



MANDELA DAY MAKER SPACE 2020: Big Book Box

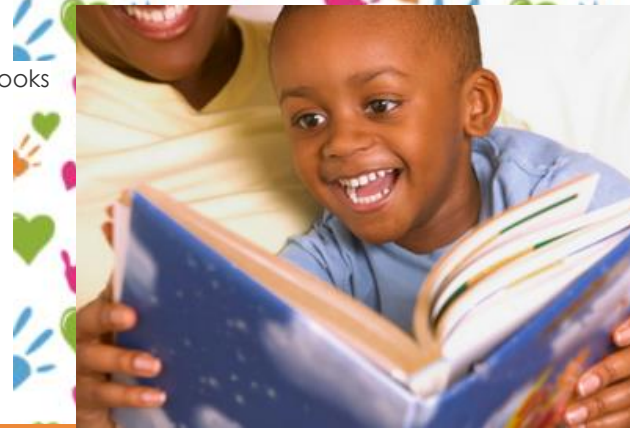
PURPOSE: 100 books by the age of five

International studies have revealed that regardless of nationality, level of education, or their parents' economic status, children who grow up with books in their homes reach a higher level of education than those who do not.¹

- Less than 4 out of every 10 learners from 2017 Grade 10 wrote and passed matric in 2019
- 80% of Grade 4 learners cannot read for meaning

By investing in the early years where brain development happens, we can achieve better outcomes 15 years from now. Consider it a long term investment with compound interest.

You can change the story.



CHALLENGE: Host a Mandela Day Maker Space - sponsor and decorate a Big Book Box complete with 100 African storybooks by Book Dash² and a reading buddy toy³ giving children access to books in their homes.



Note: pictures for illustrative purposes only. Decorating will NOT include children's names. Boxes can be decorated generically in any way staff volunteers choose.

TIMELINE: Receive your flat-packed, raw pine book box ready for your staff volunteers' creative flair by end of June. Personalise and pack by Mandela Day, ready for collection. Join the literary celebrations with beneficiary families in August.

Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Donors pledge support online	31-Jan	A minimum of 1000 pledged boxes is required to proceed with project.						
Children spend 67 minutes earning R20/book								
60% deposit paid (R1200 per box)		29-Feb						
40% balance paid (R800 per box)						12-Jun		
Delivery of Big Book Box kits to donor school						30-Jun		
Class volunteers knit/crochet/collect reading buddies								
Class volunteers decorate boxes								
Class packs books into decorated book box								
Celebrations/photos with completed book boxes & LiR								
MANDELA DAY, Saturday 18 July 2020								
Collection of book boxes by LiR							20-24 Jul	
Quality checking							27 Jul - 8 Aug	
Celebrations with beneficiary families (Donor attendance encouraged)								3-15 Aug

Cost: R2000 for 100 books including a raw timber box with lid (the equivalent of R20 per book)

- Challenge each class to complete a Big Book Box. Encourage children to crowdfund or earn their share of the box. Additional budget for decorating required. (For a class of 30 each child will need to raise R67)
- Time spent per box will depend on decorating method chosen. Approx. 8 hours / box for knitting, sticking, painting, assembling.



#EveryChild100Books
#100Before5
#PowerOf67



Appendix 1:

Source: <https://www.theguardian.com/books/2018/oct/10/growing-up-in-a-house-full-of-books-is-major-boost-to-literacy-and-numeracy-study-finds>

Growing up in a house full of books is major boost to literacy and numeracy, study finds

Research data from 160,000 adults in 31 countries concludes that a sizeable home library gave teen school leavers skills equivalent to university graduates who didn't read

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Ideal home ... a child looks at books on the family shelves. Photograph: Alamy

Growing up in a home packed with books has a large effect on literacy in later life – but a home library needs to contain at least 80 books to be effective, according to new research.

Led by Dr Joanna Sikora of Australian National University, academics analysed data from more than 160,000 adults, from 31 different countries, who took part in the Programme for the International Assessment of Adult Competencies between 2011 and 2015. All participants were asked how many books there were in their homes when they were 16 – they were told that one metre of shelving was equivalent to around 40 books – and went through literacy, numeracy and information communication technology (ICT) tests to gauge their abilities.

