

# Introduction

Dear teacher,

This Teacher's Guide accompanies the novel *Whitney's Kiss*, published by Voices in Africa. *Whitney's Kiss* is a story for learners in Grades 6-10 with the primary aim of helping to prevent HIV/AIDS.

The novel powerfully speaks for itself and students should first of all be encouraged to read it at their own pace from cover to cover. With the focus on peer education, students 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 decision-making. This Teacher's Guide is designed to help you with some ideas in this regard.

*Whitney's Kiss* can be used as a reader in the Life Orientation or Language Learning Areas. The book seeks to promote and achieve the following critical and developmental outcomes of OBE, congruent with the Revised National Curriculum Statement:

- 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 a context of 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.
- 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 possible career opportunity.

*Whitney's Kiss* seeks to promote and achieve the following specific learning outcomes for the **Languages Learning Area** for each of the languages in which the book is available. (The novel is intended for either the First Additional Language level or Home Language level, depending on the Grade and age of the learners):

- The book is rich in dialogue and vocabulary, and can be used in a variety of ways to promote the integration of all six of the stated learning outcomes of listening, speaking, reading and viewing, writing, thinking and reasoning, and language structure and use.
- *Whitney's Kiss* strongly promotes the integration of values into language learning. The text carries both positive and negative values, and encourages learners to analyse these and resist the negative values.

*Whitney's Kiss* seeks to promote and achieve the following specific learning outcomes for the **Life Orientation Learning Area**:

- Health Promotion: the text addresses the social and personal problems associated with lifestyle choices and high-risk behaviours, in particular with reference to HIV/AIDS. Integration and application by the learner of the critical values, behaviours and lifestyle choices promoted in this book, will have a positive effect on the health, quality of life and well-being of the learner.
- Social Development: as mentioned above, the book's multicultural cast and context seek to promote mutual understanding and respect among the different cultures in the South African context.
- Personal Development: *Whitney's Kiss* aims to equip learners with the necessary life skills and judgement to respond effectively to the challenge of HIV/AIDS.
- Orientation to the World of Work: please refer to the above-mentioned point regarding the book's depiction of the teaching profession.

## HOW TO USE THIS TEACHER'S GUIDE

In this Teacher's Guide, the novel is divided into 4 main sections:

- Section A: chapters 1 – 3
- Section B: chapters 4 – 6
- Section C: chapters 7 - 8
- Section D: chapters 9 – 12

Each section begins with a summary of learning outcomes to focus on, followed by a short summary of the plot, main characters and main themes appearing in those chapters. One or more discussion questions or exercises may follow on these summaries.

Thereafter each section follows with:

1. Fun exercises
2. Language exercises
3. Life Orientation exercises
4. Other ideas
5. Worksheets for students (These can be photocopied.)

You can also purchase a workbook with the relevant exercises and worksheets for each student.

At the back of this Teacher's Guide you will find a summary of **assessment standards** that are covered and can be covered by the book, along with task assessment sheets for each learning area and some helpful assessment tools. The activities and ideas in this guide cover some of the assessment standards and can easily be supplemented by additional exercises to cover other assessment standards as required.

Please note that the Teacher's Guide is not meant to be prescriptive nor exhaustive. It is designed to help you the teacher with some ideas on how you can use *Whitney's Kiss* with your class, and to put some useful resources in your hand in order to save you time and effort. We trust you will find it helpful. In the next edition, we plan to add more exercises and to this end we invite you the teacher to send us your ideas for activities and exercises that we can incorporate into the next edition. Please see the last section on assessment standards for details on how you can submit your ideas.

# SECTION A

## (Chapters 1 –3)

### OUTCOMES

In working through the first three chapters of the book, the following outcomes should be kept in mind:

Students should:

- read and understand the content and plot in these chapters. (All six of the stated Language Area learning outcomes of listening, speaking, reading and viewing, writing, thinking and reasoning, and language structure and use, can be developed.)
- enjoy reading and discussing the novel. Teachers are encouraged to make it fun for students, not burdensome and overly serious.
- identify different values and associated behaviours as portrayed by the main characters.
- evaluate whether or not they agree with the different points of view and characters in these chapters.
- reflect on their own values and be able to identify which values they have been taught, or chosen to live by.
- have their interest stimulated for what is to come in the rest of the book. The focus in this section is on discovery and identification, not on drawing conclusions and making decisions. Teachers need not over-emphasise the potential moral lessons that are touched on in these chapters.

