

SABC Education Outreach Parent Newsletter



Dear parents, community members and all involved in the raising of children,

It is our intention to communicate with you by way of newsletters on a regular basis with a view to giving you ideas as to how you can assist your children's learning.

This series of newsletters will centre on various commemorative days / weeks / months which are recognized and celebrated in South Africa and issues relating to that particular topic. We trust that you will find the newsletters interesting and informative. We invite you to let us have your feedback on the activities as well as your suggestions for other suitable activities.

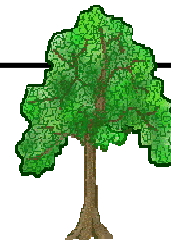
The commemorative week being dealt with in this newsletter is National Arbor Week which is held from 1st to 7th September. ENJOY!

Educational Greetings

Nikki Florence – (SABC Education - Outreach)

NATIONAL ARBOR WEEK (Iviki Lezihlahla)

1 – 7 SEPTEMBER



Background

How does one define 'arbor? Arbour means 'a shady sitting place, usually in a park or garden, and usually surrounded by climbing shrubs or vines and other vegetation' or 'a grove of trees'. Sounds lovely doesn't it?

Arbor Day originated in the Nebraska territory in the United States in 1872.

It came about when a Mr J Sterling Morton moved from Michigan, Detroit to Nebraska. The area consisted mainly of tall grass prairies with virtually no trees.

Few people wanted to settle in the area because there was no wood for building houses or for fuel to heat homes and he decided to do something about the matter.

He became the editor of Nebraska's first newspaper and used this position to encourage the inhabitants to plant trees.

He first proposed Arbor Day as a tree planting day in 1872 and the first official Arbor Day was held in 1874 where was claimed that more than a

million trees were planted. 'Arbor Day' was named after Mr Morton's home which was known as 'Arbor Lodge'

In South Africa, Arbor Day was celebrated from 1983 until 1999 when the national government extended it to National Arbor Week which lasts from 1-7 September.

Each year, two trees, one common and one rare, are highlighted to increase public awareness of indigenous trees, while various "greening" activities are undertaken by schools, businesses and other organizations.

The selected trees for 2008 are: the common trees are the Wild plum *Harpephyllum caffrum* and the Bladder-nut *Diospyros whyteana* while the Bell bean tree *Markhamia zanzibarica* the rare or uncommon tree. The list of selected trees can be downloaded from the website www.planzafrica.com.

Other interesting websites dealing with matters pertaining to 'arbor' are www.trees.co.za and www.sanbi.org/biodiversity/protecttree.pdf

Focus areas:

SABC Education has identified certain focus areas and the activities are dealt with under the headings of these areas which are:

- Literacy
- Mathematics, Science and Technology
- Agriculture and Environment
- Economics, Commerce and Finance
- Heritage, Arts and Culture
- Health and Wellbeing
- Civic issues
- Leadership and Management.

Let's take a look at some family activities under those headings. Please remember to adapt the activities to suite your child/ren's age and interests.

Literacy

Give your child two sheets of paper and crayons.

Ask him/her to draw two pictures: one of a lovely scene with lots of greenery etc. e.g. inside a forest and the other of a desert scene.

When your child has completed the pictures, sit with your eyes closed, tell them that you have not seen the scene and ask them to describe it to you.



They must describe the scenes in detail using adjectives (a word that describes the noun, e.g. **big** chair) and adverbs (words that describe the verb (e.g. running **fast**) where possible e.g. tall, green trees, dry brown sand dunes.

If, for instance they only say 'lots of sand' ask, what does the sand look like? If they can't find a suitable word give some suggestions.

This activity will help increase their vocabulary as well as their understanding of the terms adverb and adjective.

Mathematics, Science and Technology

Let your child make a beautiful rustic twig frame in which to keep precious photos.

You will need:

- Twigs
- String
- Glue
- Scissors
- A photo for framing

How to proceed:

Help your child to collect 2 bunches of twigs (6 – 8 twigs per bunch). One bunch should be about 5cm *longer* than your photo. The other bunch of twigs should be about 5 cm wider than the photo. Assist your child to cut or break the twigs to the correct size.



Arrange the twigs so that they surround the photo and extend outward about 2.5 cm in each direction. Tie the twigs at each corner using twine or string, making an "X" pattern



Glue the photo onto the back of the twig frame.

Glue a small loop of string to the top batch of twigs for hanging the photo

Agriculture and Environment

Teach your child to make a food garden. Your child can assist with the whole procedure

Plan what you want to plant, measure out the area and mark with boundaries with string and

stones. Make sure that it is in a nice sunny position.

