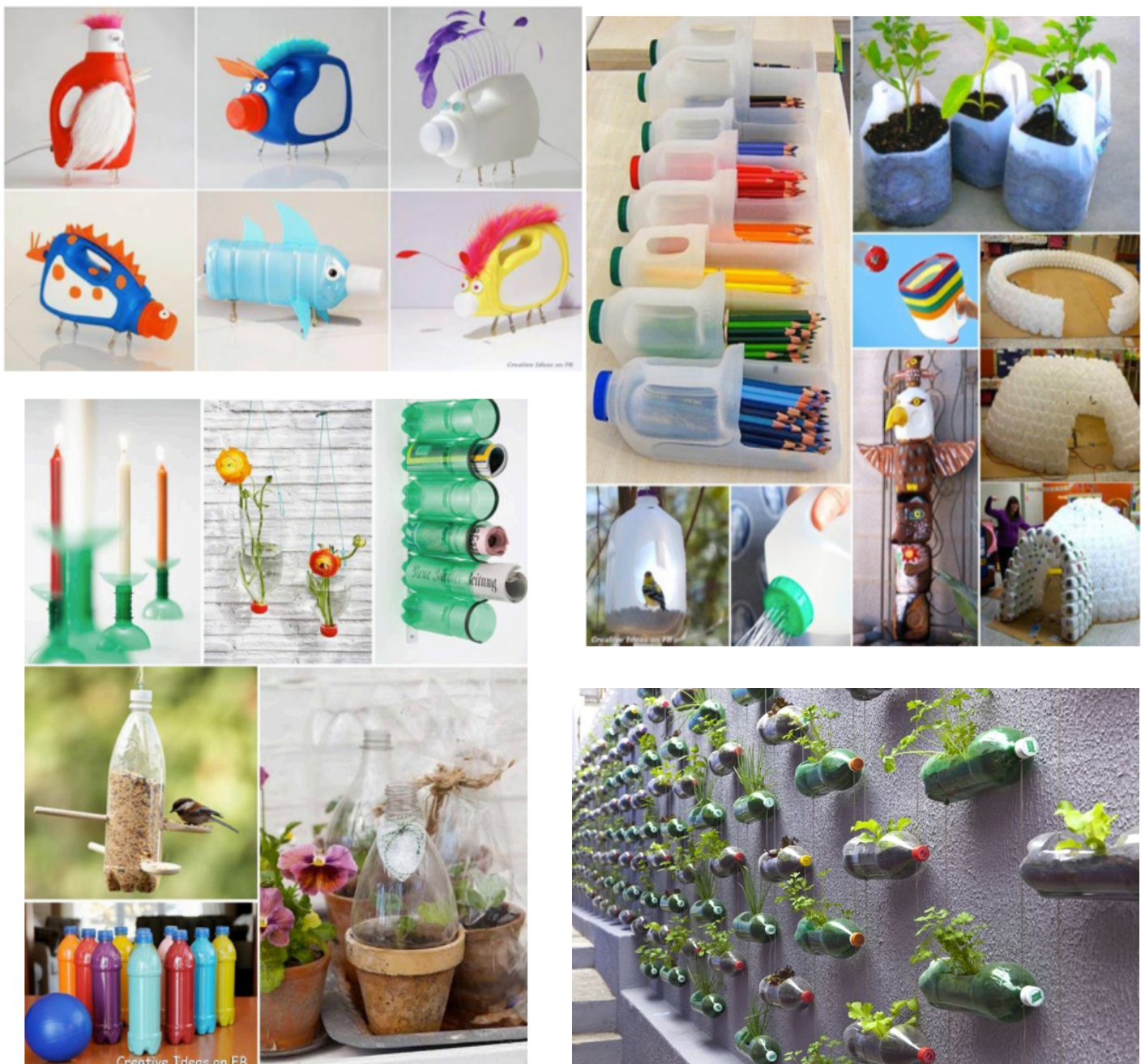




# CREATE SOMETHING FROM WASTE

1. Collect recyclable items from your home. Be sure to wash them carefully, especially if they have food waste in them. Let them dry completely before you use them to create something else.
2. Now, the fun starts! Start thinking and planning what you could do with your waste:
  - a. Will you create a piece of artwork?
  - b. Will you turn your recyclable items into useful items like a pot plant or a pencil holder, or a bird feeder?
  - c. Will you turn your recyclables into something completely different, like a game?