## 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. The situation gets rather steamy right away and we meet Mrs Pillay, Whitney's favourite teacher, as she walks in on the two of them kissing in a storeroom.

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 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 take 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.

**Questions for Discussion:**

1. Do you feel Whitney knows Lucky well enough to trust him after 9 days? Why or why not?
2. Why do you think Whitney was nervous and apprehensive at the same time as being excited about being alone with Lucky? What was she nervous about?
3. On what basis should Whitney decide whether her actions are right or wrong?

## FUN EXERCISES

### 1.1. Broken telephone

Outcomes:

Having fun while learning.  
Breaking the ice.

Let your students line up in groups of about 10. Ask the front person of each line to come up to your desk and look at a sheet of paper with a sentence written on it. Once they have memorised the sentence they must go back to their group and whisper it to the second person. The second person whispers it to the third person, and so on. When the last person in each line receives the message they come to the front, where they are asked to say out loud what they believe the original sentence to be. You can use the following examples or make up your own sentences.

1. On Mars the aliens only eat stinky cheese and they are all the same sex, therefore there is no such thing as romantic love.
2. Butterflies come from caterpillars, frogs come from tadpoles, birds come from eggs, where do you come from?
3. When friends do things secretly they are probably doing things they should not be doing!
4. There are people you can always trust and people that seem trustworthy but once you get to know them you realise you can't trust them.
5. I know it will be difficult for you to hear what I have to say, but listening is an important skill if you want to learn something.

**1.2. Crossword Puzzle** (worksheet provided)

Outcomes:

- Enjoyment of reading and interacting with the text.
- Having fun while learning.
- Ability to search for and identify words.
- Increased vocabulary.
- Improved spelling.

**Complete the following crossword puzzle, using the clues that relate to Whitney's first kiss.**

**ANSWERS:**

**Down**

1. secret place
2. show love
3. floating
4. smell
5. alone
6. butterflies
7. out of
8. lay down
9. buttock
10. nobody comes

**Across**

1. soaked affection
2. nervy
3. tense
4. want to
5. closer
6. door shut
7. touched
8. breathing
9. warm lips
10. stomach
11. good looking

The crossword puzzle grid is shown with the following words filled in:

- Down 1:** S O A K E D A F F E C T I O N
- Down 2:** N E R V O U S
- Down 3:** T E N S E
- Down 4:** W A N T T O
- Down 5:** C L O S E R
- Down 6:** D O O R S H U T
- Down 7:** T O U C H E D
- Down 8:** B R E A T H I N G
- Down 9:** W A R M L I P S
- Down 10:** S T O M A C H
- Down 11:** G O O D L O O K I N G

**1.2. Crossword Puzzle Clues** (taken from pages 3-5 of the book)**Down**

1. "Yiz' *apha* – come this way," he said in a hushed voice. "I want to show you my \_\_\_\_\_!"
2. "Just relax. Let me \_\_\_\_\_ you how much I \_\_\_\_\_ you."
3. She had never felt like this before – it felt as if she was \_\_\_\_\_.
4. She could \_\_\_\_\_ the scent of his deodorant.
5. Finally we can be \_\_\_\_\_ together.
6. Whitney had \_\_\_\_\_ in her stomach.
7. Her heart was beating like an \_\_\_\_\_ - \_\_\_\_\_-control drum.
8. They \_\_\_\_\_ on their sides, facing each other.
9. She could feel his hand moving down her back toward the rise of her \_\_\_\_\_.
10. ...Lucky explained as he took a key out of his pocket. " \_\_\_\_\_ ever \_\_\_\_\_ here."

**Across**

1. She kept her eyes closed and \_\_\_\_\_ up his \_\_\_\_\_ like a sponge.
2. Whitney had butterflies in her stomach – from being excited and from being \_\_\_\_\_.
3. "What's wrong *ntombi*?" You look so \_\_\_\_\_?"
4. "Don't you \_\_\_\_\_ be with me?"
5. "Otherwise you wouldn't be here now," he said as he took her hand and pulled her \_\_\_\_\_.
6. He pushed the \_\_\_\_\_.
7. He bent his head down toward her and \_\_\_\_\_ her lips with his.
8. and her \_\_\_\_\_ became faster.
9. She felt his breath on her cheek, his \_\_\_\_\_ against hers.
10. Whitney's \_\_\_\_\_ was turning now.
11. And Lucky was so \_\_\_\_\_, so popular.