



# Happy Girl Happy Boy

Activity Book

Written by

*Claire Stockbridge and Hybré van Rensburg*

# Happy Girl Happy Boy

Activity Book

Written by

*Claire Stockbridge and Hybré van Rensburg*



© Paul H. Sutherland, 2022

All rights reserved.

No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means without the prior written permission of the author.

This *Happy Girl Happy Boy* Activity Book resource is for use in tandem with the *Happy Girl Happy Boy* book. Rights to the content of *Happy Girl Happy Boy* are owned by Paul H. Sutherland whose creativity, inspiration, and imagination created the *Happy Girl Happy Boy* story, characters, and book's narrative. Paul H. Sutherland retains the exclusive rights to the *Happy Girl Happy Boy* story, its content, illustrations, art, design, characters, and this complete book for any commercial or business use including but not limited to animation, toys, videos, movies, technology applications, educational use, games, and entertainment products. This Activity Book and copies of various pages of *Happy Girl Happy Boy* can be copied and used as a teaching aid by parents, teachers, schools, libraries and community groups as long as they are not sold or used for a commercial endeavor.

This *Happy Girl Happy Boy* Activity Book was created by Claire Stockbridge and Hybré van Rensburg as a resource for teachers, parents and educators to help them use *Happy Girl Happy Boy* as part of their curriculum. Feel free to copy pages to suit your child's or learner's personal needs or the needs of your class. We would love to know what you come up with.

Email us at [info@stepiedu.com](mailto:info@stepiedu.com) to share how you use *Happy Girl Happy Boy* with your learners. Please note that all information in this book is accurate as of 2021. Teachers can adapt information as needed for activities.

Written by Claire Stockbridge and Hybré van Rensburg

Edited by Micaela de Freitas

Proofreading by Su-Mia Hoffmann

Illustrations by Ashley Mwalimu

Layout and design by Micaela de Freitas

ISBN: 978-1-63901-038-7

Email: [paul@paulhsutherland.com](mailto:paul@paulhsutherland.com)



BE • PREPARED • WILLING • HAPPY



# Contents

<b>UNIT 1</b>	<b>1</b>
<hr/>	
<b>Learner Activities</b>	
Activity 1: Happy things	2
Activity 2: Emotions and expressions	3
Activity 3: Scenarios	4
<b>Teacher Guide</b>	
Activity 1: Happy things	5
Activity 2: Emotions and expressions	5
Activity 3: Scenarios	5
<b>UNIT 2</b>	<b>7</b>
<hr/>	
<b>Learner Activities</b>	
Activity 4: Shapes and colours	8
Activity 5: Shapes and colours	10
Activity 6: Shapes and colours	11
Activity 7: Shapes and colours	12
<b>Teacher Guide</b>	
Activity 4: Shapes and colours	13
Activity 5: Shapes and colours	13
Activity 6: Shapes and colours	13
Activity 7: Shapes and colours	14
<b>UNIT 3</b>	<b>15</b>
<hr/>	
<b>Learner Activities</b>	
Activity 8: Sentences	16
Activity 9: Diary entry	16
Activity 10: Word treasure hunt	17
Activity 11: Introduction to the textbox	18
Activity 12: Art / Writing activity	19
Activity 13: Friendly letter writing task	20
<b>Teacher Guide</b>	
Activity 8: Sentences	21
Activity 9: Diary entry	21
Activity 10: Word treasure hunt	21
Activity 11: Introduction to the text box	22
Activity 12: Speech bubble writing task	23

Activity 13: Friendly letter writing task	23
Activity 14: Sentences (2)	24

**Unit 4:** **25**

---

**LEARNER ACTIVITIES**

Activity 15: National emblems	26
Activity 16: National Flags	28
Activity 17: National importance	29
Activity 18: My Happy island	32

**TEACHER GUIDE**

Activity 15: National emblems	34
Activity 16: National flags	35
Activity 17: National importance	36



*Dear parents, caregivers and teachers*

The definition of a teacher is as follows:

Noun: One who inspires, guides, enlightens, motivates, tireless scholar.

Educating young minds is a labour of love. The grit and determination, patience and resilience an educator needs come from somewhere none of us can explain. Every day we rise and soldier on, facing all the negativity the world throws at us and we adapt and survive. We face those faces, not knowing what happened yesterday or what awaits them today. Giving them a little of us, in the hope that it will ignite something deep inside – that is the superpower of being an educator!

***“Students who are loved at home, come to school to learn, and students who aren’t come to school to be loved.” – Nicholas A Ferroni***

Remember, education does not only happen in front of the class where learners are behind a desk. Every meaningful conversation you have with a young mind is building their knowledge, helping them understand something and driving them towards being a better self.

With the activities in this book, we hope, most of all, that they have fun in the process.

***Don’t forget ... You are making a difference every day!***

All our love and strength,

*Claire and Hýbre*



## UNIT 1

---

### Personal and social well-being

The purpose of this section of work is to introduce learners to all the different feelings people experience. It teaches them scenarios and the feelings that people might experience in these scenarios.

It is important for learners to be comfortable with their own feelings as well as sharing those feelings. Equally so, it is just as important for learners to respect others and their feelings and allow others to experience and feel their emotions.

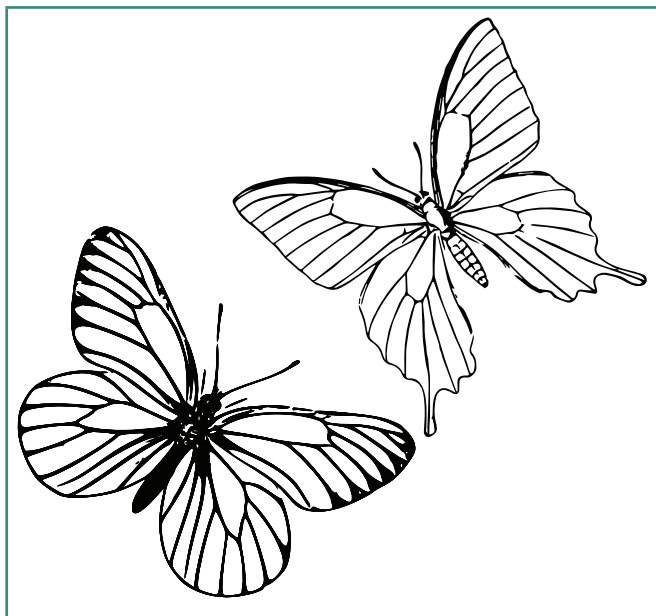
They should be aware how their actions can affect other people's feelings. They might anger, hurt or even sadden others accidentally if they don't acknowledge their feelings properly.



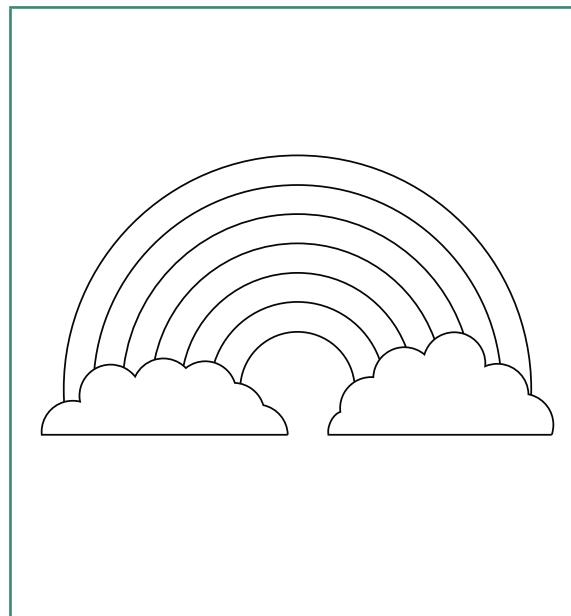
## LEARNER ACTIVITIES

## Activity 1: Happy things

Colour in the objects below that can make other people happy.



butterflies



rainbows

Draw and label two things that make you happy.



a)









b)



## Activity 2: Emotions and expressions

Look at the words below which describe different feelings. Match each feeling to a face in the table below.

sad	angry	happy	surprised	bored	scared
			a)		
			b)		
			c)		
			d)		
			e)		
			f)		

**Activity 3: Scenarios**

Read every scenario in Column A. Match it to a feeling in Column B by writing the correct LETTER in Column C. (Remember to write the letter in CAPITALS)

Column A: Scenarios	Column B: Feelings	Column C
1. When someone hurts your feelings.	A) bored	
2. You win a big prize.	B) scared	
3. It has been raining for a whole week, you can't play outside and you have nothing to do anymore.	C) angry	
4. You get home and your mother has bought you a new shirt.	D) happy	
5. It is night-time and dark. You hear sounds outside and you do not know what they are.	E) sad	
6. Your puppy has chewed your favourite shoe.	F) surprised	

## ACTIVITY BOOK

### Activity 1: Happy things

Teacher: Discuss the cover of the book with the learners. What does the word “happy” mean to you, how does it makes you feel? Guide the answers, for example:

- Happy means I feel good inside.
- I want to smile all the time.
- I wish everyone feels as good as I do.