Here are some pictures to get you thinking:



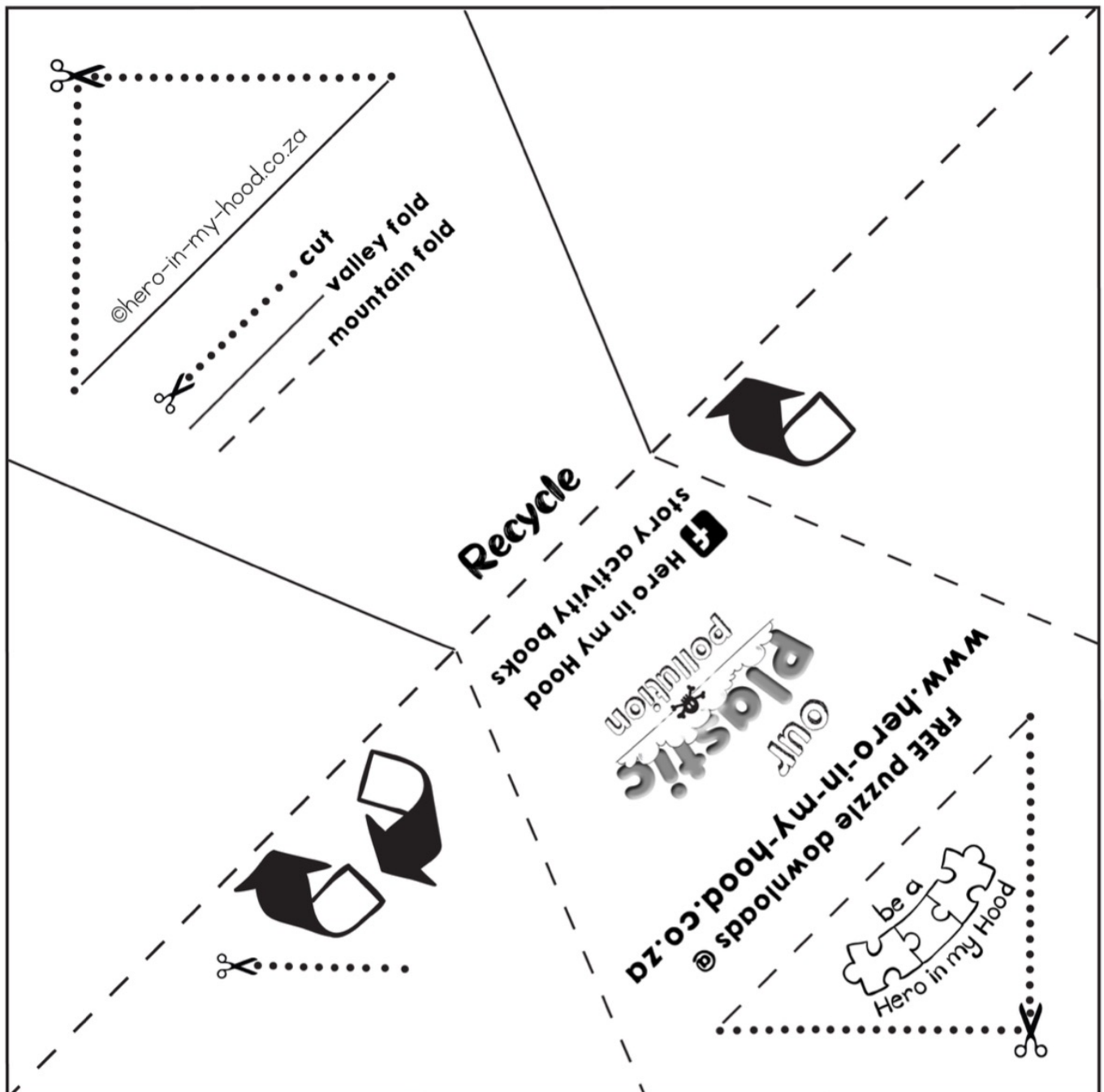


# CREATE

## A paper bag

Follow the instructions to make your own paper bag like this one.

Use your bag to collect scrap pieces of paper that you can then reuse for other arts and crafts projects some other time!





# READ

## Reduce, Reuse, Recycle

Let's read the passage and circle the correct answer.

### REDUCE, REUSE, RECYCLE



There are 3 ways to make the Earth a greener place: Reduce, reuse and recycle. When people reduce, it means they are using less of something. This means less waste. Turning off the water when we brush our teeth is a way of reducing. We don't waste water by doing this. Reusing is to use the things we already have again. We can use re-usable shopping bags made of cloth instead of plastic bags when we go to a supermarket. Using both sides of the paper is also a way of reusing.

