

Introduction

Dear Educator

This Educator's Guide accompanies the youth novel, *Whitney's Kiss*, published by Voices in Africa. *Whitney's Kiss* is a story for learners in Grade 7 with the primary aim of helping to prevent HIV/AIDS. The book is intended for English First Additional Language Level and seeks to promote and achieve the aims of the CAPS Curriculum including:

- *Whitney's Kiss* is rich in dialogue and vocabulary, and can be used in a variety of ways to promote the integration of the four CAPS Skills Areas: Listen and Speak, Read and View, Write and Present and Language Use.
- The book encourages critical thinking and decision making, especially as they relate to values. This is one of the book's main themes and is achieved through the portrayal of opposing values and behaviour patterns within the plot. Learners will find themselves having to evaluate whether or not they can agree and identify with the different characters in the book, and with opposing sides of conflicts within the plot.
- *Whitney's Kiss* helps the learner understand the interrelatedness of systems and problems in the young person's world of school, home, community and relationships. The book clearly illustrates to the learner that the problems and solutions associated with HIV and AIDS do not exist in isolation.
- The book has a multicultural cast and seeks to promote cultural understanding and sensitivity, whilst attempting to maintain relevance and appeal to a wide spectrum of different learners from various backgrounds.
- The novel will allow educators to develop the literary themes of plot, conflict, characters and characterisation, theme and setting, role of narrator, suspense and surprise.
- Although this is not a main theme of the book, *Whitney's Kiss* portrays the teaching profession in a positive and inspiring light, thereby promoting learners' evaluation of this profession as a noble and worthwhile career opportunity.

The novel speaks powerfully for itself and learners will easily identify with and be challenged and inspired by the characters in the book. However, your learners can also benefit much from further class discussions, activities and exercises, which will encourage critical thinking and decisionmaking. This Educator's Guide is designed to help you with some ideas in this regard.

How to Use this Educator's Guide

This Educator's Guide is intended to provide resources and support for the Reading Activities recommended for the study and enjoyment of the novel.

The Reading Activities are available in a separate book. They are set out under the respective Chapter headings to which they apply and are numbered accordingly, using a decimal numbering system. So the numbers of all the activities for Chapter 1 begin with the numeral 1. The first, second and third activities of the chapter are numbered 1.1; 1.2; 1.3 respectively. The first activity for Chapter 2 is numbered 2.1 and so forth.

The activities are organised under the CAPS Skills Areas as subheadings according to the type of activity that is suggested. So an activity that relates to a specific aspect of the novel is placed under Read and View. Creative writing activities that relate to issues in the novel are placed under Write and Present, activities that allow learners to review the aspects and issues that arise during lessons are placed under a section called Review and Reflect. Finally, the organisation of the activities promotes the reading process of prereading, during reading and postreading as recommended by CAPS. All of the activities are captured on two tables for your easy reference according to Chapter and Aspects of the novel. Please see these tables on Page 6 – Page 30.

This Educator's Guide consists of four main sections:

- CAPS Approach and Presentation
- Activity Memoranda
- Additional Information
- Photocopyable Activity Sheets

The layout of Activity Memoranda and Activity Sheets in their respective sections of the Guide follows the grouping and numbering system of the Reading Activities.

The Memoranda are all set out under the Chapter headings to which they apply and are numbered using the same decimal numbering system as the Reading Activities. The Guide provides a memorandum with answers, presentation tips and ideas for every reading activity. The Activity Sheets in the final section of the Guide are all numbered according to the activity to which they apply. So Activity Sheet 7.4 is meant to be used for Activity 4 in Chapter 7. Activity Sheets are provided for more extended activities that require extra material and explanation. So, while the activity sheets are arranged in sequence, there is no need for an activity sheet for every activity.

The chapters of the novel have been grouped loosely in the Guide as follows:

- Chapters 1 – 3
- Chapters 4 – 6
- Chapters 7 – 8
- Chapters 9 – 12

Each of the Chapter Sections begins with a short summary of the Plot, Main Characters and Main Themes, as they develop in those chapters, for your convenience.