While the average number of books in a home library differed from country to country – from 27 in Turkey to 143 in the UK and 218 in Estonia – “the total effects of home library size on literacy are large everywhere”, write Sikora and her colleagues in the paper, titled [Scholarly Culture: How Books in Adolescence Enhance Adult Literacy, Numeracy and Technology Skills in 31 Societies](#). The paper has just been published in the journal *Social Science Research*.

“Adolescent exposure to books is an integral part of social practices that foster long-term cognitive competencies spanning literacy, numeracy and ICT skills,” they write. “Growing up with home libraries boosts adult skills in these areas beyond the benefits accrued from parental education or own educational or occupational attainment.”

Teenagers in a home with almost no books went on to have below average literacy and numeracy levels, the researchers found. Having approximately 80 books in adolescent home libraries raised levels to the average, while once the library size reached 350 books, it was “not associated with significant literacy gains”. The same was true for ICT skills, but the gain was not as steep.

According to the paper, teenagers with only lower levels of secondary education, but who came from a home filled with books, “become as literate, numerate and technologically apt in adulthood as university graduates who grew up with only a few books”. The university graduates who grew up with hardly any books around them had roughly average literacy levels, said the researchers. So did those whose schooling ended in the equivalent of year nine (13-14 years old), but who grew up surrounded by books. “So, literacy-wise, bookish adolescence makes for a good deal of educational advantage,” the authors claim.

The same was found to be true for numeracy, leading the academics to claim that “adolescent exposure to books compensates for shortcomings not only in adult literacy but also numeracy: its impacts are equivalent to additional years of education.”

Sikora said: “As expected, respondents’ education, occupational status and reading activities at home are strong predictors of superior literacy nearly everywhere, but respondents clearly benefit from adolescent exposure to books above and beyond these effects. Early exposure to books in [the] parental home matters because books are an integral part of routines and practices that enhance lifelong cognitive competencies.”

The paper raised the possibility that the move towards a digital culture could reduce the impact of printed books, but said that “for now ... the beneficial effects of home libraries in adolescence are large and hold in many different societies with no sign of diminution over time”.

“Moreover, home library size is positively related to higher levels of digital literacy, so the evidence suggests that for some time to come, engagement with material objects of scholarly culture in parental homes – ie books – will continue to confer significant benefits for adult ICT competencies,” concludes the report. “For the time being ... the perception that [the] social practice of print book consumption is passe is premature.”

Appendix 2: Book Dash book titles

Source: <https://bookdash.org/languages/en/>

Book Dash will select 50 English books and 60 Afrikaans and wordless books to be packs in the Big Book Box.