Finally, we can recycle. Recycling is to create new materials from old ones. Materials like paper, plastic and metal can be recycled. You can recycle the things like newspapers, soda cans, plastic containers and magazines.

If we want to live in a green and clean world, we must take care of our world.

<p>1. What is the title of the passage?</p> <p>a) The ways to reuse things</p> <p>b) The benefits of recycle things</p> <p>c) The recycle materials</p> <p>d) Reduce, Reuse, Recycle</p>	<p>2. What is the meaning of reduce?</p> <p>a) To use again</p> <p>b) To use less</p> <p>c) To make new</p> <p>d) To use more</p>
<p>3. We reduce water by _____.</p> <p>a) Turning off the water when we brush our teeth.</p> <p>b) Playing with water.</p> <p>c) Watering the flowers with lots of water.</p> <p>d) Turning on the water when we don't need it.</p>	<p>4. What should we do when we go to the market, if we want to reuse?</p> <p>a) Use plastic bags</p> <p>b) Use cloth bags</p> <p>c) Use a basket</p> <p>d) Use paper bag.</p>
<p>5. To create new materials from the old ones is called _____.</p> <p>a) Recycle</p> <p>b) Reuse</p> <p>c) Reduce</p> <p>d) Waste</p>	<p>6. What kind of materials can you recycle?</p> <p>a) Oil</p> <p>b) Leftover food</p> <p>c) Paper, plastic and metal</p> <p>d) Fruits and vegetables</p>

<https://www.teacherspayteachers.com/FreeDownload/Recycling-reading-comprehension-3660207>



# INSERT

## Be with Bees

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We could hear Sana screaming from the other side of the sports field.

'Aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaagh!'

He-eeeeeeeeeeeeeeeeeeeeeeeeeeeeelp!'

I looked at Jake.

Jake looked at me.

'She's *your* sister!' I said.

Jake sighed. 'Ja, but she does this all the time!'

But Jake stood up, ready to go and help. You never know ...

We started to jog across the field.

'Aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaagh!'

He-eeeeeeeeeeeeeeeeeeeeeeeeeeeeelp!'

Then we saw the principal – also jogging – jogging out of his office and in the direction of the screaming.

I looked at Jake.

Jake looked at me.

'Uh-oh.'

Other teachers and a whole bunch of children were running. Some were just walking. One or two were only strolling. This sort of thing had happened before with Sana. But you never know ...

Most of us got there at the same time.

'Aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaagh!'

He-eeeeeeeeeeeeeeeeeeeeeeeeeeeeelp!'

Sana was red in the face and tears were running down her face. She went quiet when she saw the principal.

'What is it *this* time?' he asked her.

Sana just pointed. When we looked very closely, we could see there was a bee. It was busy getting pollen from the flowers on a bush and was not interested in Sana at all.

The Principal sighed. 'Yes, Sana. It's a bee. A small, useful insect that also makes honey for us.'

Then he looked up and saw how many children were standing around her. 'My office. Now.'

So, we all went to the office.





Nobody was very happy about this. We usually only went to the office when we were sent there for doing something wrong. It was not a happy place to go.

But this time, sir made us sit on the carpet while he told us a story and gave us a lecture. The lecture came first. 'Bees,' he said, 'are our friends.' He looked at Sana, who was still making small sobbing noises. 'Our FRIENDS,' he repeated. 'Without bees, this planet would be in trouble. Without bees, we would not be able to grow enough food to feed all the people in the world.'

He looked up suddenly. 'Do you all understand what 70% of something is?' Jannie put his hand up. 'Sir, it means most of something. Nearly three-quarters.' The Principal smiled. 'Right. Seventy per cent of the agriculture – the farming – in the world depends on bees. Bees could be the most important species on earth. They probably are.'

He looked at grades six and seven for a moment. 'More important than humans. More important than grade sevens, hard though that is to believe.'

A few children laughed, but he held up his hand for quiet. 'How many of you have been stung by a bee?' The answer was nobody.

'How many of your *parents* have been stung by a bee?' Marco put up his hand and then put it down again quickly.

'I thought so. There is no reason to be afraid of bees. Making a fuss, screaming and waving your arms about is the very best way to make a bee think about stinging you. Because bees only sting when they feel you are a danger to them. 'I,' the principal went on, 'have been stung by a bee – and it wasn't so bad at all.'

