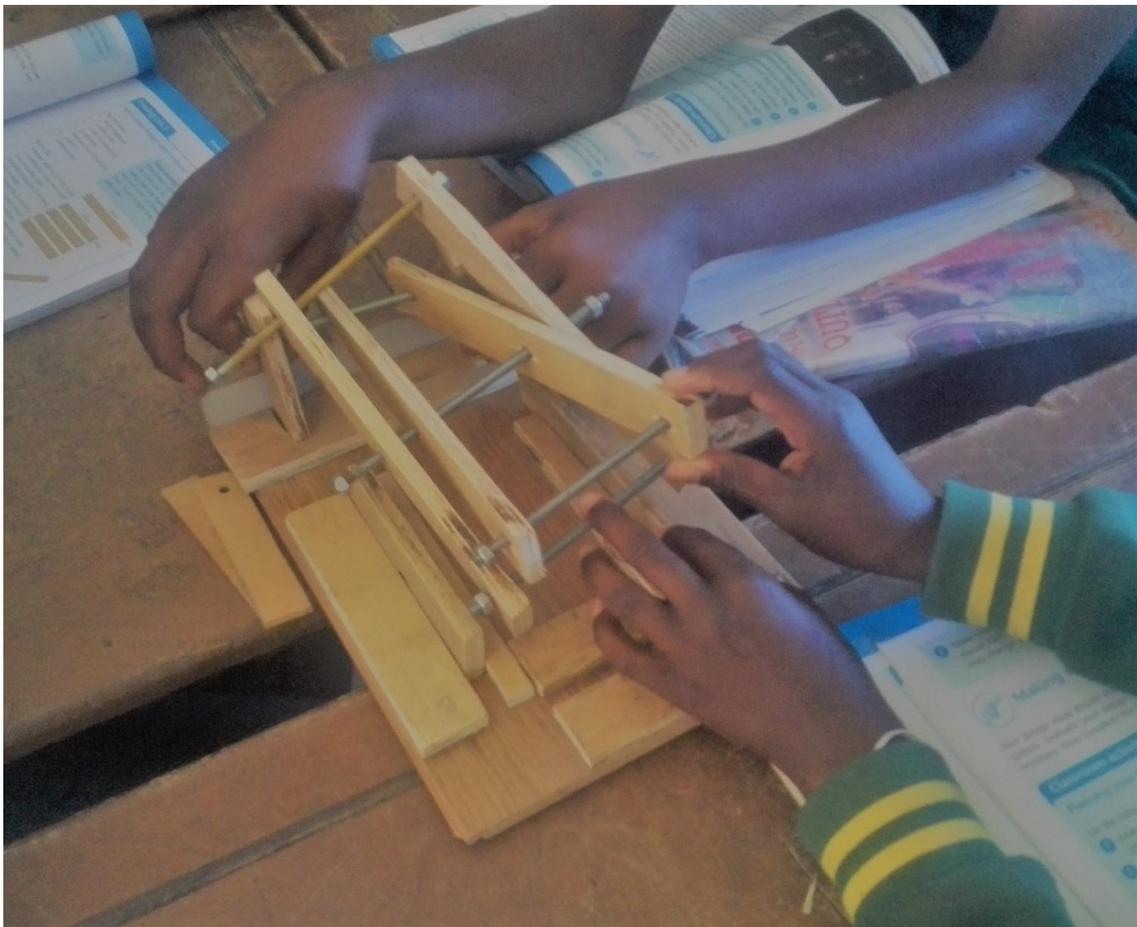


Bug Buzz – April 2018 News

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Head, Heart and Hands

The Midlands Meander Education Project facilitators focus their lessons on transformational learning in which the head (understanding of theory), heart (connecting, caring, reflecting) and hands (practical motor skills) are used to apply knowledge. In essence learners enable themselves to apply this knowledge to their own situations.

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groups came up with ideas on creating a new model that fulfilled all the requirements.

These exciting activities were then used by the educators as a means of obtaining practical year marks for the learners.



Water water everywhere and not a drop to drink

These learners got to grips with the the Water Cycle by playing a fun, educational game called Catchment to Coast.

After learning the theory of how catchments work and why we need to take good care of them, they used this knowledge to identify water issues on picture cards. At the same time earning points for their team.

The competition amongst the learners was taken seriously. They had heated discussions about the content on their cards.



Words can build and they can destroy

Part of the Life skills curriculum deals with self esteem. This concept is hard to describe. MMEP facilitator, Zinhle Msimango, drew a picture of a fictitious person called Nomsa. She asked learners to list positive descriptive words about the picture. She then explained that Nomsa was happy because she was being encouraged by her school friends. Then the learners were asked to list



Welcome Gail Osborn

Gail Osborn joined the MMEP team as the new Education Coordinator. She hails from Limpopo and has a full compliment of new experiences, thoughts and ideas to share with us. Gail inadvertently earned the name "Mudbug" after participating in one of the Muddiest Mundman competitions ever held at Midmar shortly after her arrival. She is a dedicated environmentalist at heart and is most at home outdoors in wild places. Birdwatching, cycling and hiking rank amongst her favourite activities as do gardening,

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game, learners showed understanding of theoretical concepts. By putting this theory into context the learners were able to identify with the problems that affect every one of us. They are also aware and better equipped to implement improved water resource management techniques at home.

word Zinhle tore off a piece of the picture. Eventually the whole picture lay shredded on the ground. Zinhle explained that all the hurtful words had affected Nomsa and destroyed her self esteem. Thereafter, the learners had to put the pieces back together and discovered that it was very difficult to do so. And even after they finally succeeded, there was still evidence of what had happened. This was followed by a meaningful discussion on how we talk to each other.

a very strong Environmental Education background and worked as a coordinator on the WESSA Eco-Schools programme for several years. We look forward to a long and happy working relationship with her, as she heads up the co-ordination of educational activities.

The jaws of life, engineered in two different ways.

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The Midlands Meander Education Project supports schools in nurturing capable, confident, curious, thinking children who are active citizens contributing positively to their communities and the environment.



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