Thereafter Activity Memoranda for each Chapter follow and are organised under the Skills Areas:

- Read and Write
- Listen and Speak
- Write and Present
- Language Use
- Review and Reflect

When designing and preparing your lessons, select the appropriate activities for the Chapter or section of the book with which you are working. Use the plot, main character and theme summaries to help you.

Then, where appropriate, access the relevant Activity Sheets that are ready to be photocopied from the last section of the Guide.

The Activity Sheets and Activity Memoranda also contain tips and ideas on how to present and address the aspects and issues of the novel in a way that will keep your learners stimulated and interested.

Select your activities according to the time you have allocated to study the novel. It is not necessary to do all of the activities and it is not necessary to do them in order. Select and adapt the activities to suit your approach and to meet the needs of your learners. For example, you might wish to adapt some of the reading comprehensions to use as listening comprehensions. Some of the individual activities can also be done as group activities and vice versa. Some of the activities have mark allocations and rating codes that you might wish to include in your assessment programme.

Please note that the Educator's Guide is not meant to be prescriptive nor exhaustive. It is designed to help you with some ideas on how you can use *Whitney's Kiss* in your class, and to put some useful resources in your hand so that you can focus your energy on engaging with your learners. We trust you will find it helpful.

CAPS Approach and Presentation

The Reading Activities for *Whitney's Kiss* have been developed according to the frameworks and guidelines of the CAPS Curriculum and in particular the following prerequisite:

"All cultures, and most people, live lives imbued with stories.... Narratives (novel, short story and folklore) need to be read, discussed, and enjoyed. Whatever the teacher does in the classroom, the sheer pleasure of engaging in a good story must remain paramount."

The teaching of literature should focus on teaching for comprehension and will include the reading process strategies (pre-reading, reading and post-reading). The main reason for reading literature in the classroom is to develop in learners a sensitivity to a special use of language that is more refined, literary, figurative, symbolic, and deeply meaningful than much of what else they may read. While most literary texts are forms of entertainment, amusement, or revelation, serious writers create novels, plays and poems because they have ideas, thoughts and issues; principles, ideologies and beliefs that they most want to share with or reveal to their prospective readers. Their imaginative use of language is an added method of revealing, reinforcing, and highlighting their ideas.

Creative writing should be closely attached to the study of any literary text. Writing activities that demand a close understanding of the text being read can prove very helpful in reaching more creative levels of appreciation on the part of the learners.

This youth novel offers 12 – 14 year-olds the chance to embark on a journey with Whitney and her friends in using English Language to explore and develop personal identity, values and viewpoints. The reading activities will encourage them to build positive, life-affirming relationships by making constructive, edifying choices in dealing with the issues, challenges and temptations faced by youth in contemporary African society.

In using the theme approach, learners can look at themes such as true love, values, trust, honesty, etc. and relate them to events in real life situations. They can make judgements about the characters' actions and comment on the theme.

The following aspects are covered in Grade 7 at appropriate and progressive levels of complexity:

- The Reading Process
- Reading Purpose
- Elements of a Novel

We have designed the activities to follow a general pattern, with Listening and Speaking playing a big part throughout, as follows:

- Pre-reading to stimulate past experience or knowledge related to the issues in the subsequent chapter, or to share any insights from Review and Reflection.
- Reading activities to check and support understanding.
- Language-in-context activities.
- Closer reading and study of the novel genre.
- Writing and presenting own response to the novel.
- Review and reflection on the issues and learning covered in the chapters.

Each learner should have a workbook as well as a journal. The workbook will be used for all activities which could be assessed. The journal is for use during Review and Reflect and is not intended for assessment. The educator has the responsibility to ensure that learners complete the tasks and should agree with the learners on what basis the journals will be viewed.

Activity Memoranda

BEFORE YOU READ THE BOOK

► Listen and Speak

i. **Group Discussion: Anticipate /Predict: Story**

This activity will alert your learners to the surface features of a novel. Encourage them to examine the book and discuss their predictions in their groups. They should look at the following:

- cover pictures
- title page
- text layout
- glossary

During the report back, accept all predictions but encourage the learners to link them to clues found in the above features.

