

Theme 5 - Study 2



parenting Tip

South Africa's motto, "Unity is strength", should be the motto of every pair of parents too - whether you are married and living together or not. When it comes to our children, unity in our values, our decisions, our rules, attitudes and other choices provides strength and back-up for each other and offers greater security to our children. They soon learn to play one parent up against the other, if they see that doing that works in their favour!

Of course, two different people from different homes and backgrounds, living together is one of the greatest challenges of married life and parenting - and if you split up, you still have to deal with the challenges of co-parenting. The fall-out from the relationship's breakdown can sometimes make that even more challenging.

In this unit, we encourage you to limit screen viewing by your children in order to encourage their imagination and conceptual powers. Two parents may likely have vastly different ideas of what is acceptable as a limit. If you can't agree immediately, have a trial period of say one week of one parent's limits and then the other parent's limits. Then discuss the pros and cons of each option and the consequences of too much leniency or too much control. Hopefully, you will come to a mutually agreeable decision.



Checklist

- Bible Reading - Exodus 12-17
- Scripture Memory Verse - Colossians 3:23
- Reading & Narration
- Poetry - The Cow by Robert Louis Stevenson
- Art Appreciation - The Bull by Paulus Potter

- Music Appreciation - Carnival of the Animals by Camille Saint-Saëns and Light Cavalry Overture by Franz von Suppé
- Nature Study - Colours of the Season
- Habit Training - Diligence
- Language Development - Nursery Rhymes
- Activity - Watercolour Painting
- Activity - Leaf Mobile
- Activity - Pet Crafts
- Activity - Leapfrog

Bible Reading

Throughout this study, read the scripture assigned in your children's story Bible
- Exodus 12-17

Scripture Memory Verse

Read this aloud to your children every day. Encourage them to repeat it after you in short phrases. At the end of the week, see if they can repeat it in its entirety. Stick up the postcard provided where you and your children can see it every day - bathroom mirror, fridge, behind a car seat or next to their beds are good spots.

"Whatever you do, work heartily, as for the Lord and not for men." - Colossians 3:23

Reading and Narration

Choose two of the books from the selection for this study. Feel free to reread any favourites from the last study. List the titles you read here for your records:



BOOK 1: _____

BOOK 2: _____

Ask your child to narrate each story back to you when you have completed reading it. Your child could also draw a picture about the story which you can keep for your memories. Alternatively, some books might be suitable to photocopy a favourite picture for your child to colour in or decorate.

Process Art vs. Product

It's important to allow children to experiment creatively with a wide variety of art and craft materials. While it is sometimes fun to follow step-by-step directions to create a specific end-product, research shows that children need the freedom to be creative and explore the process of being creative, using different artistic media.

- Process art focuses on the experience and exploration of techniques, tools, and materials.
- The result is that each child's art is unique and original. The experience is the child's choice and should be relaxing or calming.
 - There is no sample for children to follow.
- There is no right or wrong way to explore and create and there are no step-by-step instructions.
- The end-product might be a beautiful success or it might be a story of experimentation instead! Either is acceptable.

This approach to art is also very freeing for parents. Many are disappointed by the product approach. Very often their children's creations don't turn out quite as impressive as the samples shown as end-products, which are undoubtedly created by adult experts.

Sylive shares: "Process art can be quite stressful for neurodivergent children. Children who suffer from anxiety or perfectionism for example. The way I deal with this in my household is to join in and start creating myself. My children love to 'peek' at what Mommy does. Although they use this as an example and often copy what I do, the process and result is very enjoyable to us."

Bronwyn adds: "It is so refreshing that either artistic approach is acceptable. This relaxed approach helps children who struggle with perfectionism. Parents reap the reward of a more relaxed and creative child when there is no pressure about the end product. It is also a lesson in pride and being content that it can take many repetitions of an art project before the result is close to what we imagined."

□ Poetry Appreciation

The Cow

by Robert Louis Stevenson

The friendly cow all red and white,
I love with all my heart:
She gives me cream with all her might,
To eat with apple-tart.

She wanders lowing here and there,
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day;

And blown by all the winds that pass
And wet with all the showers,
She walks among the meadow grass
And eats the meadow flowers.



Here are some questions you can use to prompt discussion about the poem:

- Ask your children if they know what colours cows can be. Search online for images of cows and let them call out all the colours of cows that you find.
- Beef cattle are farmed for their meat, and dairy cows are kept for their milk. Ask your children what kind of cow the one in the poem is.
- What is another word, more commonly used in South Africa, for "meadow"?
- Bake an apple tart to enjoy with cream. An easy recipe is provided on the course website. Read this poem again and other favourites, while you enjoy your tea-time treat!

□ Art Appreciation - The Bull by Paulus Potter



Paulus Potter was the pre-eminent animal artist of the Dutch Republic. His paintings and prints of monumentalised bulls, for sophisticated court patrons, in particular, epitomise the beasts of the Dutch farmland. By his early death at age 29, he had created his own market niche of animal portraiture, leading the way for 18th-century artists, who would paint literal portraits of prized livestock for their proud owners.

- Ask your children why they think an artist would create a picture of a bull? Remind them that there were no cameras long ago when this was created.
- Compare the bull and the other cattle in the picture. What does the size tell you?
- Compare the colour of the bull versus the cows. Why do you think that artist left the cows a lighter colour?
- Look at the position of the bull on the page. It's not dead in the centre of the page. Imagine that there are lines dividing the page into thirds vertically and horizontally. Notice that it falls on the boundaries of the thirds. The rule of thirds is a guideline for both artists and photographers. It says that if you divide your composition into thirds, either vertically or horizontally, and then place focal areas of your scene at the meeting points of them, you will get a more pleasing arrangement and layout for your compositions. Look at other drawings of your own or photos and paintings and see if you agree.

Charlotte Mason

Developing your child's habit of observation

Charlotte Mason had a lovely term to teach children observation skills – **Sensory Gymnastics!** And she had a simple way of helping parents and teachers apply this to everyday life.

For this necessary lifelong habit to serve us and our children, we need to go back to one of her fundamental principles – time spent in nature and the consideration of natural objects.

We also need to make a quality life decision to **slow.right.down** and allow our children the space to see things fully and in detail.

Taking your children into nature allows them to see many things: the change in the autumn leaves, clouds building up in the sky, bees feeding on a certain plant, fungi growing in different seasons... After these times you can then ask them to tell you one thing they noticed about what they saw when they are older you can ask for more sensory descriptions.

"The butterfly had orange and brown wings."

"The cloud is big and puffy and white".

"The rose smells sweet like perfume"

"The wood is bumpy and rough."

You can naturally include object lessons in this way at home:

- Keep a store of a few different objects to dip into in a container.
- These items can be seed pods, charcoal, a clock, a sponge, twigs, or a pressed flower
- In between two hard lessons or at the dinner table. Take one item out for them to describe in turn.
- Let them each share just one thing they observe.



□ Music Appreciation - Carnival of the Animals by Camille Saint-Saëns

Listen to a few more movements from the Carnival of the Animals (Le Carnaval des Animaux)

3. Wild Asses (Swift Animals)
8. Characters with Long Ears