Ask each learner to name a thing that makes them happy and complete the Spelling Acitivity 1.

### Activity 2: Emotions and expressions

Teacher: Continue the discussion about the cover of the book. Focus on the boy’s face. Guide learners to realise that even though the title is “Happy boy, Happy girl”, the boy doesn’t look happy.

Ask the learners to name different feelings one can have or that they have had, such as fear, boredom, anger, anxiousness etc. Refer to page 21 and 22 and discuss the little girl’s expressions/feelings. Do Activity 2.

### Activity 3: Scenarios

Discuss different scenarios for the different feelings. Examples of what makes us angry, sad, bored etc. Compare learners’ answers and complete Activity 3.

Explain to the learner that there are no wrong FEELINGS but that all feelings have an opposite. Every feeling that makes us feel good has an opposite feeling that makes us feel different, not like ourselves or in a way we don’t like. For example:

Feelings that feel good	Feelings that don’t feel good
happy	sad
joyful	angry
excited	bored
surprised	shocked
love	hate/indifference
calm	anxious
friendly	unfriendly

Teach learners that we should always try to have positive feelings towards others, even when we are having feelings that makes us not feel good.

There are no wrong feelings, only wrong actions. It is important to love our fellow man and all creations on earth.

Teach the song to the tune of "If you're happy and you know it, clap your hands."

You can start with the one they know and then teach the new version.

If you love yourself, give yourself a hug, mm-mm x2

If you love yourself daily

And there is no might or maybe

If you love yourself give yourself a hug.

If you love others, greet them with a bump (elbow, foot) x2

If you love other humans, be it family friend or neighbour,

If you love others greet them with a bump (elbow, foot)

If you love all creatures, shout hooray x2

If you love all creatures be it plant or meat eaters

If you love all creatures, shout hooray!

## UNIT 2

---

### Mathematics

In this unit learners are introduced to colours, 2D shapes and space. It is introduced in a fun and creative way that encourages a love for Mathematics. Learners will learn the names of the shapes and colours in this unit.

Learners are guided to explore the use of shapes for various reasons and the space that shapes can occupy and be used in. Shapes can be used to perhaps build a picture or even a word. They can draw or create a picture by pasting the shapes together. They will then also be able to use these shapes to build things when they progress to 3D shapes.

Similarly, they will be able to identify these shapes in our book, everyday life and other things we see around us. They will be able to describe these shapes and learn to describe their position in relation to space.

These activities will prepare the learners to eventually be able to recognise patterns, sort, classify, describe and name them.

