**Why a special edition?**

Since the outbreak of COVID-19, children have not been able to go to the library and reading clubs and have been away from school for a long period of time. To support you as you do your best to keep your family safe, Nal’ibali has put together this special edition of our supplement to help you with ideas on how your children can continue reading and writing for enjoyment at home. Some activities can be enjoyed by the whole family, while others have been divided into age groups to give you age-appropriate ideas.

**Goreng kgatiso e e kgethegileng?**

Fa COVID-19 e simolola go anama, bana ga ba ise ba ye laobara kgatso kwa ditlhopheng tsa pulse bo m e bile ga ba ise ba ye sekalong mo nakeng e tlelela thato. Go go thehegetsang dasha o leka ka thato go boloka ba lelepa la gago, Nal’ibali e kwadile kgatso ya fuleletse e e kgethegileng e e f a f a go thuseang ka dikanyeko ka go go supetsa ka mo bana ba ka teveleleang ka inatetsa ka go buise le go kwala ba le mo gae. Ditlwana dingwe di ka itumelela ke malelapa bothe, fa tse dingwe di aroangswa ye go ka dingwaga tsa bana mo ditlhopheng go go naya dikeletso tsa dingwaga tse di malela tsa bana.

**HOW PARENTS AND CAREGIVERS CAN SUPPORT CHILDREN**

Our first responsibility as parents and caregivers is to care for our children and to keep them safe. This has been a difficult time for families across South Africa. Your children may be feeling stressed or anxious at this time. They may find it difficult to communicate their feelings with you, especially if you seem upset. Try to do the following things to help them.

- Use positive language when talking to your children.
- Invite your children to tell you how they are feeling.
- Do fun things together.
- Let them help you by doing some of the chores.

**READING AND WRITING AT HOME**

One of the best ways for you to support your children is by sharing stories with them. Here are some of the benefits of sharing stories.

- Stories help you bond with your children.
- When you tell or read stories to your children, it lets them know that they are important enough for you to make time for them.
- Stories help develop their imagination and creativity.
- Stories also help develop children’s language and thinking, especially when they hear or read stories in their home languages.
- Stories often provide children with examples of how people meet the challenges they face.

**Improve confidence and learning**

Encourage your children’s attempts to read and write by making positive comments without focusing on mistakes. By giving them lots of support, you will develop their confidence and improve their learning.

Content for COVID-19 Edition 169 is adapted from Supporting learners from home – a guide for caregivers, developed by the Covid-19 ECD and Schooling Group, a working group of Covid-19 People’s Coalition

www.c19peoplescoalition.org.za

**Tokafatso ya go itshepa le go ithuta**

Rofotesa bana ba bago mo malekang a bana ba gosela le go kwala ka go dira ditshwalo tse bo la tshisang musoko ga ma la la bo la tshwANE diphaso. Ka bo ga na ya tshegetse e e etso e, o f ola dira bana ba tosele ke go tokafatso tshwane ya bana.

**Diteng tsa Kgatiso 169 ya COVID-19 e thithlatswe go tsebo mo phetholetse ywa fo mo ena naka motho wa mo bana kwa gae – kgaedi fa bathokomedi, e i thithlatswe ena Seithopho sa Dilolo le ECD sa Covid-19, Seithopho se se dirang sa Tisano ya Batho sa Covid-19**

This supplement is available during term times in the following Arena Holdings newspapers: Sowetan in the Free State, Gauteng, Limpopo, KwaZulu-Natal and North West and The Herald in the Eastern Cape.
Get creative!

In this special Get creative! there are reading and writing activities for all age groups! Everyone at home has a role to play in developing children’s reading and writing, as well as their understanding of how to protect themselves and others from COVID-19. Doing this together can be an enjoyable part of everyday family life. Create a story routine by setting aside a time that works best for all of you.

Make special storytelling times

- Tell stories, sing songs and recite poems you know. This stimulates children’s imaginations and develops their language.
- Have story suppers! Once a week, let a family member tell a story during supper time. You could also create a story together by letting one person tell the beginning of a story and then letting everyone else add a bit to the story until it is complete.
- Deepen your children’s understanding of the stories they hear by asking open-ended questions. For example, “How would you feel if …?”, “If you were him, what would you have done?”, “Why do you think she did that?”, “What does that remind you of?”
- Let your children ask questions too! Answer them and discuss relevant parts of the story.

Nna le boithamedi!

Mo go Nna le boithamedi! e e kgethelengoa go na le ditlwana tsa go buisa le tsa go kwala tsa ditlhopho tsa bana ba dingwaga tsolelela! Mongwe le mongwe tse ga go nina tla karoro e go buisa le tsa go kwala, le go tholaganya gore ka ibitsiletsa ka bo bo ba selebetsa ba bangwe jang kgathanghanga le magore waa COVID-19. Fa lo dira se mmogo, se e ka nna karolo e e itumedisang balelapo lesetla le lelationle, tšeleng kgethego la nako la go ipeela nako e e akaretsang balele le lelationle.

