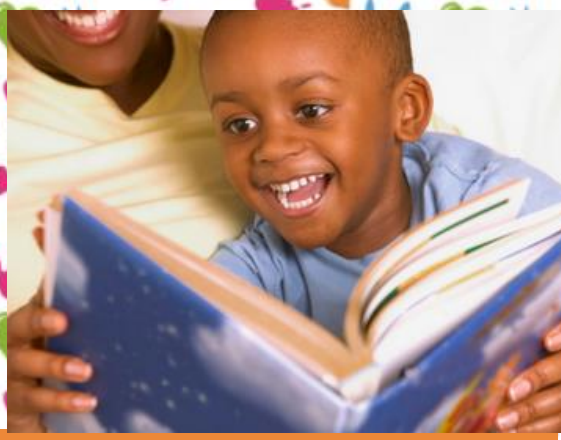
Learning in Reach

Quality ECD that cultivates confident, capable children.

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 Dash[2] and a reading buddy toy[3] 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
Donor company pledge support online	31-Jan	A minimum of 1000 pledged boxes is required to proceed with project.						
60% deposit paid		14-Feb						
40% balance paid						12-Jun		
Delivery of Big Book Box kits to donor company						30-Jun		
Staff volunteers knit/crochet/collect reading buddies								
Staff volunteers decorate boxes								
Staff pack 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 (Staff volunteer attendance encouraged)								3-15 Aug

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

- Invite staff to purchase a book for R10 and match their donation, sponsor outright or set crowdfunding challenges to meet your pledged target. Additional budget for decorating required.
- Time spent per box will depend on decorating method chosen. Approx. 8 staffing hours / box for knitting, sticking, painting, assembling.

#EveryChild100Books
#100Before5
#PowerOf67

I SUPPORT NELSON MANDELA DAY

BIG BOOK BOX

An initiative of Learning in Reach NPC 2002016/190316/08 | PBO 930054765

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

Alison Flood

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

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. 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 on our staff?**
   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 staff will be required?**
   This 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. These tasks can be shared between 5-6 staff members to ensure each member utilises their 67 minutes.

   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