A Beautiful Day	Little Sock and the Tiny Creatures	The Elephant in the Room
A Dancer's Tale	Londi: The Dreaming Girl	The fish and chicken's wedding
A Fish and a Gift	Lonwabo's Recipes	The fish that couldn't swim
A House for Mouse	Lory Dory	The Great Cake Contest
A Tiny Seed	Maddy Moona's Menagerie	The Great Tidy Up
A Very Busy Day!	Mali's Friend	The Lazy Ant
Amazing Daisy	Mama Antelope's House	The Lion Who Wouldn't Try
And Also!	Mina and the Birthday Dress	The Lost Laugh
Ann-Nem-Oh-Nee finds Adventure	Miss Helen's Magical World	The New Road
Auntie Boi's Gift	Miss Tiny Chef	The Pumpkin Chase
Available in	Mogau's Gift	The Rainbow Cloud: The story of Mkabayi and Mmama
Baby Babble	Mrs Penguin's Perfect Palace	The Sea
Baby's First Family Photo	My Dream in the Drawer	The Three Doof-Doofs
Bathtub Safari	My inside weather	The Very Tired Lioness
Circles	My Special Blankie	There Must be a Rainbow
Clever Pig	My Special Hair	There's an alien in my house!
Come back, cat!	No!	Thuli, Special and the Secret
Come Stay With Me	Nomvundla and the Chilli-Eating Contest	Tig's World
Dance, Mhlali!	Palesa Can Walk	Toast
Dudu's Hat	Queen of Soweto	Together We're Strong
Feathered Friends	Rafiki's Style,	Tone's Big Drop
Foxy Joxy Plays a Trick	Sbu's Special Shoes	Tortoise finds his home
Goldfish Genius	Scared Tumi	Tumi Goes to the Park
Grandpa Farouk's Garden	Searching for the Spirit of Spring	Unathi and the Dirty, Smelly Beast
Grandpa's Gold	Senzo and the Sun	Walking Together
Hello	Shhhhhh!	What if...?
Hello baby!	Shongololo's Shoes	What is it?
Hippo Wants to Dance	Sima and Siza	What's at the Park?
How about you?	Sindi and the Moon	What's In The Pot?
Hugs in the City	Sindiwe and the Fireflies	When I Grow Up
I Can Dress Myself	Sing to me	Where is Lulu?
I don't want to go to sleep	Singing the Truth	Where is Thabo?
I want to!	Sizwe's Smile	Who is our friend?
I Will Help You	Sleepy Mr Sloth,	Who Takes the Train?
I'm the Colour of Honey	Small Bird's Big Adventure	Who's that baby?
Is There Anyone Like Me?	Springloaded	Whose button is this?
It Wasn't Me!	Teju's Shadow	Why Birds Sing at Dawn
Just Like Me	That's not Thabi! That's a hippopotamus!	Why is Nita Upside Down?
Karabo's Question	Thato's Birthday Surprise	Why is there a hole in the wall?
Katiiti's Song	The Baby Book	Wiggle Jiggle
Knight Times	The best thing ever	Woof-woof
Lara the Yellow Ladybird	The Biscuit Jar Must Fall	You, Yes You!
Lesotho Sesotho	The Bounce	Zandi and Birdy Monster
Let's have an inside day!	The Cottonwool Doctor: The Story of James Barry	Zanele sees numbers
Lions are always brave	The Dream Pillow	Zanele Situ: My stor
Little Ant's Big Plan		
Little Goat		



Appendix 3: Knitting pattern

Source: <http://www.wordworks.org.za/wp-content/uploads/2018/03/Little-people-knitting-pattern-Wordworks.pdf>

Knitted dolls for babies and toddlers

Materials

- 4-ply wool and 3 mm knitting needles, or
- double knitting wool and 3.5 mm knitting needles (use same ply wool throughout)
- washable stuffing
- wool needle

Tips

- This pattern is great for using up left-over wool.
- Leave a longish length of yarn when ending each colour. Use this to sew up the little doll.
- When sewing up the doll, make a double stitch and thread your yarn through the doll to hide the end of the yarn.
- You can adapt the pattern. For example: make pom-poms and hair; make the legs longer or shorter; knit a stripy scarf, etc.



Instructions

1. Pants: Cast on 32 stitches in the wool for the pants. Work 20 rows of stocking stitch (one row knit, one row purl).
OPTIONAL: If you want your doll to have shoes, cast on 32 stitches. Knit 6 rows in shoe colour, then 14 rows in pants colour.
2. Change to wool for the sweater. Work 16 rows. Choose any of the following stitches: stocking stitch; garter stitch (plain knitting); alternate stripes in different colours; or use variegated yarn.
3. Change to wool for the face. Work 8 rows in stocking stitch.
4. Change to wool for hat. Knit as follows:
 - Work 2 rows in stocking stitch.
 - Next row: (k6, k2 together) 4 times.
 - Next and every alternate row: Purl.
 - Next row: (k5, k2 together) 4 times.
 - Next row: (k4, k2 together) 4 times.
 - Next row: (k3, k2 together) 4 times.
 - Next row: (k2, k2 together) 4 times.
 - Next row: (k1, k2 together) 4 times.
 - Next row: (k2 together) 4 times.
5. Cast off by threading the wool through the 4 remaining stitches, pull tightly and make a double stitch.