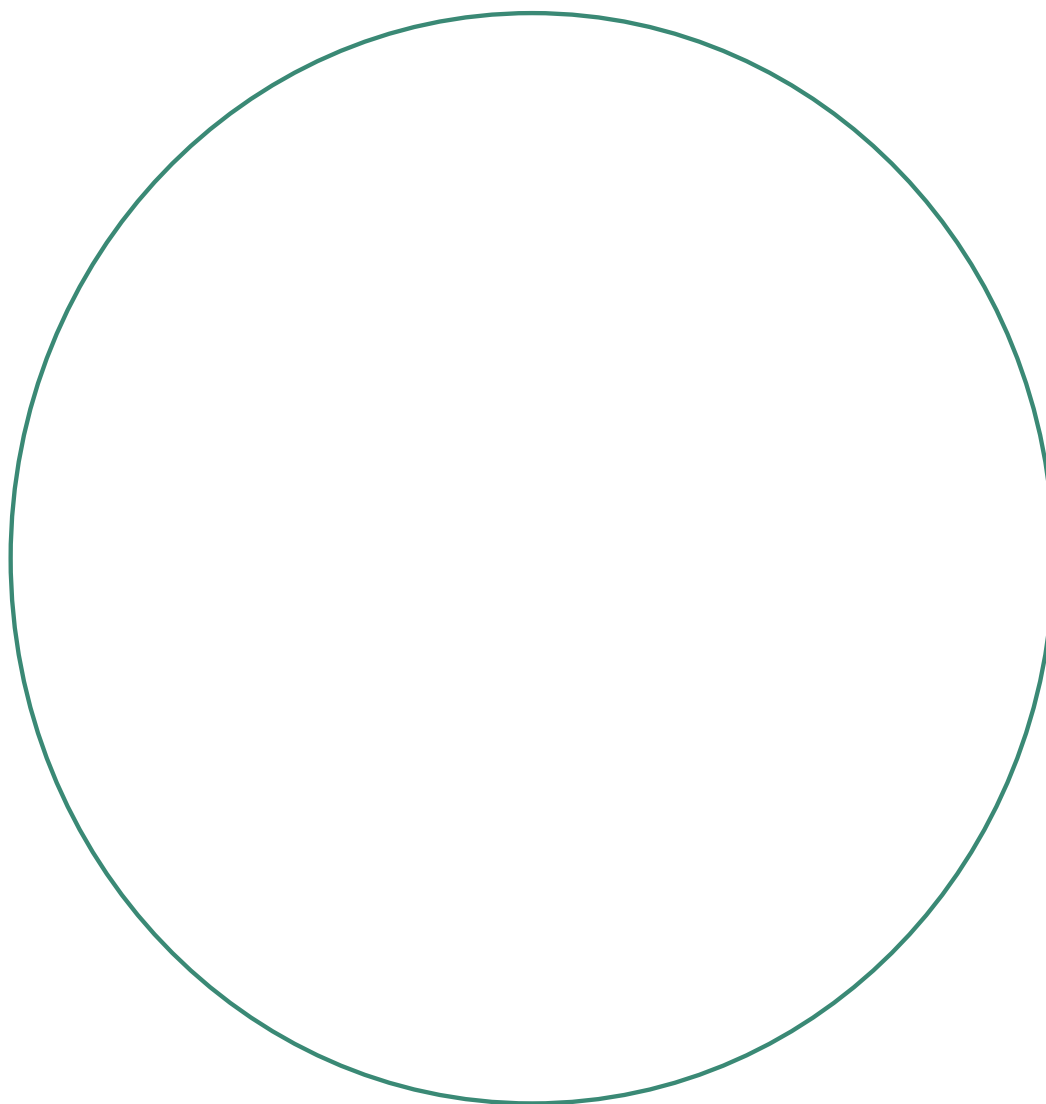


## LEARNER ACTIVITIES

## Activity 4: Shapes and colours

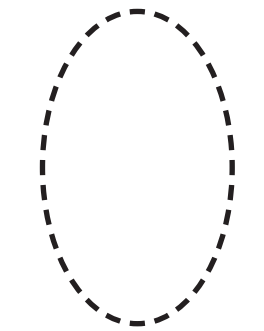
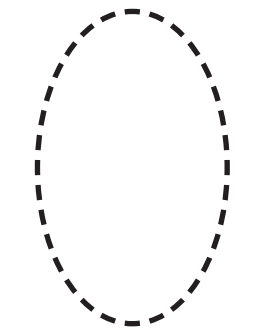
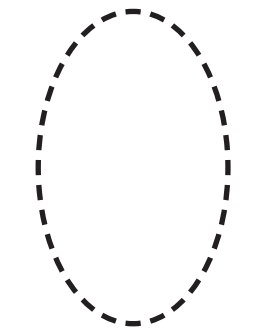
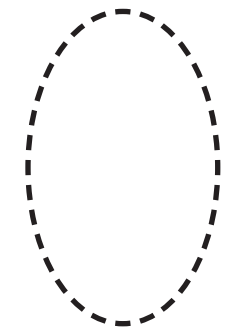
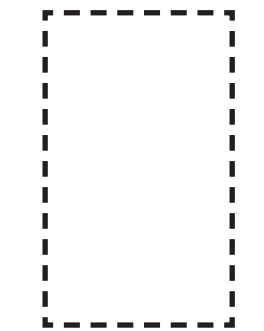
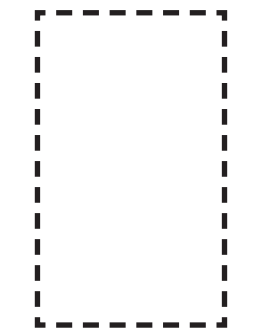
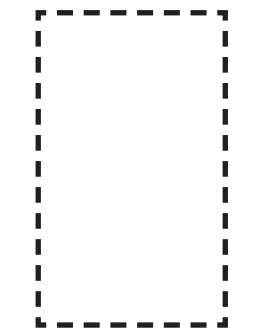
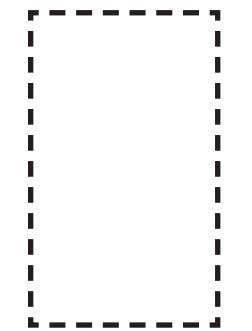
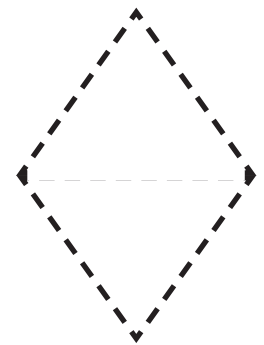
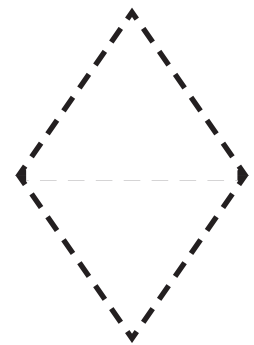
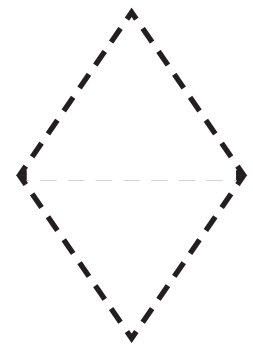
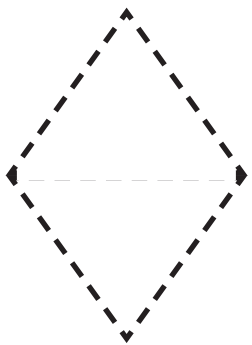
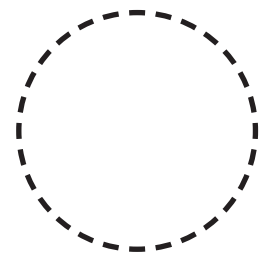
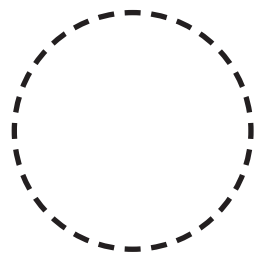
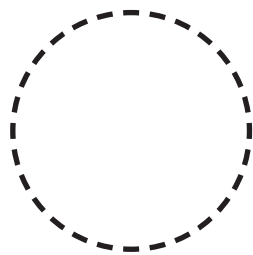
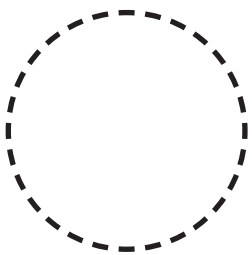
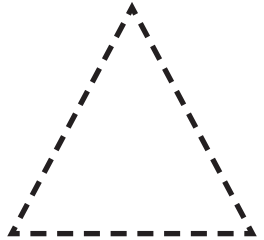
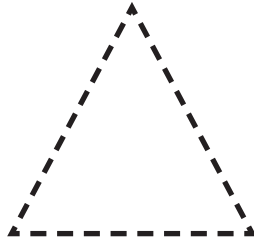
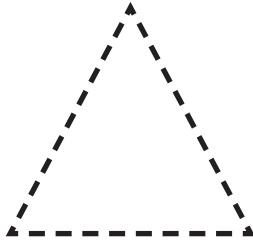
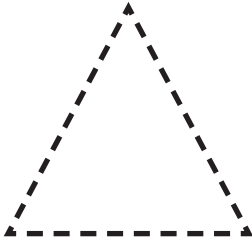
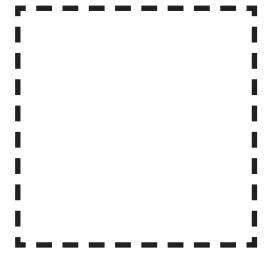
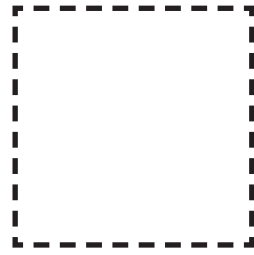
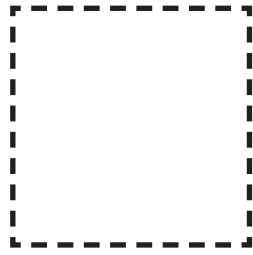
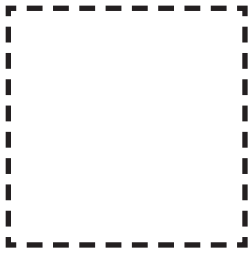
Use the shapes on the next page to trace different shapes onto the circle below to create a face. Don't change the shapes and you can colour it any colour you like.

Complete the sentence at the bottom of the page using the words in the table to describe yourself.



joyful	happy	precious	imaginative	awesome
loved	priceless	one of a kind	beautiful	smart
wonderful	amazing	courageous	smart	brave

My name is \_\_\_\_\_ and I am \_\_\_\_\_  
\_\_\_\_\_



**Activity 5: Shapes and colours**

Look at the picture below and answer the questions about it.



1. How many triangles can you find?

---

2. How many squares are there?

---

3. The truck is made mainly from which shape?

---



4. Which shape makes the tree's leaves?

---

5. What colour is the rectangular door?

---

6. Name the two shapes used to make the sun.

---

7. What colour is the truck?

---

8. How many wheels does the truck have?

---

9. Identify the colour of the sun.

---

10. How many circles does the picture have?

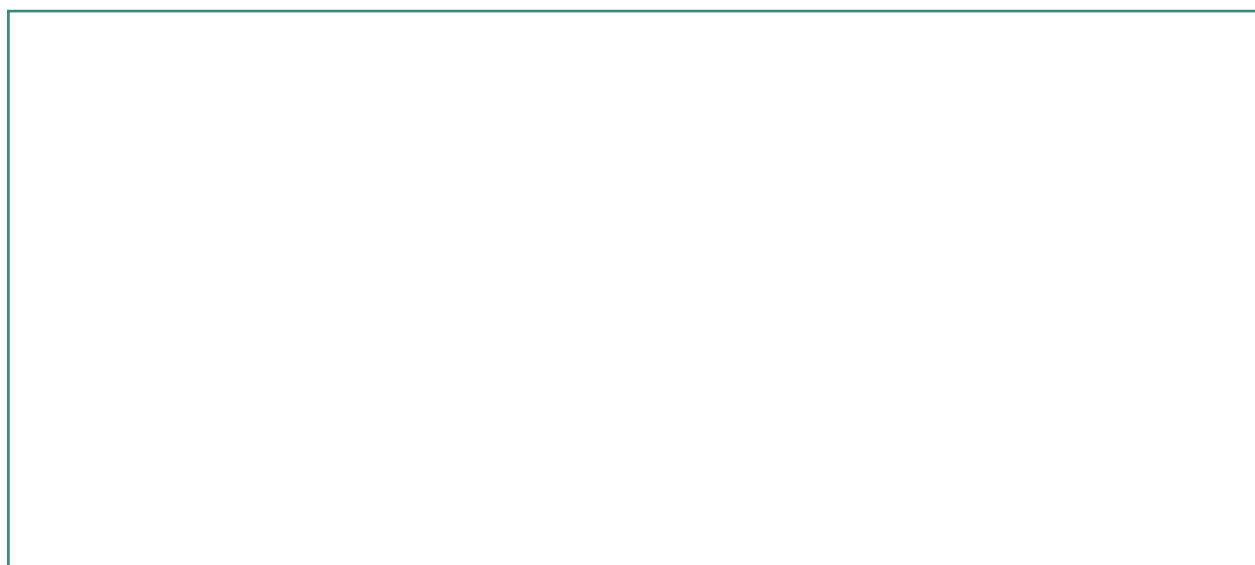
---

### Activity 6: Shapes and colours

Look at the picture of the word "Happy" below and the list of words describing different superpowers. Pick a word that best describes yourself or your friend and build the word using your stencil shapes.



