

# NOT SO FAST, TSONGOLOLO

## NOT SO FAST, SONGOLOLO

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Themes: Relationships/ South African Culture

Grade Level: Pre-K-2

Running Time: 8 minutes, iconographic

### SUMMARY

NOT SO FAST, SONGOLOLO is a story about a little boy named Malusi, who likes to do things slowly. This includes tying his sneakers, called tackies, which were hand-me-downs from his brother. Malusi's grandmother, Gogo, comes to visit, she informs Malusi's mother that she needs to go to the city to do some shopping. However, she is concerned about the traffic and confusing street lights she confronts in the city. Malusi's mother suggests that he go with his grandmother to the city. As the two venture out, the difference in their ages and capabilities becomes apparent. Malusi kicks a can as he walks; Gogo is out of breath after walking a short distance. Gogo is so much taller than Malusi that when they stand together on the bus, Malusi studies the dress pattern at Gogo's waist.

Finally, the two reach the city. While there, Malusi stops to admire a brand-new pair of red tackies in a store window. Eventually, Gogo buys the sneakers for a grateful Malusi. The simple story explores the warm, caring relationship between child and grandparent.

### OBJECTIVES

- Children will explore relationships.
- Children will learn about African culture.
- Children will investigate the differences between city and country living.

### BEFORE VIEWING ACTIVITIES

Share the book NOT SO FAST, SONGOLOLO with children. Then ask:

- Have you ever wanted anything very badly, but felt

funny about asking for it?

- What was it?
- Who has been to a big city?
- Was there anything scary about it?

Have children share their city visits with the class by drawing a picture. Ask:

- How would you help Gogo to not be afraid?

Talk with children about their grandparents, Ask:

- What special things do you do with your grandparent(s)?
- What do you look forward to most when he/she comes to visit?
- How are you and your grandparent(s) different?
- How are you alike?

Discuss the differences between city and country life with children. Encourage children to talk about what they would like most and least about living in the city, and then the country. Locate South Africa on a map. Show children where they live. Compare and contrast the climates between the two countries. Describe vegetation, birds, and rainfall.

### AFTER VIEWING ACTIVITIES

Remind children that the setting for the story is South Africa. Then talk about some of the signs of African culture that were evident. Ask:

- How does the mother dress?
- How can you tell that the story takes place in a warm climate?
- What are the names of the people in the film?
- What is Gogo's nickname for Malusi?
- What kinds of vehicles and shops do you see in the film?
- Were these things similar to or different from the vehi-

cles and shops we have in our country?

Later, give each child an opportunity to draw a picture of what they would enjoy most about living in South Africa. Play some African background music as children work on their illustrations.

Provide clothes that children can dress up in to dramatize the role of Malusi and his grandmother. As children take turns dramatizing these roles, have them pretend that they are walking along a city street. Have children taking the roles of both the little boy and the grandmother; describe what they see in each of these circumstances. As children perform their dramatizations, help them to be aware of the differences in what the little boy and the grandmother see.

Supply large sheets of cardboard or craft paper and paint that children can use to paint both country and city scenes. Use these paintings as backdrops for dramatizations of city life. Help children perform simple dramatizations that can be performed for other classes in the school. The dramatizations might involve what a typical day in the country, and in the city, might be like. After the performances, have children in the audience take a vote, deciding which way they would prefer to spend the day, in the city or in the country.

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