► Read and View

ii. **Introduction to Literary Terms: Answers to matching exercise:**

1. (C)
2. (J)
3. (E)
4. (B)
5. (F)
6. (D)
7. (I)
8. (H)
9. (G)
10. (A)

iii. **Group Activity**

a. Dictionary Work: Credibility.

This activity prepares for the discussion about the author below. Assist your learners to access dictionaries and / or the internet. From the report back select three definitions similar to the following:

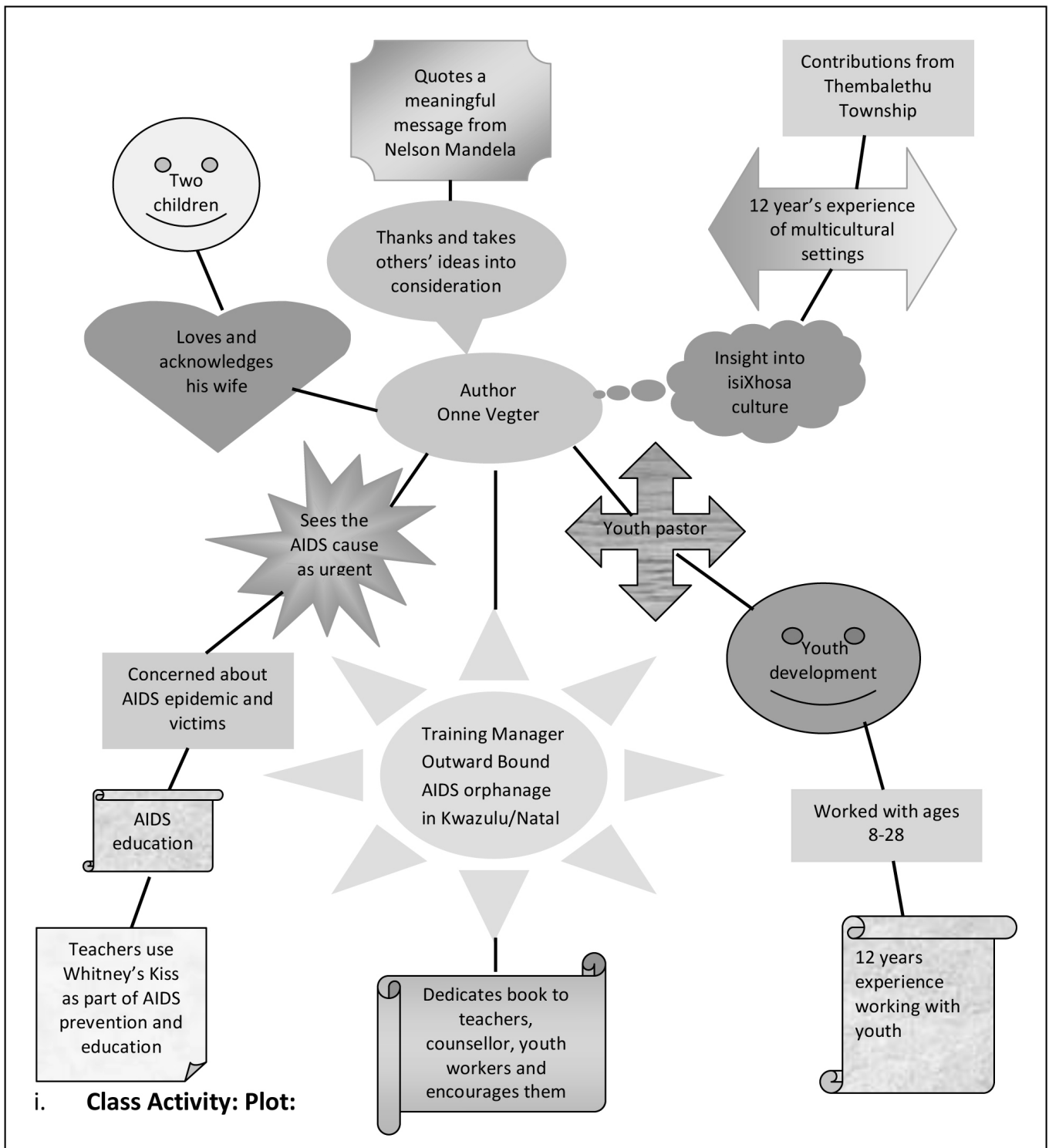
The English Encarta Dictionary gives the following definition for credibility:

1. *Believability. The ability to inspire belief or trust.*
2. *Willingness to believe. A willingness to accept something as true.*
3. *Status. Somebody's status as an acceptable person among a group of people.*

So, credibility is one of the values we use when we need to know if we can trust someone's opinion or if something is worth our effort and time.

b. Mind Map: Author.

This activity gives your learners the chance to consider the credibility of the author. During the report back, assist your learners to make a mind map summary of the information about the author available in the text as follows:



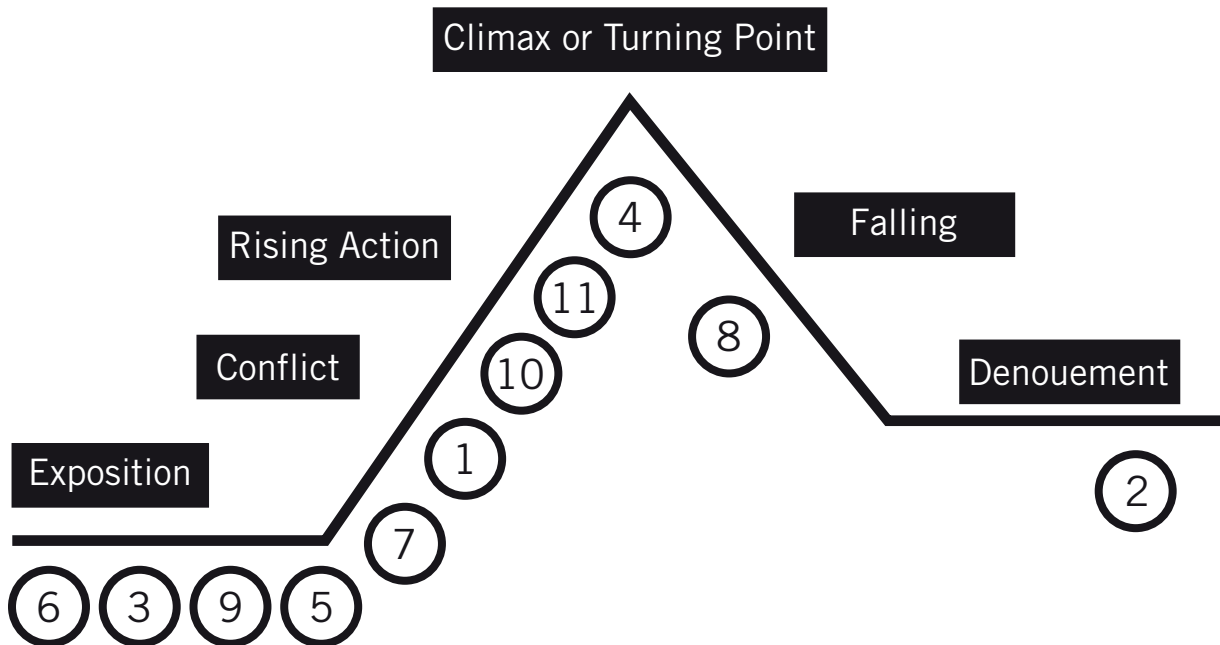
iv. **Class Activity: Plot:** (*Photocopiable Worksheet Activity*)

Hand out Activity Sheet iv on p. 81. Help your learners to organise and plot the bear story on the diagram.

- a.
ii. The correct sequence of the bear story is:

6	3	9	5	7	1	10	11	4	8	2
----------	----------	----------	----------	----------	----------	-----------	-----------	----------	----------	----------

- b.
i. The suggested plotting of the bear story is shown below. While reading *Whitney's Kiss*, use the blank diagram on Activity Sheet 5.2 to plot the main events of the story.