- happy
- wise
- honest
- problem-solver
- thoughtful
- good listener
- innovative
- humorous
- reliable
- shows common sense
- inclusive
- keeps promises
- solution-oriented
- leader
- independent
- smart
- forgiving
- enjoys reading
- spiritual
- generous
- determined
- friendly
- team player
- loves to learn
- curious
- grateful
- cheerful
- washes up
- loving
- sensible
- patient
- hard worker
- shows self-control
- kind
- cooperative
- teachable
- caring
- humble
- likes to learn new words
- confident
- sees the best in others
- good at conversations
- self-disciplined
- self-reliant
- creative
- open-minded
- helpful
- imaginative
- brave
- prepared
- responsible
- tolerant
- persistent
- energetic
- fair
- trustworthy
- coachable
- scientific
- loves nature and animals
- clean
- dependable
- optimistic
- tells stories



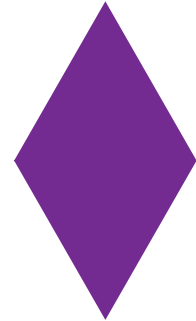
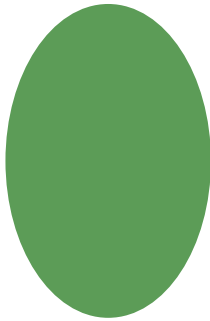
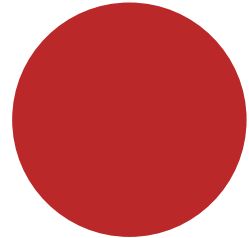
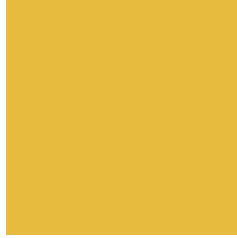
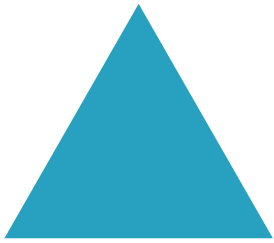
### Activity 7: Shapes and colours

Your teacher is going to read the book *Happy Girl Happy Boy* to your class now. Listen to the story while your teacher is reading and point out the different items on the pages that your teacher asks about.

## ACTIVITY BOOK

### Activity 4: Shapes and colours

Discuss different shapes (circles, squares, rectangles, triangles, diamonds and ovals) and colours (red, blue, yellow, green, orange and purple ) with the learners.



Ask the learners to cut out the shapes on the cut out page, or they can use the page as a stencil to trace the shapes. They can use the shapes to create their own happy faces with eyes, nose, ears, mouth and hair. They can colour the face in and use the words in the table to describe themselves.

### Activity 5: Shapes and colours

Explain how all the pictures are made up of different shapes and colours. Look at the picture and discuss it with the learners.

### Activity 6: Shapes and colours

Explain to the learners how words can also be built using different shapes and colours like the example shown.

Explain to the learners that they must pick a word from the list provided that they think best describes them and use the shapes on the cut out page to create a different word like the example given.

**Activity 7: Shapes and colours**

Read the book *Happy Girl Happy Boy* out loud to the learners. Show the learners the pictures in the book while reading. As you are reading, have the learners find the shapes on the pages listed below. Read the page and then ask the question about said page.

This can be done as an oral test or exam as well.

**Page 2:** Can you find an oval in the picture?

**Page 10:** Point at the triangles in the picture.

Where in the picture will I find a rectangle?

**Page 11:** Name the object that has an oval and a circle.

Can you find another oval?

**Page 16:** Where are the three half circles on this page?

**Page 18:** Find the triangle in the picture. What colour is it?

**Page 35:** Point to the circles on this page.

## UNIT 3

---

### English

The English language works hand-in-hand with reading and writing. The learners' ability to read, their proficiency in reading and their comprehension of the text will determine their success in the language. The more they are exposed to it, the more comfortable they will be with the language and the tasks.

Oral activities are a great way for learners to hear what they are saying as well as hear what other learners are saying. Often learners will start to correct themselves the more they hear it being read and spoken. So in the oral activity where learners discuss Positive Qualities, allow them to converse in English and speak freely and comfortably with one another. Practise makes perfect.

The activities that involve short sentences, like the speech bubble activity, will also show how well learners cope with other skills like sentence structure, capitalisation and punctuation. They can use the knowledge of new words gained from the Word treasure hunt, to add flair to all their writing tasks. These activities will be a great introduction to the larger writing tasks in this section.

For the Diary and Friendly letter activity, learners will be allowed to express themselves in short writing tasks that will not be too daunting. It will ease them into the process and teachers can guide them through their work with planning, rough drafts and editing to ensure they deliver something they can be proud of. Writing activities are a great way to gauge their level of comprehension of the text and the language.

## LEARNER ACTIVITIES

### Activity 8: Sentences

Look at each word, think of one thing that has happened in your life that made you feel like that. Write two/three sentences about each one. For example:

E.g. Anxious:

My granny got sick and had to be fetched by the ambulance and taken to the hospital. We didn't know what was wrong with her and it made me feel anxious.

1. Sad:

---

---

2. Happy:

---

---

3. Angry:

---

---

4. Bored:

---

---

5. Scared:

---

---

### Activity 9: Diary entry

Pick one day of your life. The happiest, saddest, most exciting, or the day you were the angriest in your life.

Write a diary entry about what happened to make you feel that way. Your diary entry must be 50– 60 words long and start it this way:

Dear diary,

Today was the \_\_\_\_\_ day of my life. Today...

---

---

---

---

---

---

---

---

---

---

---

### Activity 10: Word treasure hunt

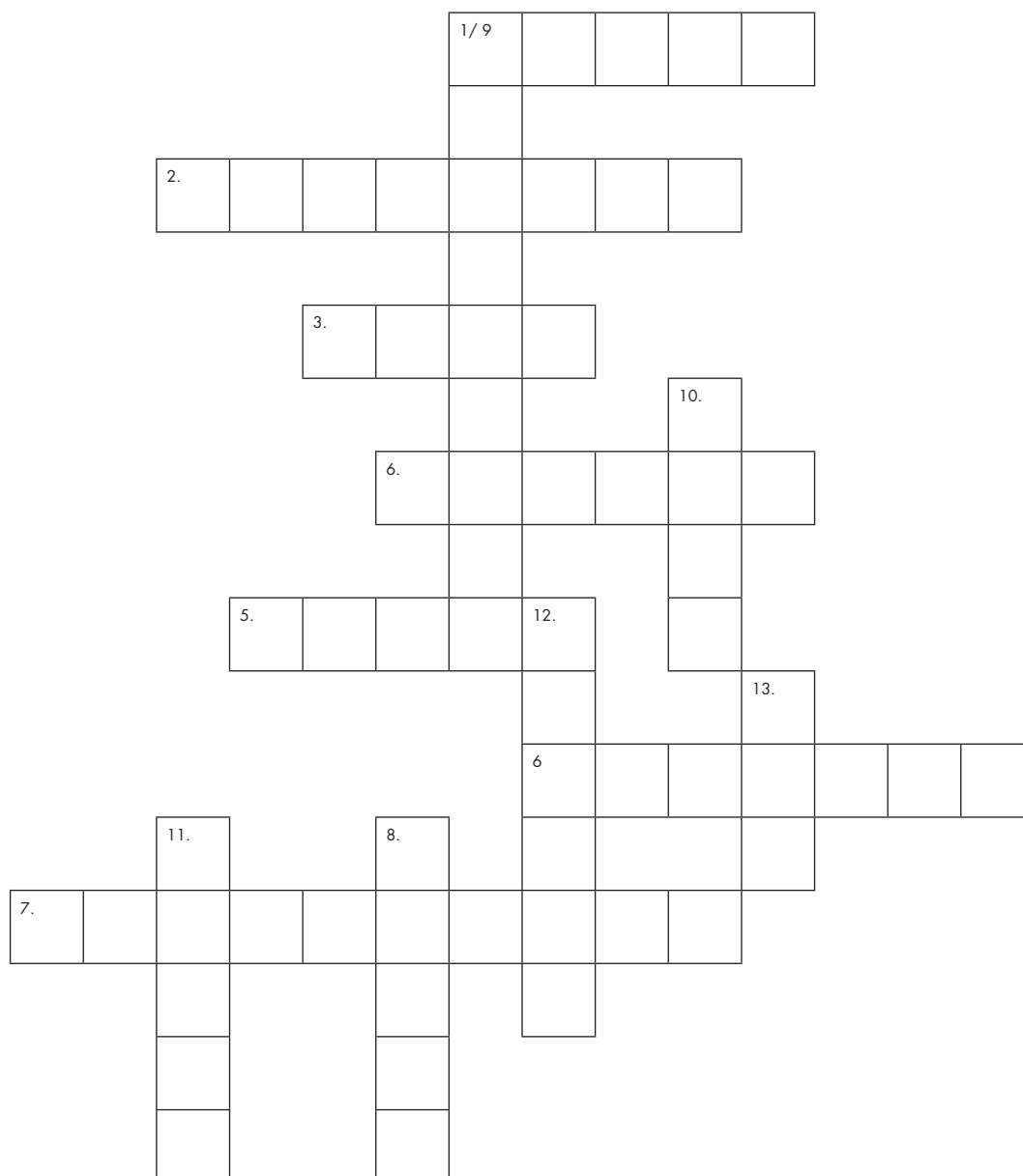
You are starting off on a word hunt. This activity can be done on you own or as part of a team. Using a copy of *Happy Girl Happy Boy*, look for the answers to the questions given below. The page number to the question/clue has been given to help you. Write your answers into the spaces given in the crossword with a pencil. You can go over your answers in pen once done with the treasure hunt.