## PART TWO

All the kids were looking at Sana. Her face was still very red, but she was quiet now.

The Principal held up his hand. 'But,' he said, 'Bee stings can be dangerous to some people. People who are allergic to stings from insects. If you keep quiet and still and calm, a bee – or a wasp – will not attack you. They only sting if they think *you* are going to hurt *them*.'

Then he nodded at Miss Tlaka, who is our teacher we go to if there is an emergency.

'Thank you,' she said to the principal. Then she spoke to us. 'If you do get stung by a bee, or a wasp, tell an adult. Ask them to help you get the stinger out if there is one. Stay calm and stay quiet. If you are allergic to the sting, you will feel dizzy and sick. An adult should take you to the clinic or to a doctor immediately.' Miss Tlaka looked at Sana kindly. 'You need to know the facts, but you don't have to be afraid. Being allergic to stings is rare. The best thing is to be careful not to get stung in the first place.'

She ticked off a list on her fingers.



‘Don’t disturb stinging insects. Leave them alone.  
Don’t make a fuss.  
Walk calmly away.  
Bees are attracted to sweet things. Be careful with food out of doors.  
Tell an adult if you do get stung.’

Then our principal told us a story. It was about a boy who lived in the far north of our Earth, where there were huge forests and it was very cold.

*The dangers in that place were not lions or thirst. They were cold that could freeze you, and wolves that could hurt you. Wolves were big and strong. Wolves had big white teeth. Wolves could jump out suddenly when you were not expecting them. Wolves were bad news.*

*Ivor was a boy who got bored very easily. His job was to watch the cattle for his village. Every day, he went out with the cattle to the hills and watched them. They didn’t do much. They moved about slowly, and they ate grass. It wasn’t very exciting.*

*It would be exciting if a wolf came! That was the big danger for the cattle – and for the boy. What if a wolf came? What would Ivor do?*

*In the long, long days of watching the cattle, Ivor thought about that a lot. ‘I would shout, and scream, and call for help,’ he thought. ‘I would yell so loudly, that everyone in the village would come running.’*

*The more Ivor thought about this, the more he wanted to do it. It would be fun, he thought. It would be interesting. And one day ... he did it!*

*‘Help! Help! Help!’ he yelled. ‘A wolf! A wolf!’  
‘Help! Help! Help! A wolf! A wolf!’*

*Everybody came running out of the village. All the mothers and fathers and grandparents came running, banging on pots and pans and shouting. The children stayed at the back of the crowd of people, but their eyes were big.*

*‘Help! Help! Help!’ he yelled again. ‘A wolf! A wolf!’  
‘Help! Help! Help! A wolf! A wolf!’*

*But there was no wolf. The people in the village were angry with Ivor. They went back to the village talking to each other about what a stupid boy Ivor was.*

*Time passed. Ivor still watched the cattle. They still didn’t do much. They still moved about slowly, and they still ate grass. It wasn’t very exciting. Ivor began to think about how everybody had come running out of the village, banging on their pots and pans. That had been fun!*



*The more Ivor thought about this, the more he wanted to do it again. And one day, he did.*

*'Help! Help! Help!' he yelled. 'A wolf! A wolf!'  
'Help! Help! Help! A wolf! A wolf!'*

*Everybody came running out of the village again. All the mothers and fathers and grandparents came running, banging on pots and pans and shouting. The children stayed at the back of the crowd of people, but their eyes were big.*

*But there was still no wolf. The people in the village were very angry with Ivor this time. They went back to the village talking to each other about what a stupid boy Ivor was.*

*Time passed. Ivor watched the cattle. They still didn't do much. They still moved about slowly, and they still ate grass. It still wasn't very exciting. Ivor began to think about how everybody had come running out of the village, banging on their pots and pans. That had been fun! Maybe he could do it again?*

*So he did.*

*'Help! Help! Help!' he yelled. 'A wolf! A wolf!'  
'Help! Help! Help! A wolf! A wolf!'*

*Nothing happened. Nobody came.*

*Except the wolf.*



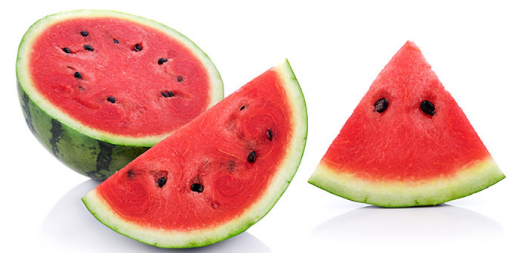
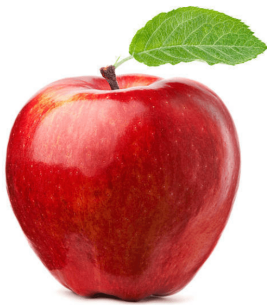
# LEARN ABOUT BEES