- v. **Class Activity: Genre (pronounced: zh'arnruh)**
 Discuss the pronunciation and meaning of the word 'Genre' with your learners.
 Answer: *Whitney's Kiss* is a narrative based on real life events; the writer's purpose is to educate, inform, and persuade.

Chapters 1 - 3

PLOT

In Chapter one we are introduced to the main characters in the book, Whitney and Lucky. The plot is built around the romance between them, and the tension that this brings. This sets up the exposition or initial situation. The relationship gets a little bit physical right away and we meet Mrs Pillay, Whitney's favourite teacher, as she walks in on the two of them kissing in a storeroom. We encounter the first conflict in the plot through Whitney's questions of conscience as well as Mrs Pillay walking in on them.

In chapter two the conflict builds when, out of concern, Mrs Pillay phones Whitney's parents, and we learn about Whitney's situation at home. The incident with Lucky worsens the existing conflict between Whitney and her parents, whose moods are taking strain due to her father's illness.

In Chapter three we see further character development. We are introduced to Whitney's good friend Lindiwe, and we see further development in the romance between Lucky and Whitney. Mrs Pillay has a heart-to-heart talk with Whitney about relationships and values, and it is not hard to see why Mrs Pillay is her favourite teacher. We find Whitney's father's health takes a turn for the worse, as his mystery illness puts him in bed with a high fever. Whitney is understandably concerned and tries to find out the cause of his symptoms.

MAIN CHARACTERS

Whitney is an adventurous 13-year-old girl, whose life and thoughts are in turmoil from being in love, struggling with problems at home and coping with adolescence. We get to know her as an innocent, naive girl who is swept away by the affections of an older boy. She has typical teenage confrontations with her parents. She is concerned about her looks, about what other people think of her and also about her father, who is ill. Although she seems to be mature in her way of thinking, she makes some immature decisions as she tests the boundaries of right and wrong. She is on a quest of discovery as she learns about love, responsibility, growing up and coping with a tense situation at home.

Lucky is introduced to us as a good-looking, popular high school boy who takes a liking to Whitney. Although not clear to Whitney, it is clear to the reader that his intentions are not entirely noble, as he persuades her into a compromising situation in his "secret place". When they are discovered his natural response is to lie. Dishonesty seems to be part of his character, as he lies to Whitney from the start of their relationship. He is a smooth talker and comes across as quite romantic, writing Valentine's cards and love letters.

Mrs Pillay is Whitney's English teacher, and her favourite teacher. She is seen as a strong character and demands respect. She loves her students and takes a personal interest in their lives. She also has strong beliefs and strong values, which she shares with others without being forceful.

Her example and conduct earn her respect, and we find Whitney seeking out her advice and input. Mrs Pillay is portrayed as a teacher with much wisdom and insight, who speaks with frankness and authority, yet in a gentle and caring manner.

THEMES

Some of the themes that are developed throughout the novel are introduced in these first three chapters.

Real love: We see the romance between Whitney and Lucky develop, and Mrs Pillay trying to help Whitney understand what love is all about.

Trust: Whitney's blind trust toward Lucky begs questions about whom one can trust and on what basis a person should be trusted. Whitney's parents obviously do not share Whitney's trust in Lucky's intentions, and the trust relationship between Whitney and her parents is threatened. Mrs Pillay has won Whitney's trust, and we find Mrs Pillay questioning Whitney's trust toward Lucky.

Values: Mrs Pillay touches on the issue of values in her discussion with Whitney, who has already been asking questions to herself about her actions with Lucky. Even in the moment of passion, we notice Whitney wondering to herself about right or wrong.

Honesty: This theme is explored mainly in Lucky's character, whom we come to know as someone with secrets and lies.

Chapter 1

BEFORE YOU READ - ANYTHING TO SHARE?

► Listen and Speak

1.1. **Group discussion: Underlying thoughts, ideas and ideologies: First Kiss**

Read the lyrics or listen to the song of "First Kiss" by Mandy Moore. Allow the learners to discuss the questions in their groups. The discussion will help them to connect their lives with that of Whitney. After the discussion, ask one or two people from each group to give feedback. To conclude the discussion, you might want to emphasise that your first love can be very exciting and confusing and that you have to think carefully about the choices you make.