#### Across

1. Find the opposite of asleep on page 5.
2. The punctuation mark on page 3 makes the sentence a ...
3. The animal that was soaring in the sky.
4. The butterfly crept out of a ... on page 11.
5. When Happy Girl wakes up in the morning, she is ... on page 7.
6. Happy Girl and Happy Boy are now ... on page 42.
7. What is the name of the Lake where they threw sticks and stones on page 13?

#### Down

8. The opposite of goodbye on page 14.
9. The time of day after 12:00 on page 4.
10. A synonym for ground on page 16.
11. The water that formed in her eyes on page 27.
12. The word used to describe how Happy Girl breathes on page 9.
13. All the tears made everything what on page 34?



**Activity 11: Introduction to the textbox**

**TEXTBOX**

Look at the box below. It is JAM-PACKED with positive qualities. Choose 6 that you think suit Happy Girl.

Colour the blocks in that you think suit her the best or are your favourite.

happy	beautiful	trustworthy	honest	kind	caring	generous	funny
strong	determined	brave	patient	loyal	creative	proud	thoughtful
adventurous	affectionate	dependable	empathetic	faithful	fearless	forgiving	friendly
bright	brilliant	lovable	peaceful	reliable	selfless	sensitive	spontaneous
gentle	reliable	imaginative	wise	truthful	motivated	helpful	tough



Can you think of any more? Write them in the table below.


**Activity 12: Art / Writing activity**

Write your six favourite positive qualities into the bubbles below.



### Activity 13: Friendly letter writing task

Think of six of YOUR favourite qualities about yourself. What do you like most about yourself? We know there are so many awesome things about you, but think of six of your favourite.

Now write a letter to Happy Girl and tell her how you think you and her would be an awesome team!

Tell her about your plan to help others who struggle to find their happiness and how you want her to be part of your SMILE TEAM.

Your letter can look like this and include the items listed below.

Dear Happy Girl,

- How reading the story about her made you feel?
- What are your positive qualities?
- How the two of you together can be a great team?
- What is your plan for the future to make other children turn their frown upside down?

## ACTIVITY BOOK

### Activity 8: Sentences

Speak to the learners about different feelings and ask for examples of when you would or could possibly feel every feeling they name.

For example, you can feel happy when you are playing with your friends.

**Please note** that for Activity 8 and 9 the word count can be changed according to the age group or literacy level of the children.

### Activity 9: Diary entry

Explain to the learners what a diary is and why we use diaries. Discuss the benefits of having a diary, such as expelling negative feelings and helping people process these thoughts and feelings without judgement.

Using the sentences started in Activity 8, have the learners pick a day in their life where they felt one of the feelings that were previously discussed. Then have the learners write a diary entry explaining what happened this day and how and what it made them feel.

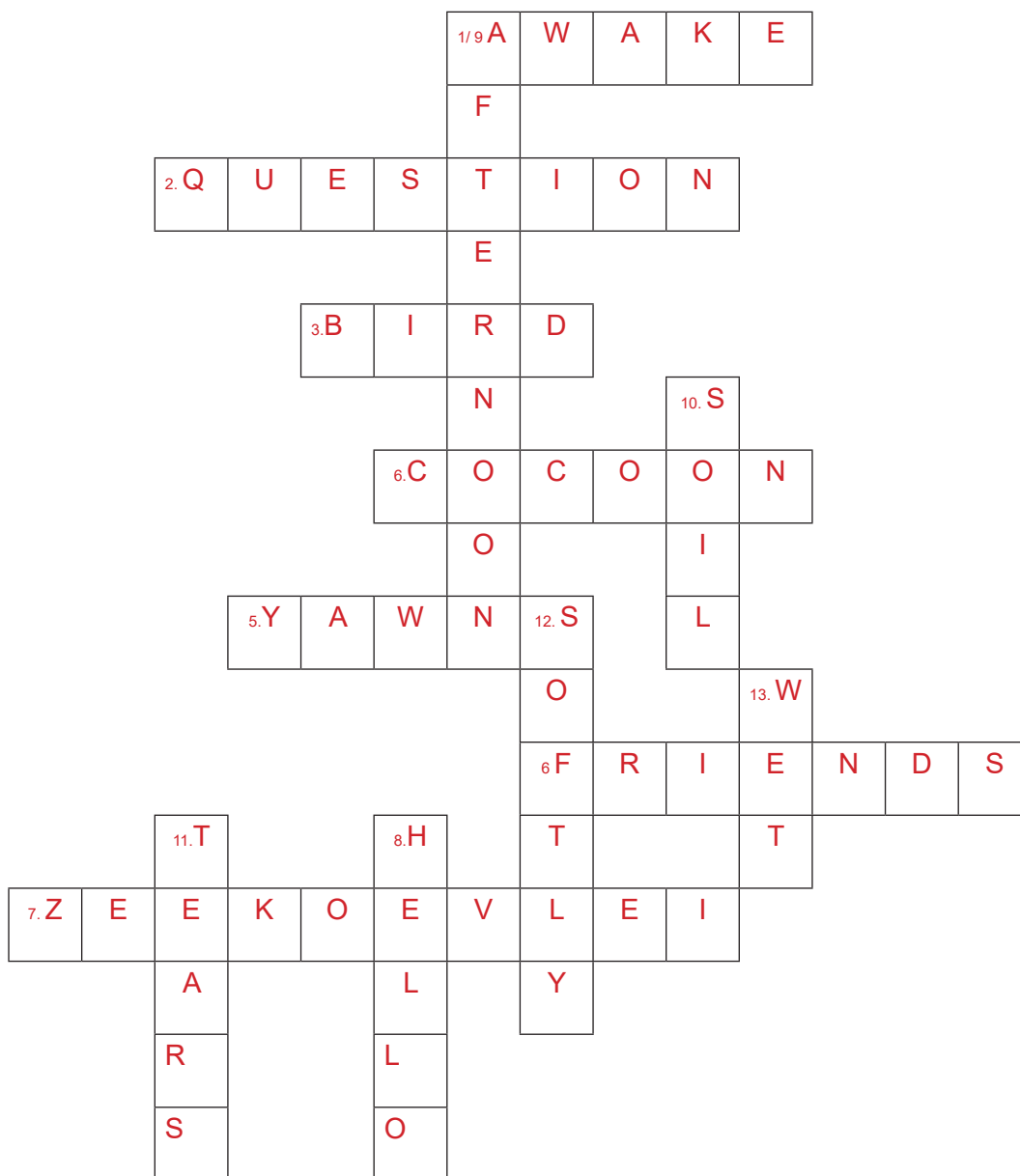
Alternatively, ask the learners why they think the boy from the story is not happy. What could be happening in his life to make him feel unhappy? Have them write a diary entry as the little boy, telling the diary why he feels that way, and what led to him feeling that way.

**Please note** that for Activity 8 and 9 the word count can be changed according to the age group or literacy level of the children.

### Activity 10: Word treasure hunt

This is a great activity to do that involves using the storybook. Learners will need a copy of the book for themselves or they can work together in groups, depending on how many copies of *Happy Girl Happy Boy* you have. It can be done as an activity or a competition, for example, who can find all the words first?

Learners will need to use the clues given, turn to the page and search for the word. Once they think they have found the word, learners will then need to fill the word into the crossword. Encourage them to use pencil if possible in case they make an error.



