APPENDIX SIX

THE SCIENCE CENTRE

The science centre referred to in this work is named ***Sci-Bono*** and is the largest science centre in Southern Africa. The following five paragraphs and the photograph are taken from the centre's website. The major goal of the centre is to stimulate interest in, enjoyment of and engagement with the wide world of science and technology. Sci-Bono is located in the old Electric Workshop in Newtown, the cultural precinct in the heart of the Johannesburg.

The name Sci-Bono comes from an abbreviation of 'Science' and 'Bono', the TshiVenda word for 'vision', a reflection of the Centre's mission to inspire insight into all aspect of modern science and technology.

Initiated by Gauteng Department of Education and Private sector representatives, Sci-Bono aims to support education in mathematics, science and technology to improve public engagement with science, engineering and technology and to promote career education in these critical areas of economy.

WHAT MAKES THIS SOUTH AFRICAN SCIENCE CENTRE UNIQUE?
It is comparable to similar centres across the globe, such as the Exploratorium in San Francisco, the Powerhouse Museum in Sydney and the Cite' des Sciences et del' industrie in Paris.

It is aligned with national and provincial priorities and initiatives to promote SET amongst learners-particularly girls and those whose have been previously disadvantaged.

Its location ideally positions the centre with the other attractions in the Newtown precinct, the heart of inner-city renewal in the Johannesburg CBD.
It makes science and technology, as well as the numerous scientific achievements that shape our lives, exciting and contemporary.

During October 2009, Sci Bono celebrated **Earth Week** with some focus on environmental issues. The Natural Sciences Learning Area class was invited to participate in the activities of the centre. Students divided themselves into groups and prepared hands-on activities for a group of primary school children. These activities included:

- investigations into the properties of carbon dioxide (production, density, fire extinguisher effect) led by Gareth and Martin
- water pollution and the scarcity of fresh water in Africa led by Ntsako, Thulani and another student not participating in the research
- the greenhouse effect led by students not participating in the research
- ways of limiting the use of fossil fuels led by students not participating in the research
- various paper and pencil activities led by students not participating in the research

The activities were arranged in a 'circus' format, small groups of pupils spending about 10 minutes at each site and then movong on to the next one. I went round the groups assessing the students' preparation of the activities, their interactions with the pupils and on the accuracy and clarity of their explanations.