TekkiTots Model 2008

Community Based Project

Dr Marlene Jordan
- Dr Jordan assesses students in identifying problems and coordinates resources for equipment with students.
- Students
  - UP Engineering, Built Environment and IT faculty volunteers participate as part of their ICP community module.

Students Duties:
- Students identify a preschool - capture the process and difficulties.
- Arrange with school for suitable times.
- (2009) Students to provide Meraka Institute with a simple project plan (intended sessions and time scheduled).
- Consent letters to school and parents.
- Buy practical material.
- Prepare presentations and practical equipment.

Present lessons at pre-school once a week.
- Capture significant moments during lessons.
- Capture feedback with regards to lesson material, equipment etc.
- Questionnaires to parents, teachers etc.

Outcomes 2007:
- 170 children
- 18 UP Students
- 4 Schools: Brooklyn Pre Primary, Sunnyside Pre Primary, Swiss en Flory Field, Morning Star Montessori
- Feedback to Meraka (meraka@sun.ac.za / meraka@sun.ac.za)

- 2008
- TekkiTots at 6 X schools: Parkview, Brooklyn Pre Primary, Sunnyside Pre Primary, Tenswaters, People’s Field, Union Centre, Pondale Pre School in Mayfair.
- Morning Star Montessori continues for the third year, where 2 students do “half” transfer to teachers. The students are paid per lesson presented while the school supplies lesson material.
- Teachers feel confident to continue with lessons when students leave at the end of the year.

Meraka Society
- Ethics Approval
- Consent letters to school, parents and students.
- Lesson plans.
- (2009) Verify and accept student project plans.
- Manoe for practical material to Meraka Training and assistance.

Children at Brooklyn Preschool
- Caring as part of TekkiTots to discover how to solar water works.
- Going to see a crocodile on the river.