## Why are they so important to the environment?

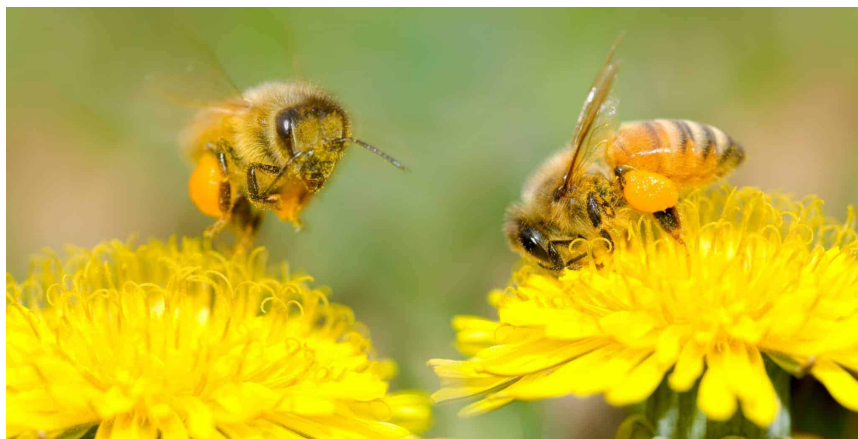
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Without bees, the world would be a very different, and difficult, place in which to live. Here are five reasons why bees are so important to us and the environment:

1. If you love apples, melons, cranberries, asparagus, or broccoli (and many, many other fruits, vegetables and grains), you have the bees to thank!



2. In order to grow food, these plants need their pollen to move from the male part of the flower (the anther) to the female part (the stigma). As bees move from flower to flower in search of nectar, they leave behind grains of pollen on the sticky surface, allowing plants to grow food.



3. Many wild plants need insect to pollinate them as well. Bees are responsible for the production of many seeds, nuts, berries, and fruit, which serve as important food for wild animals (and us too, of course).
4. Bees are part of the food chain:
  - Bees make honey to feed their colonies during the cold winter months.
  - Humans use honey to use for cooking and eating.



- Other animals like birds, honey badgers and insects eat honey and bee larvae (which are what bees are called when they are still growing – larvae is almost like a little grub or worm).
  - Bees themselves are also a part of the food chain. Many species of birds eat bees. Many spiders and insects, like dragonflies and praying mantises, eat bees as well.
5. Bees are known for the beautiful hives they build for their colonies, but they also help build homes for millions of other insects and animals. Their role as pollinators is very important in the growth of forests, woodlands, and grasslands. Many tree species couldn't grow without pollinators like bees.
- Even your own garden serves as a home for hundreds of tiny creatures, from birds and mice, to thousands of tiny insects. If bees disappeared, the animals that depend on these plants for survival would vanish as well.
6. As pollinators, bees play a part in every aspect of the ecosystem. They support the growth of trees, flowers, and other plants, which serve as food and shelter for creatures large and small. Bees contribute to complex, interconnected ecosystems that allow a diverse number of different species to co-exist. We call this '**biodiversity**'.

**DID YOU  
KNOW?**



Bees are responsible for one third of all of the food we eat!





# COLOUR IN

## 7. Animals that work



### Busy buzzing bees

How many bees are flying?

How many bees are sitting on the flowers?



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## READ

### Mr Shabalala's garden - English

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Mr Shabalala lived on a big piece of land. He had a lovely house, an apple tree, hens and a vegetable patch.

The apple tree was very big. The branches stretched far into his garden and over the wall into the field behind the wall. Sometimes there were so many apples that he didn't know what to do with them all.

His hens gave him large, brown eggs. He could not eat all the eggs that his hens laid, so some eggs hatched and he had more chickens than anyone else in the town.

The vegetable patch was always full of wonderful things to eat, but sometimes there were too many pumpkins, mealies, potatoes and other vegetables.

But Mr Shabalala was not a very nice man. He did not like to share. If anyone came near his house and garden, he became very angry. So Mr Shabalala did not have any friends.