**Activity 11: Introduction to the text box**

Note that you can use this activity any way you like.

As an oral: you can discuss various qualities mentioned on the next page. Explain what a few of the qualities mean and identify people in your community or their families who have some of these qualities. Allow the children to discuss the various qualities with you or in small groups of two or three learners.

You can debate various opinions and come up with the 10 suitable qualities together that fit the story.

As a writing task: the learners can write down or colour in their favourite qualities for the

Happy Girl.

Keep in mind that no answer is wrong here, as long as learners understand the meaning behind each word and can link it to the story.

Refer to pages 3, 5 and 9 to start the discussion/lesson.

happy	beautiful	trustworthy	honest	kind	caring	generous	funny
strong	determined	brave	patient	loyal	creative	proud	thoughtful
adventurous	affectionate	dependable	empathetic	faithful	fearless	forgiving	friendly
bright	brilliant	lovable	peaceful	reliable	selfless	sensitive	spontaneous
gentle	reliable	imaginative	wise	truthful	motivated	helpful	tough

### Activity 12: Speech bubble writing task

**Please note** that, as an art task, learners can re-draw their own picture of the Happy Girl or Happy Boy and choose their favourite qualities from the text box to write into the speech bubbles. Encourage them to use bright colours!

### Activity 13: Friendly letter writing task

**Please note** that this activity is focused on identifying the positive features of each child. A lot of children feel the need to conform to what society feels is beautiful, smart or strong. However, we all know each child is unique and special in their own way. This activity focuses on the child as the individual and what they think makes them unique, different and special and how they can use their uniqueness to help others who might not feel positive about themselves.

To start the lesson, discuss different people. It can be famous people or people in your community, especially people they can relate to, like a teacher or religious leader. Focus on people who had to work hard to get to where they are today. Focus on people who have a unique something that sets them apart from others. Identify what makes them special, different and unique and discuss these qualities with the learners.

Allow the learners time to reflect on themselves and what they think is different but special about themselves. They do not need to say it out loud if they are not comfortable with it – they might feel shy or insecure. They have to choose some qualities that they think can make them a positive influence on other learners. Help them discover this by talking about: being a good listener, a problem solver, someone who is physically strong, caring and kind, creative with their hands, voices and minds, etc.

Now they need to write a friendly letter to the Happy Girl about how the two of them can join forces and bring happiness to other children around the world together.

Learners can use the text box in activity 11 to help them.

### Activity 14: Sentences (2)

**Please note** that this activity is meant to show learners that even the simplest quality about them can be seen as a positive. Many children feel they need to act or be a certain way to fit in which can have a negative effect on their mental health.

Go through the qualities in the text box. Briefly discuss or use the positive quality in a sentence to help children understand what each one means and how it can be used. The smallest quality can be seen as positive. Also look at the examples below to help you guide them.

This is the objective for the lesson.

I am happy because I have a family.

I am happy because I am tall and I can help my mom reach the highest cupboard.

I am happy because I can go to school.

## UNIT 4:

---

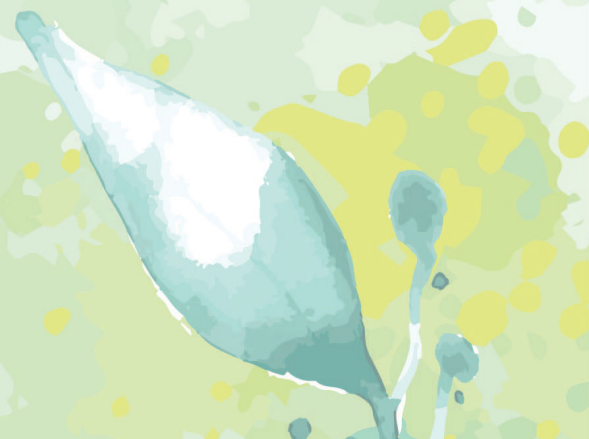
### Geography

In this section we try to engage the learners with content that they can relate to – their home country or continent. Africa has a rich heritage and vast number of cultures and traditions ,and what ties each country together is that country's flag.

With the Geography activities, learners are given examples of countries from Africa and around the world.

The activities focus on flags, national emblems and presidents. The teacher can expand on these activities by adding their own country, if it is not part of the lesson, or another country that can be linked to other activities as part of other lessons.

All knowledge is power so learning about our home continent, its people and fauna and flora as well as the world will enrich the minds of our young learners and foster a sense of pride and patriotism.



## LEARNER ACTIVITIES

## Activity 15: National emblems



Note the use of the Protea in the emblem and the representation of the people and other animals of their country.

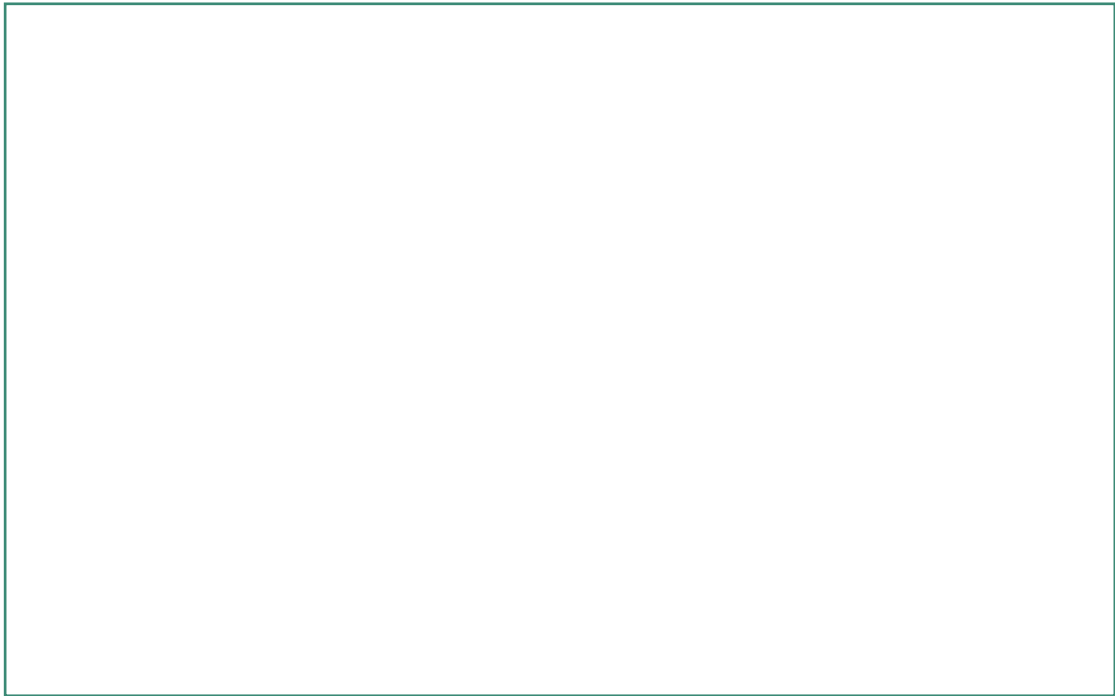
Draw and label a picture of your national plant in one block and your national bird or animal in the other.

a)

b)










With the help of your teacher, draw your country's flag in the block below.



**Activity 16: National Flags**

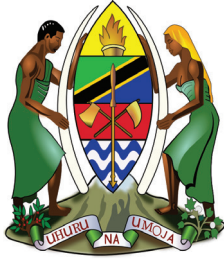


Read the descriptions of each country’s flag in Column A. Match it to the correlating country in Column B by connecting the flag and country with a line.




Column A
1. The Canadian flag has two colours, red and white. In the centre of the flag is a red maple leaf.
2. The Tanzanian flag has a yellow-edged black diagonal stripe that divides the flag in a green upper triangle and blue lower triangle.
3. The American flag has thirteen equal horizontal stripes of red and white, with a blue rectangle that has 52 small, white, five-pointed stars.
4. The Ugandan flag has six equal horizontal stripes of black (top), yellow, red, black, yellow, and red (bottom); it has a white disc in the centre with a grey crowned crane (bird).
5. The Malawian flag has 3 horizontal stripes of black, red and green, and a red rising sun with 31 rays centred on the black stripe.
6. The South African flag has a total of six colours – blue, black, red, green, yellow and white – with a black triangle on the left that has a yellow edge.
7. The Kenyan flag is a tricolour of black, red, and green. It has a red, white and black Maasai shield and two crossed spears in the middle.


Column B








## Activity 17: National importance

Study the information on each country and answer the questions that follow.