Dig out the area, about knee-deep. Place the darker topsoil and the subsoil in two different piles.

Collect rubbish such as vegetable leaves, peels, paper, cardboard, grass and dead leaves, etc. Half fill the trench you have made with the rubbish.

Wet the rubbish well and press down firmly – this will form the compost.

Fill the bed, firstly with the subsoil and then the topsoil until it is about 10cm above the ground because as the rubbish rots the level will sink a little.

Rake the surface level.

Cover the bed with a thin layer of dry grass and leaves – this is called **mulch** and helps keep the moisture in the soil, feed the soil and discourage weeds. Pebbles and stones are also excellent as mulch.

Plant the seeds in rows

Give your child the responsibility to water the garden regularly, **BUT** check up if they do it or you won't have any vegetables!



Heritage, Arts and Culture

Make a string of leaves to decorate a room.

You will need:

- Poster paper in autumns shades (orange, red, yellow, and/or brown).
- Crayons or markers
- Scissors
- Glue, tape or staples
- Prestik
- A long piece of string.

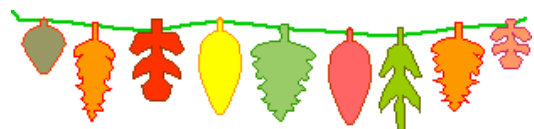
Make some leaf templates of different shaped leaves for learners to use.

Make sure the leaves have reasonably long, wide stems at the top as they will hang their leaves from these stems.

Your child traces around the templates on different coloured paper. They cut out their leaves and attach them to the piece of string by folding the rope end of the stem over.

These are then either taped, glued or stapled to the string

They can then attach their strings of leaves to the walls and admire their handiwork.



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NETWORK of parents
that CARE!**



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(Your number will **not** be distributed or used for advertising.)

Economics, Commerce and Finance

Collect a pile of advertisements from different local supermarkets.

Tell the child that you need to buy some basic foodstuffs e.g. milk, potatoes, bread, tomatoes, etc.

Let your child examine the different advertisements and establish where you would get the best value for your money.

Health and Wellbeing

What part of plants do we eat?

You will need:

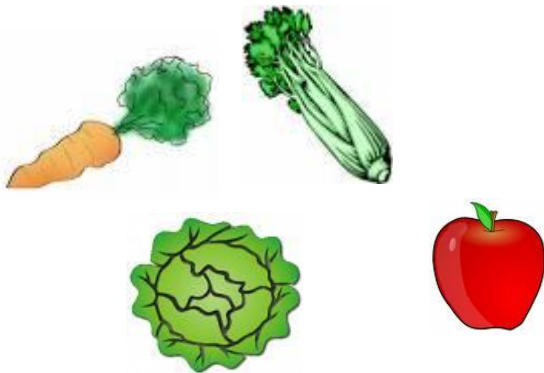
- Large sheet of paper
- Pile of old magazines or advertisements
- Small round tipped scissors
- Glue stick

How to proceed:

On a large sheet of paper, write the headings 'Roots', 'Stems', 'Leaves' and 'Fruit'

Give the child a number of old magazines and a pair of small round-tipped scissors.

Get them to page through the magazines and cut out pictures of different types of fruit and vegetable and past the pictures under the correct heading e.g. carrots – roots; celery – stems; lettuce – leaves; apple - fruit



Civic Issues

Enquire at the school, local authorities, church or other organization where volunteers are needed to clean areas of the environment.

Allow the child to volunteer, just make sure that the group of volunteers will be properly supervised.

Leadership and Management

Ask your child to take a look around the garden or school garden and see what improvements can be made to the gardens e.g. planting flowering plants in certain areas, etc.

They should also consider where and how they would obtain the plants, seeds, etc. that are needed for the improvements.

Let your child discuss it with his peers to get them to volunteer to help.

Encourage your child to draw a picture of how the garden currently looks, as well as a top-view plan of the proposed improvements to the garden or school garden.

Assist your child in planning the activities and co-ordinating the volunteers. In accordance with his/her age, allow your child to take on an appropriate level of the leadership role in this task.

Once the garden is established and the improvement is visible, encourage him/her to draw a picture and then compare the planned picture with the current picture. This will help your child to see the difference he/she has made.

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**WE ARE EXTREMELY KEEN TO RECEIVE
YOUR COMMENTS AND SUGGESTIONS –
PLEASE CONTACT US!**