Some things made him so angry that he would shout. When people sat in the shade of the apple tree in the field behind his wall, they made too much noise. When the apples fell off the tree behind his wall, the children would pick them up. They played, ate apples and made too much noise. Sometimes his hens escaped through a little hole in the fence. When they did, they laid their eggs in the field behind his wall. He heard the women talking when they found the eggs and knew they were taking his eggs home. But worst of all, sometimes a little boy would knock on his door and ask for seeds from his vegetable patch.

One day Mr Shabalala was so angry that he decided he was going to stop everyone from bothering him. He grabbed his saw and cut down every branch of the apple tree that hung over the wall. He blocked up the hole in the fence so that the hens could not escape. And he was so angry that he dug up his vegetable patch.

"At last I will have peace and quiet without anyone bothering me or stealing anything," he said.

It did not take long before there were too many apples on the tree. There were too many hens, chickens and eggs. And because there was no vegetable patch, there were no vegetables for Mr Shabalala.



But there was something that was even worse than that. It was now so quiet that Mr Shabalala got a headache. Poor Mr Shabalala, he didn't know what to do with all the quietness. So he opened his front door and shouted the loudest shout that he could, just to make some noise.

Suddenly the people ran up to his house.

"Are you alright?"

"Have you hurt yourself?"

"Can we help you?"

"I ... I ..." Mr Shabalala didn't know what to say. Even though he had been so nasty and unkind, everyone had come to see if he was alright. Mr Shabalala felt so bad he started to cry. "I'm sorry," he said. "I'm so sorry."

"We're sorry for making a noise in the shade of your tree," said someone.

"We're sorry for taking apples," said the children.

"We're sorry about collecting eggs," said a woman.

"Oh no," said Mr Shabalala. "I was so selfish and rude and I am sorry. Please, all of you come inside and I will share everything."

From that day Mr Shabalala did share everything. He also promised to let the branches of the apple tree grow over the wall and to leave a little hole in the fence for the hens and chickens.

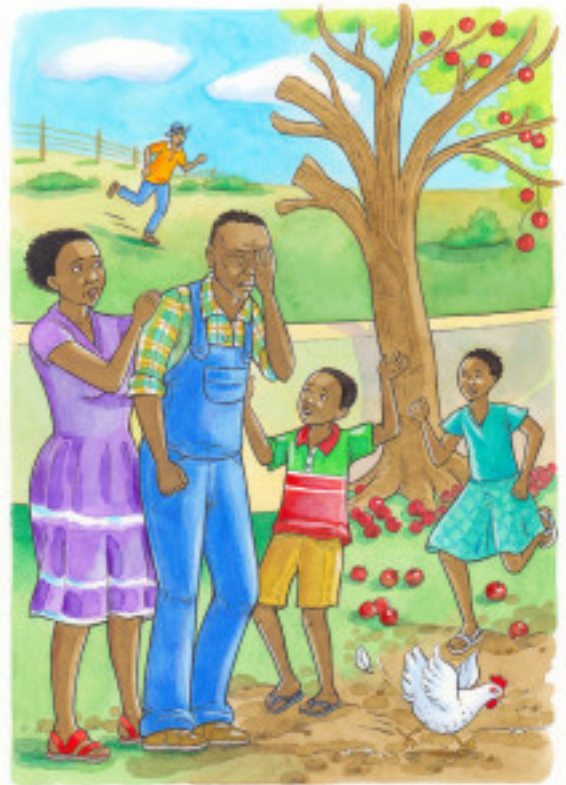
When everyone left he smiled happily because now there were happy noises outside.

Then suddenly Mr Shabalala realised that he still had no vegetable garden. At that moment there was a soft knock, knock on his front door. He opened the door and there stood the little boy.

"Aaah," he said, "you are the boy who always asked for seeds."

"Yes," said the boy, "but I know you don't have a vegetable garden now. Can I help you plant one?"

And for the second time that day, Mr Shabalala had tears in his eyes. But this time they were tears of happiness.





# FUNDA

## Isitiya sikaMnumzana Shabalala – isiXhosa

UMnuzana Shabalala wayenomhlaba omkhulu. Wayehlala endlwini entle, enomthi wama-apile, efuye neenkukhu kwaye enaso nesitiya semifuno.

Umthi wama-apile wawumkhulu kakhulu. Amasebe awo ayemade kakhulu kangangokuba ayenabele phakathi esitiyeni, aze aphinde aqabele nangaphezulu kocingo, ade afikelele nasesitiyeni asingasemva kocingo olo. Ngamanye amaxesha ama-apile ayebamaninzi kakhulu kangangokuba wayede angayazi into amakayenze ngawo.