Country	Tanzania	Malawi	Kenya
Coat of Arms			
National Symbol	giraffe	Thompson's gazelle	lilac-breasted roller
President	Samia Suluhu Hassan	Lazarus McCarthy Chakwera	Uhuru Muigai Kenyatta

Country	Canada	USA	Uganda
Coat of Arms			
National Symbol	beaver	bald eagle	grey crowned crane
President	Justin Trudeau	Joseph Robinette Biden Jr.	Yoweri Kaguta Museveni

Country	South Africa
Coat of Arms	
National Symbol	blue crane
President	Matamela Cyril Ramaphosa

1. Which three countries have a lion in their emblem?

---

---

---

2. Two countries have people/humans in them. Which countries are they?

---

---

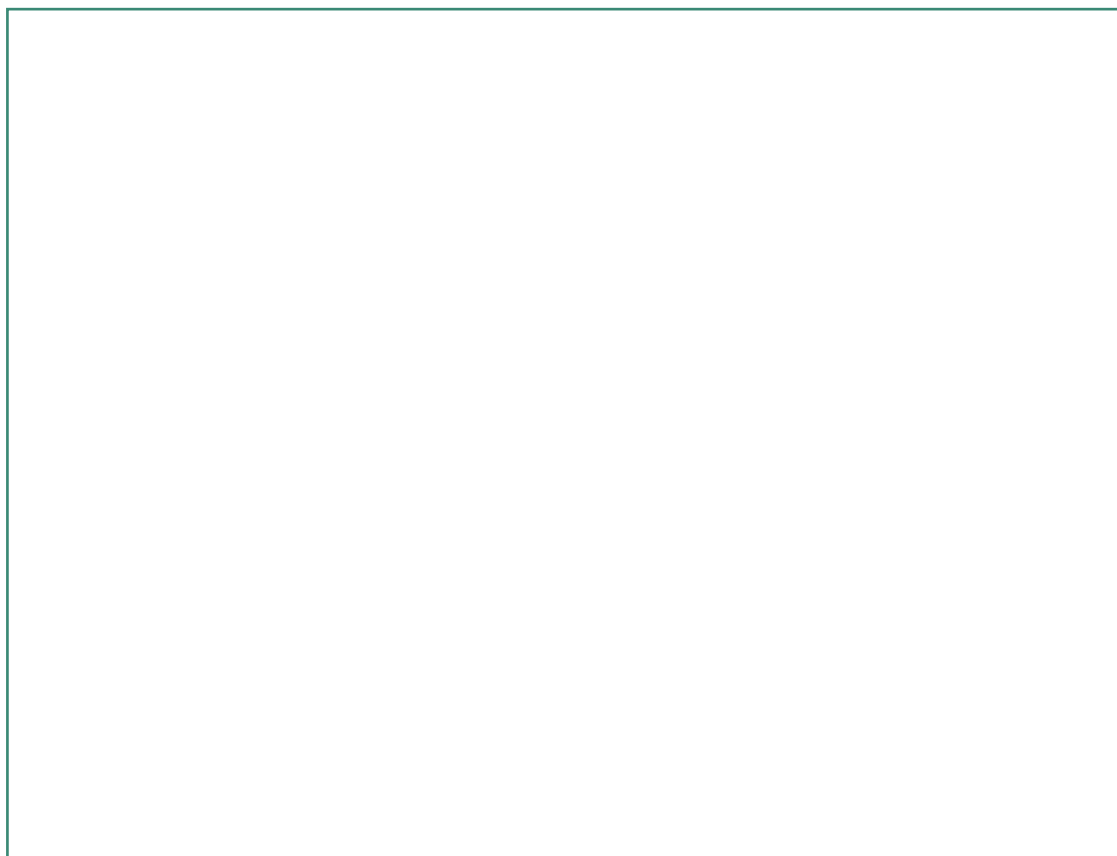
3. All but one country has a shield in its emblem. Which country does not have a shield in the emblem?

---

4. Who is the president of this country?

---

5. Draw your own emblem in the block below and label as much as you can of your emblem.



6. Three of the emblems have water represented in them. Which countries are these?

---



---



---

7. Five countries have birds in their emblems. Write the name of the country in Column A and the name of the bird in Column B.

Column A - Country	Column B - Bird

8. Only ONE country has a mythical animal in their emblem. That means: an animal that only exists in myths (stories) and not in real life. Which animal is this? (Clue: it has only one horn)

---

9. Column A has each country listed. Write the name of the president of that country in Column B.

Column A - Country	Column B - President
Malawi	
Kenya	
South Africa	
USA	
Uganda	
Tanzania	
Canada	

10. The different countries are listed below. Write each country's motto in the column next to it. The motto's can be found on that country's emblem. Ask your teacher to help you find what each motto means in English.

Country:	Motto:	Meaning:
Kenya		
Malawi		
Tanzania		
South Africa		
USA		

Canada		
Uganda		

11. Match the national symbol to the correct country by connecting it with a line.

a) giraffe
b) grey crowned crane
c) blue crane
d) lilac-breasted roller
e) beaver
f) Thompson’s gazelle
g) bald eagle

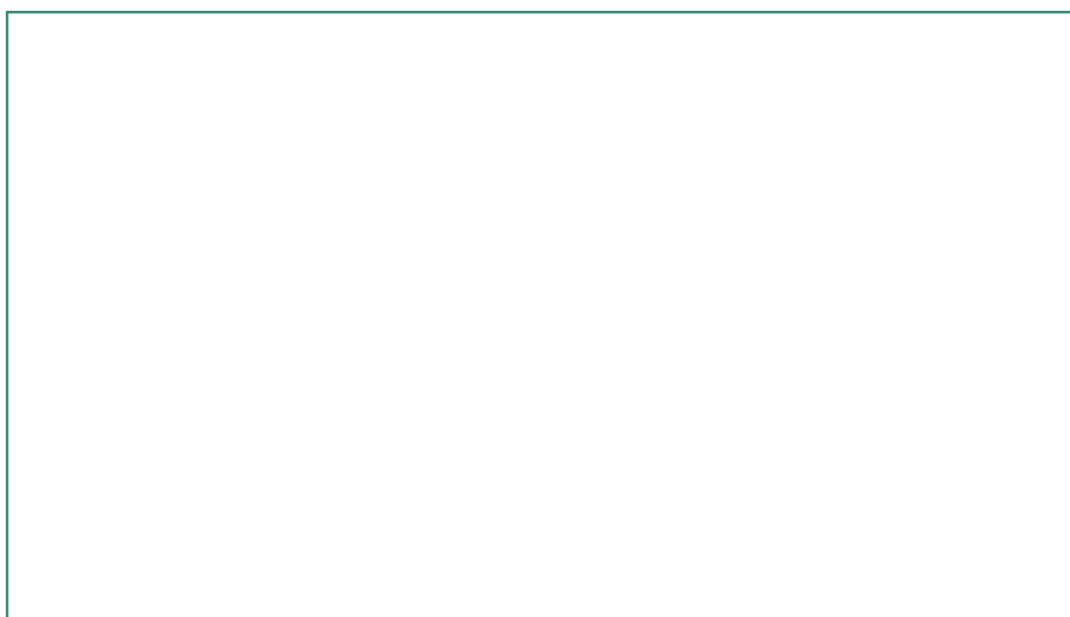
South Africa
Malawi
Kenya
United States of America
Tanzania
Uganda
Canada