► Write and Present

1.2. **Individual Activity: Messages and Themes: Love**

Assess the content and design of the Valentine Cards using the following criteria:

Rating Code	Description of Competence	/ 10
7	Outstanding	8 - 10
6	Meritorious	7
5	Substantial	6
4	Adequate	5
3	Moderate	4
2	Elementary	3
1	Not Achieved	2

► Review and Reflect

1.3. **Individual Activity: Journal Writing:**

Girls and boys cannot just be friends OR "Whassup?"

We recommend the learners use small A5 books as a journal. Plan regular opportunities

for journal writing, as well as for voluntary sharing of thoughts and observations, for five minutes at the beginning or end of a lesson.

There is a topic OR "Whassup?" for each chapter. Specific topics are related to issues from the book, which affect teenagers today. The "Whassup?" is an alternative topic option that allows learners to reflect on any other issue that arises or is going on in their own lives.

Let the learners know that the journals are confidential. They are there for their own use to practise writing and to reflect on things that arise during the day and in class. The journals should not be assessed and, for the purpose of this exercise, spelling and grammar can be ignored.

Agree with your learners how often and on what basis you might read their journals. This will depend on your personal and school requirements and the relationship you have with the class. When reviewing journals, use a coloured pen (other than red) and offer informal and insightful comments. Respect the wishes of learners who do not want you to read their journal entries.

WHILE YOU READ – CHECK YOUR UNDERSTANDING

► Read and View

1.4. **Individual Activity: Reading Comprehension**

Use the questions to check the learners' understanding while they read Chapter 1.

Suggested answers:

- 1.4.1. She is 13 years old. ✓ (1)
- 1.4.2. She is in grade 7. ✓ (1)
- 1.4.3. He is 16 years old. ✓ (1)
- 1.4.4. Lucky told Whitney he was in grade 10 (when she knew he was in grade 9.) ✓ (1)
- 1.4.5. He sent her a Valentine's card ✓ and made her feel beautiful and special. ✓ (He has also asked her twice if he could walk her home.) ✓ (3)
- 1.4.6. No. ✓ (1)
- 1.4.7. It would get her into trouble as someone might see them and tell her mother. ✓ Another reason was her favourite teacher, Mrs Pillay, might see them. ✓ (2)
- 1.4.8. He had to get something from the storeroom for his teacher, Old Goofy. ✓ He memorised the number of the key ✓ and had a copy made by a locksmith. ✓ (3)
- 1.4.9. No. ✓ As he was touching her, she was wondering whether it was right ✓ and if she was ready for this kind of physical relationship. ✓ (3)
- 1.4.10. Mrs Pillay knew that Whitney was in a potentially dangerous situation, which could lead to a lot of emotional and other complications in her life. ✓ She was concerned for Whitney because she obviously cared for Whitney. ✓ Yes, ✓ because Whitney is young and innocent. She has never been kissed before, ✓ while Lucky obviously had more experience. He knew how to get Whitney to succumb to his wishes. ✓ (5)

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► Language Use

1.5. **Individual Activity: Spelling and Vocabulary** (*Photocopyable Worksheet Activity*)

Hand out Activity Sheet 1.5 on p. 84 for the learners to complete. Either check the activity sheets or assess spelling by having quizzes or tests, or discuss the words with the learners for selfassessment.

- 1.5.1.
- | | |
|-----------|----------|
| afternoon | friend |
| beautiful | school |
| protect | building |
| followed | quietly |

1.5.2. Discuss the words with the learners for selfassessment.

- a) Insistent / Feels very strongly about something / Forceful / Unrelenting
- b) Stadium / Spectator grandstand
- c) Nervous/anxious but a bit excited [slang word]
- d) Short intake of breath usually from shock or surprise
- e) Stammering / Interrupted way of speaking (stopstartstopstart)

AFTER YOU READ – WHAT DID YOU LEARN?