Inkukhu zakhe zazibeka amaqanda amakhulu amdaka. Wayengakwazi ukuwatya onke loo maqanda azalelwe ziinkukhu zakhe, ngoko ke zaziwaqandusela amanye amaqanda, waza waneenkukhu ezininzi ukodlula wonke umntu kuloo ngingqi.

Isitiya sakhe semifuno sasisoloko siyokozela zizinto ezimnandi zokutya, kodwa ngamanye amaxesha ayede adlulise ngobuninzi amathanga, umbona, iitapile nezinye iintlobo zemifuno.

Kodwa ke uMnumzana Shabalala lo wayeyindoda engenabubele kangako. Wayengakuthandi nokucelwa izinto zakhe ngabantu. Wayengakuthandi tu ukwabelana ngezinto nabanye abantu. Xa kukho ubani othe wasondela endlwini yakhe nasesitiyeni sakhe, wayesiba nomsindo kakhulu. Yiyo ke loo nto eyabangela ukuba uMnumzana Shabalala angabi naye nomnye umhlobo.



Ezinye izinto zazimenza umsindo kakakhulu kangangokuba wayeye ade athukisele. Abantu xa behleli emthunzini womthi wama-apile, ngaphaya kocingo lwakhe, babemenzela ingxolo eninzi. Xa ama-apile ewile emthini ngaphaya kocingo lwakhe, abantwana abancinane babewachola. Babedlala, besitya loo ma-apile ze benze ingxolo enkulu. Ngamanye amaxesha iinkukhu zakhe zazithubeleza ezikrobeni elucingweni. Xa zithubelezile, zazizalela amaqanda azo kwezo gadi zikufutshane. Wayebeva abafazi bethetha xa befumene amaqanda, kwaye wayesazi ukuba bagoduka nawo amaqanda akhe. Kodwa, eyona nto imbi nangaphezulu, ngamanye amaxesha kwakubakho inkwenkwana enkqonkqoza kwakhe, ize kucela izithole ezisesitiyeni sakhe.

Ngenye imini uMnumzana Shabalala wayenomsindo kakhulu, kangangokuba wagqiba kwelokuba uza kuyiphelisa nya into yokuhlutshwa ngaba bantu. Wathi hlasi isarha yakhe,

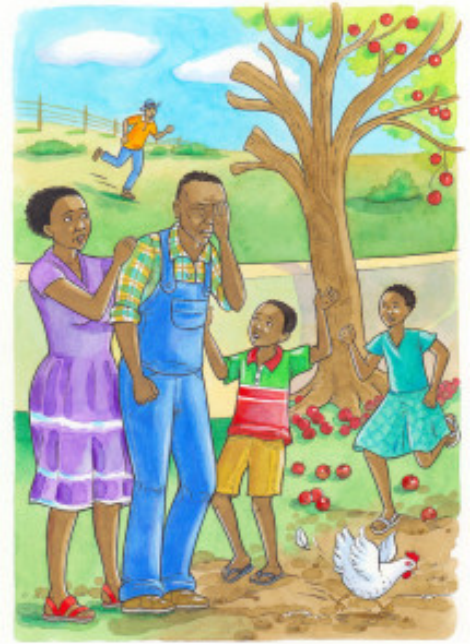




waza wawasusa onke amasebe omthi wama-apile awayejinga ngaphaya kocingo lwakhe. Wazivala zonke izikroba ezazisecingweni ukuze kungabikho nanye inkukhu ezakuthubeleza. Wayenomsindo kakhulu kangangokuba wayigrumba yonke loo mifuno yayikweso sitiya sakhe.

“Ekugqibeleni ndiza kuhlala ngoxolo nenzolo, kungekho mntu uza kundihlupha okanye andibele nto,” utshilo.

Akuthathanga xesha lingakanani phambi kokuba umthi wama-apile uthwale ii-apile ezininzi kakhulu. Kwabakho iinkukhu, amantshontsho namaqanda amaninzi kakhulu. Ngenxa yokuba sasiphelisiwe isitiya semifuno, uMnumzana Shabalala wayengenayo imifuno.