12. Can you sing your country’s National Anthem? Sing it now with your classmates/ school/teacher.

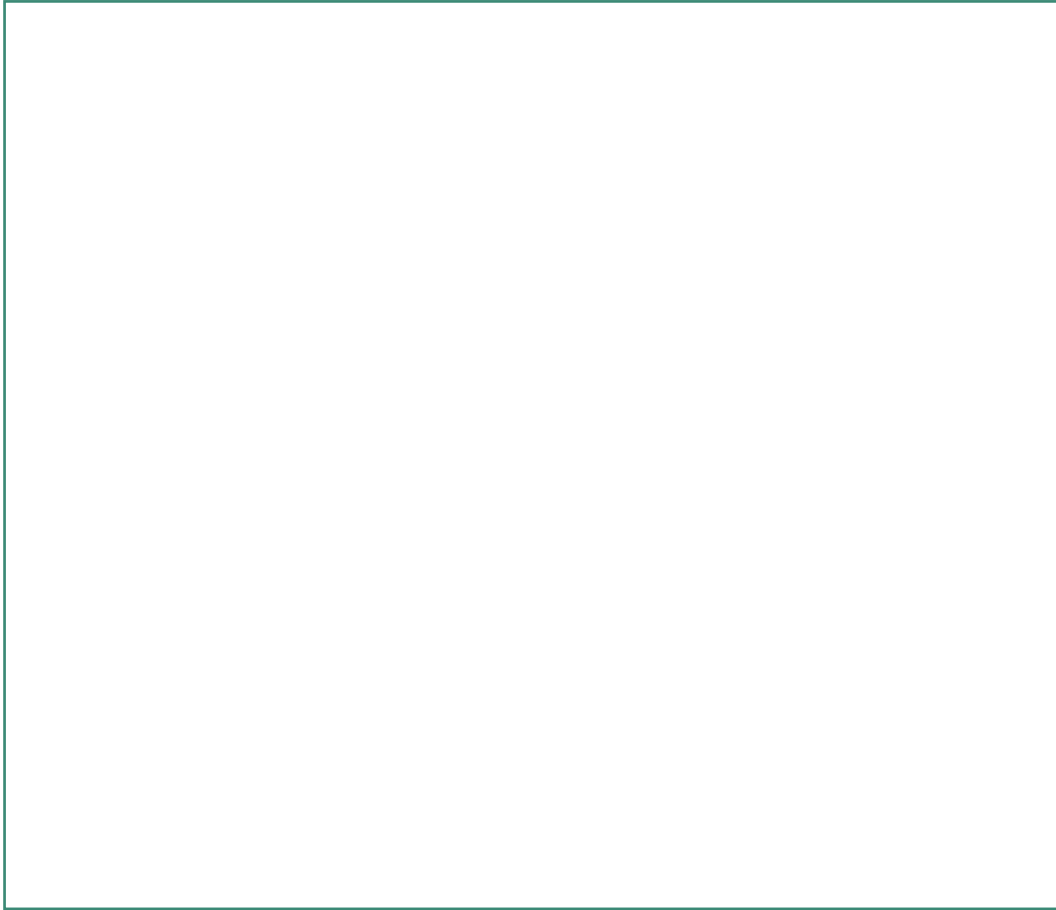
**Activity 18: My Happy island**

You, Happy Girl and Happy Boy live on your own island. Everyone on this island is happy and joyful. Choose a name for your island and draw a flag that represents the cheerful people of your island. Include things that give you joy, like playing soccer or eating yummy food. Also choose a national plant, flower or animal to represent your island that will spark joy and happiness for your people.

Our island’s name is: \_\_\_\_\_



Our flag



Our national \_\_\_\_\_: \_\_\_\_\_.

## ACTIVITY BOOK

**Activity 15: National emblems**

Discuss the difference between fauna and flora with the learners.

Fauna is all of the animal life present in a particular region or time. The corresponding term for plants is flora.

Every country in the world has some sort of national animal, bird and a national flower or plant. They also have a flag which is unique to their country. Refer to page 18 in the book. The flag, the king protea and the blue crane are South Africa's national flower and bird and flag.

Every country has an emblem as well that represents their country's beliefs and people. This could include their national animal, and/or plants. Every item on the emblem is representative of something.










Note the use of the protea in the emblem, and the representation of the people and other animals of their country.



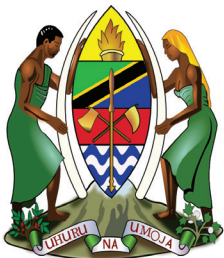


## Activity 16: National flags




Read the descriptions of each country's flag in Column A. Match it to the correlating country in Column B by connecting the flag and country with a line.


Column A	Column B
1. The Canadian flag has two colours, red and white. In the centre of the flag is a red maple leaf.	
2. The Tanzanian flag has a yellow-edged black diagonal stripe that divides the flag in a green upper triangle and blue lower triangle.	
3. The American flag has thirteen equal horizontal stripes of red and white, with a blue rectangle that has 52 small, white, five-pointed stars.	
4. The Ugandan flag has six equal horizontal stripes of black (top), yellow, red, black, yellow, and red (bottom); it has a white disc in the centre with a grey crowned crane (bird).	
5. The Malawian flag has 3 horizontal stripes of black, red and green, and a red rising sun with 31 rays centred on the black stripe.	
6. The South African flag has a total of six colours – blue, black, red, green, yellow and white – with a black triangle on the left that has a yellow edge.	
7. The Kenyan flag is a tricolour of black, red, and green. It has a red, white and black Maasai shield and two crossed spears in the middle.	

**Activity 17: National importance**

Study the information on each country and answer the questions that follow.

Country	Tanzania	Malawi	Kenya
Coat of Arms			
National Symbol	giraffe	Thompson's gazelle	lilac-breasted roller
President	Samia Suluhu Hassan	Lazarus McCarthy Chakwera	Uhuru Muigai Kenyatta

Country	Canada	USA	Uganda
Coat of Arms			
National Symbol	beaver	bald eagle	grey crowned crane
President	Justin Trudeau	Joseph Robinette Biden Jr.	Yoweri Kaguta Museveni

Country	South Africa
Coat of Arms	
National Symbol	blue crane
President	Matamela Cyril Ramaphosa

1. Which three countries have a lion in their emblem?

Malawi, Kenya, Canada

2. Two countries have people/humans in them. Which countries are they?

South Africa, Tanzania

3. All but one country has a shield in its emblem. Which country does not have a shield in the emblem?

USA

4. Who is the president of this country?

Joseph Robinette Biden Jr.

5. Draw your own emblem in the block below and label as much as you can of your emblem.

Appropriate answer from learners.

6. Three of the emblems have water represented in them. Which countries are these?

Tanzania, Malawi, Uganda

7. Five countries have birds in their emblems. Write the name of the country in Column A and the name of the bird in Column B.

Column A - Country	Column B - Bird
Malawi	fish eagle
Kenya	chicken (rooster)
South Africa	secretary bird
USA	bald eagle
Uganda	crested crane

8. Only ONE country has a mythical animal in their emblem. That means an animal that only exists in myths (stories) and not in real life. Which animal is this? (Clue it has only one horn)

Unicorn

9. Column A has each country listed. Write the name of the president of that country in Column B.

Column A - Country	Column B - President
Malawi	Lazarus McCarthy Chakwera
Kenya	Uhuru Muigai Kenyatta
South Africa	Matamela Cyril Ramaphosa
USA	Joseph Robinette Biden Jr.

Uganda	Yoweri Kaguta Museveni
Tanzania	Samia Suluhu Hassan
Canada	Justin Trudeau

10. The different countries are listed below. Write each country's motto in the column next to it. The motto's can be found on that country's emblem. Ask your teacher to help you find what each motto means in English.

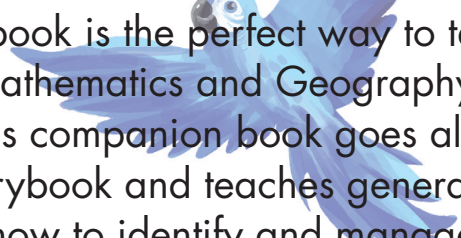
Country:	Motto:	Meaning:
Kenya	Harambee	Let's pull together
Malawi	Unity and Freedom	
Tanzania	Uhuru na Umoja	Freedom and Unity
South Africa	!ke e:  xarra   ke	diverse people unite
USA	E pluribus unum	Out of many, one
Canada	A Mari Usque Ad Mare	From Sea to Sea
Uganda	For God and My Country	

11. Match the national symbol to the correct country by connecting it with a line.

a) giraffe	South Africa
b) grey crowned crane	Malawi
c) blue crane	Kenya
d) lilac-breasted roller	USA
e) beaver	Tanzania
f) Thompson's gazelle	Uganda
g) bald eagle	Canada

12. Guide learners in singing your country's national anthem.





This activity book is the perfect way to teach your kids the basics of English, Mathematics and Geography along with fundamental life skills. This companion book goes along with the *Happy Girl Happy Boy* storybook and teaches general school subjects as well as teaching kids how to identify and manage their emotions effectively. It also teaches kids critical and creative thinking skills to ensure they grow up to be happy and successful adults.

The *Happy Girl Happy Boy Activity Book* is the perfect tool for any teacher, parent or caregiver wanting to incorporate some fun activities into their lesson plans.

*This is a fantastic and happy guide book every teacher should use. Used together with the Happy Girl Happy Boy storybook it will enable children to explore their emotions, and develop into happy, grateful and successful adults.*

*- Aaron Kirunda, CEO of enjuba*