To make up

1. Embroider a mouth and two eyes in the middle of the facial strip. 2
2. Cap: Fold the knitted piece and sew the two edges together from the top of the cap (cast off row), down to the bottom of the shoes (cast on row).
3. Make sure the lengths of yarn for sewing up are not left inside the doll.
4. Stuff the head and body until firm.
5. Join the lower edges to form the feet.
6. To shape the neck, thread the yarn through the stitches at the bottom of the head, pull very tight and fasten off.
7. To shape the legs, sew a seam starting at the feet up to just below where the pullover starts, sewing over the back seam that you made in step 2.
8. To shape the arms, sew a seam on each side of the pullover, stopping before you get to the top, which will make the shoulders.

Frequently asked questions:

1. Is the 60% deposit refundable if we cancel before Mandela Day?

Should Learning in Reach cancel the project due to lack of commitment, all deposits will be refunded. The project will only proceed with a minimum of 1000 boxes pledged by 31 January (corporate sponsors + schools). Once the project is confirmed, we will require 60% deposit for materials, manufacture and printing for the Big Book Box kits and the deposit will not be refunded.

2. Can we brand the Big Book Box?

It is possible to put in a bookmark or note in the box saying something like "This box was lovingly decorated and sponsored by _____ just for you!" You may choose to put a little plaque on the box itself too.

We would like to avoid putting any branding on the books because we want the books to remain a pure, joyful experience rather than an opportunity for marketing. We want children and families who can't afford books to have the same uncompromised experience of reading as those who buy the books for themselves.

3. How much additional budget is required for decorating?

This is dependent on your designs and creativity. Use leftover paint pots from garden sheds, scraps of wool and bits and pieces to create a unique masterpiece that doesn't cost any more to complete.

4. What if we don't have any knitters in our school?

This is highly unlikely, but a donated stuffed toy can substitute a knitted reading buddy.

5. Can we donate 2nd hand books?

The Big Book Box is made to accommodate beautiful, African stories produced by partnering NGO, Book Dash. 2nd hand book donations are welcome to stock Learning in Reach's ECD lending library, but may not be added to the Big Book Box.

6. How long will it take and how many children will be required?

We suggest that the children earn R20 per book by completing small jobs for their families or neighbours. Depending on the number of children in the class, each child is assigned their share of the books to make up R2000 per box.

The time taken to decorate the box is largely dependent on your chosen decorating technique. Decoupage or a hand painted design would take a lot longer to complete than a simple paint effect or stencilling a design. We estimate 8 hours per box based on 2 hours to knit a reading buddy (dependent on knitting skills), and 4-6 hours to decorate the box. This excludes drying time should paint be used.

It is quite possible that your volunteers will get great enjoyment out of crafting and choose to spend longer on this project!

7. How do you choose your beneficiaries?

Learning in Reach focus on geographical impact. Lavender Hill is our current focus where we will invest funds raised in teacher and parent training. Beneficiaries will be families with at least one child 0-5 years of age and will be selected from the Lavender Hill area.

Beneficiary parents will be invited to a 67min information session highlighting the importance of early learning and reading to children. Each participating family will be gifted a Big Book Box for their children under 5 years.

8. Can we attend the celebration/s?

Yes! We would love to have you at the celebration with your branded banners. This is the perfect opportunity to see the fruits of your labour and to engage directly with families benefiting from your kindness.

9. The timeline doesn't suite us, can we tailor it to our needs?

Please speak to us and we can try to accommodate your team.

10. Can we donate without participating in the maker space?

Yes, you can pledge Big Book Boxes and our team of volunteers will decorate the boxes for you.

11. Is our donation tax deductible?

Yes, Learning in Reach is compliant and registered as an NPC, NPO and PBO with a BBEEE Level 1 Affidavit. A tax-deductible receipt can be issued on request.

Should you have any further questions, please do not hesitate to contact Leanne, telephone 076 401 8503 or email leanne@learninginreach.org.za