Kodwa kwakukho eyona nto yayimbi kunazo zonke. Kwakuthe cwaka kakhulu ngoku, kangangokuba uMnumzana Shabalala wayede aphathwe yintloko. Usizana olunguMnumzana Shabalala lwalungazi ukuba lungenza ntoni ngesi sizungu senzolo engaka. Uthe ke wavula ucango lwakhe lwangaphambili waza wakhwaza kakhulu kangangoko anakho, ukuze nje kubekho ingxolwana ayivayo.

Ngesaquphe kuthe wayi-wayi abantu begxalathelana, ukuza endlwini yakhe.

“Kwenzeka ntoni?”

“Ingaba wenzakele?”

“Singakunceda ngantoni?”

“Ndi... ndi...” UMnumzana Shabalala wayexakwe yinto amakayithethe. Nangona wayekhohlakele, engenabubele ebantwini, wonke umntu weza kuqonda ukuba akukho nto imehleleyo kusini na. UMnumzana Shabalala waziva ebuhlungu kakhulu kangangokuba wade walila. “Ndicela uxolo,” watsho. “Ndicela uxolo.”

“Sicela uxolo ngokungxola emthunzini womthi wakho,” kwatsho umntu othile eqeleni.

“Sicela uxolo ngokuthatha ama-apile,” batsho abantwana.

“Sicela uxolo ngokuqokelela amaqanda,” kwatsho umfazi othile.

“Owu hayi,” watsho uMnumzana Shabalala. “Bendicinga ukuba umntu ndim ndedwa kwaye bendikrwada kuni, ndicela uxolo. Ncedani, nonke ngenani ngaphakathi ukuze ndabelane nani ngako konke.”

Ukususela ngaloo mini uMnumzana Shabalala wabelana nabanye abantu ngako konke anako. Wathembisa ukuba uza kuwayeka amasebe omthi wama-apile anabele ngaphaya kocingo lwakhe, kwaye uza kuvula isikroba esincinane ecingweni lakhe ukuze iinkukhu namantshontsho zibe nokuthubeleza kuso, zizihambe.





Kuthe ukumka komntu wonke kwakhe, wancuma ngolonwabo kuba ngoku kwakukho ingxolo yolonwabo etsho kamnandi phaya phandle.

Ngephanyazo uMnumzana Shabalala wakhumbula ukuba akanaso isitiya semifuno. Kanye ngalo mzuzu kwavakala unkqo, nkqo, nkqo kumnyango wangaphambili. Wavula ucango waza wabona kumi inkwenkwana.

“Aaaha,” utshilo, “uyilaa nkwenkwana ibisoloko icela izithole.”

“Ewe,” yatsho inkwenkwana, “kodwa ndiyazi ukuba awunasenaso isitiya semifuno ngoku. Ndingakuncedisa ekulimeni esinye?”

Okwesibini ngolo suku, kwathi gwanti iinyembezi emehlweni kaMnumzana Shabalala. Kodwa ngoku yayizinyembezi zovuyo.

## DRAW

### Draw the other half of the bee

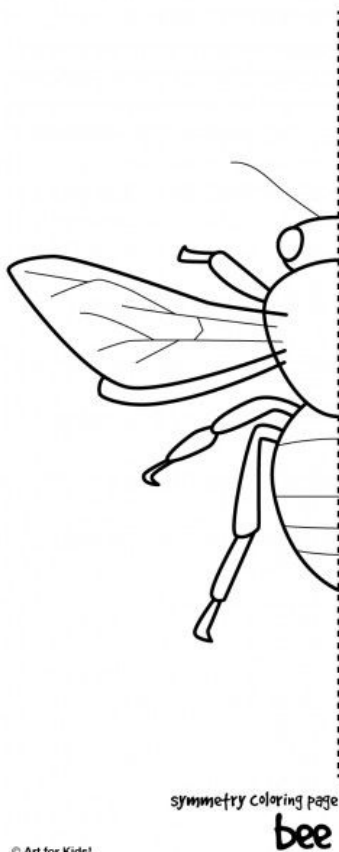
Imagine what the other half of this bee would look like, and draw it in. Here are a few examples to help you:



Butterfly

Ladybird

Bee



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# ARTS AND CRAFTS

## Build a Bee

Using both natural materials you have collected from around your garden and community, and recyclable items from around your home, you are going to create a bee. Create as many bees as you can. Bees live in colonies and work together, so the more bees you have in your colony, the better!

### Things you will need:

- A piece of blank paper
- Pens, pencils and items to write and draw with
- Other stationery – glue, scissors, and so on
- Natural materials you have collected from around the garden