► Read and View

1.6. **Individual Activity: Story Outline** (*Photocopyable Worksheet Activity*)

Hand out Activity Sheet 1.6 on p. 85. Assist you learners to fill in as much information on the sheet as they can at this stage. Return to this sheet at regular intervals to fill in more information as the events of the story unfold. Suggested points at this stage include:

Whitney's Kiss

TITLE: Whitney's Kiss

AUTHOR: Onne Vegter

TYPE OF STORY: Narrative/Novel

INITIAL SITUATION: The developing romance between Whitney and Lucky.

- SETTING: Township of Thembaletu, Western Cape.
A primary school in a South African community.
- MAIN CHARACTERS: Whitney
Lucky
Mrs Pillay
- MINOR CHARACTERS:
- CONFLICTS: Internal conflict – Whitney wonders if what she is doing is right or not.
External conflict – Mrs Pillay walks in while they are kissing in the storeroom
- PLOT:
- LIST EVENTS AS THEY HAPPEN: Mrs Pillay catches Whitney and Lucky kissing in the storeroom.
- SUSPENSE: Would Whitney be caught in an embarrassing situation or not?
- CLIMAX:
- DENOUEMENT:
-

1.7. **Individual Activity: Crossword Puzzle. Character Interaction**
(Photocopyable Worksheet Activity)

Hand out Activity Sheet 1.7 on p. 87. This is a fun activity where the clues will help learners to identify key words.

- Solution:
- | Down: | Across: |
|------------------|---------------------|
| 1) secret place | 1) soaked affection |
| 2) show love | 2) nervy |
| 3) floating | 3) tense |
| 4) got | 4) want to |
| 5) alone | 5) closer |
| 6) butterflies | 6) door shut |
| 7) out of | 7) touched |
| 8) faster | 8) breathing |
| 9) Whitney | 9) pavilion |
| 10) nobody comes | 10) stomach |
| | 11) good looking |

1.8. **Individual Activity: Table: Characteristics**

Provide learners with dictionaries to look up the meanings of the words, or assist them to work out the meanings of the words.

Characteristic	Whitney	Lucky
Dishonest		✓
Excited	✓	
Unsure	✓	
Secretive		✓
Careful	✓	
Funny		✓
Charming		✓
Scared	✓	
Disrespectful		✓
Uncomfortable	✓	
Popular		✓
Uncertain	✓	

1.9. **Individual Activity: Contextual Questions**

Suggested answers:

- 1.9.1. No, people can pretend to be something they are not, just to get what they want. ✓
Right from the start, we can tell that Lucky is not to be trusted, ✓ as he is deceptive with all his "secrets" and the fact that he made a copy of the storeroom key. ✓ (3)
- 1.9.2. She was nervous because she had never been with a boy before ✓ but she was excited because Lucky made her feel special. ✓ She was nervous because deep down inside she knew it was wrong. ✓ She was also scared of being caught. ✓ (4)
- 1.9.3. She is extremely embarrassed when Mrs Pillay finds them. ✓ She cannot look Mrs Pillay in the face. ✓ (2)
- 1.9.4. Mrs Pillay cannot believe ✓ that Whitney is doing this because it is so out of character for her ✓ She would expect it from other girls but not Whitney. ✓ (3)
- 1.9.5. Agree – good secrets have a happy outcome ✓ e.g. planning a surprise birthday party where keeping the secret does not harm anyone or infringe on your values or morals. ✓ Bad secrets are secrets that have negative or harmful consequences ✓ e.g. sneaking out of the house while your parents think you are safe in your bed. It makes you feel uncomfortable or anxious in trying to keep it a secret. ✓ Sometimes we can't tell the difference between good and bad secrets because they can both make us feel good about ourselves...in the beginning. ✓ (5)

► Review and Reflect

1.10. **Individual Activity: Journal Writing**

Imagine how you would feel if you were Whitney or Lucky caught kissing in the storeroom.

Allow your learners to reflect on what happened in the chapter for five minutes at the end of the lesson.

The journals should not be assessed and, for the purpose of this exercise, spelling and grammar can be ignored. Give the learners an opportunity to volunteer to share any of their thoughts at the beginning of the next lesson.