Dira dinako tse kgetohelelela tsa kanelomainane

Dira lelela nako la kanelomainane la lelapa lopho ba ka le tsunela le balelapo. 
- Melawana mainane, opele dipina mme a dira malakela a o a lebogeng Se le kgothothelela boithamedi le go godisa puo ya bana. 
- Melawana mainane ka nako ya dikalelo! Ganye mo bekeng, a mongwe wa lebaka la lelapa a aletla lelela ka nako ya dikalelo. Gape lo dia la dire lelela mmogo ka go buisa a simolate lelela mme a tse lela ba bawo ba selebatsa mo se gatsha lela lela lela go kwela bokholo.
- Dirsa gore bana ba tholaganye lelela le balela balelaetsa ka seletla le bo ga botha dipotsa tse di thlhohloetsa ganye a gatsha mo bokholo. Selako, “O ka futha lelwa ja le …?”.” Fa lo ka bao a le e, o re o ka dia dira.”, “Ganye o akanya gore o dira pheto?”, “Se se go gatsha eng?”
- Lefela bana ba gago gore le bane ba botha dipotsa! Araba dipotsa mme lo buisa le dikaroleng te tse di maleba tse lelela.

Buisa le go kwala go bona tshedimo se tsebeto

Go thusa bana go gatshagane tshedimo se tsebeto, balela go buisa le go reetsa mme mona a e kwala. Jakola lelapa, dira phoetsana ya “Melawana ya boithokwa” ka go COVID-19. Jaanong, go dinako tse kgathanghanga tse lelela, balela bana ba gago dipotsa pakga, “Melawana ya boithokwa wa go gtholako le go ehimola ka ole?”

- Thopha diatro tsa gago ka sesipa la metsi di sekonto di ka maa 20 gangwe le gape.
- O seke wa tshwara setshaphelo sa gago ka diatla tse di sa tshiphaweng.
- Dirisa thitu lefatsa sephapo sa gago fa o gtholako le fa o ehimola. Lethlhe thitu ya gago ka ketla gatsha.
- Fa o lela lela gape ya jara ya go, o re dimametsa le la 1,5 magareng go gago le bokholo ba bawo.
- Apara mma setshaphelo o ka futha sa gago le lefatsa o ka ketla gatsha.
- Nna futha lela lela la jara ya go, o re dimametsa la 1,5 magareng go gago le bokholo ba bawo. 
- Nna futha lela lela la jara ya go, o re dimametsa la 1,5 magareng go gago le bokholo ba bawo. 
- Nna futha lela lela la jara ya go, o re dimametsa la 1,5 magareng go gago le bokholo ba bawo.
Role play

Children don’t always know how to respond when they hear someone say something that is not true. By doing role play, you can help your children practise this skill. Let everyone share ideas about how you could respond to false information about COVID-19. Ask your children to act out how they would respond if someone made the following false statements. Remind them to be honest and respectful.

- Only rich people get COVID-19.
- COVID-19 is a sickness of white people or Chinese people.
- The coronavirus cannot survive in hot areas.
- Drinking ginger, garlic and lemon will cure COVID-19.

Make audio stories

Record your own audio stories with your children!

- Find a story with different voices that your children will enjoy.
- Let your children choose a character and then try different voices for their character.
- You can read the part of the narrator. Let your children read or tell the story as the different characters.
- Let someone make sound effects, like footsteps or animal sounds.
- Practise reading or telling the story with sound effects until everyone is comfortable with their part.
- Use a cellphone to record your story and then enjoy listening to it!

Write together

Show your children how you use writing in your daily life, for example, when you write a shopping list. Then do some writing activities together.

Make sure you have paper, crayons, pens and pencils in a place that is easy for your children to reach. Let them write thank you notes, messages or letters to friends and family who live far away. Encourage your children to keep journals in which they can write about anything they like. You can also make books by stapling blank sheets of paper together and writing stories with your children. Younger children can draw the pictures and you can write the words they tell you. Allow older children to draw and write on their own.

Motshameko-tiragatso

Go le gontsi bana ga ba itse go tsiboga fa ba utlwa mongwe a bua sengwe se e seng baamorari. Ka go dira motshameko-tiragatso, a ka tuusa bana go kaitsetsa bakgone jo. Letla mongwe le mongwe go nthla megoapelo ya gagwe ya gore a ka tsiboga jang fa a utlwa tshedimosetsa e e fosaetseng malebana le COVID-19. Kopa bana ba gago go diragatsa tsela e a ka tabogang ka sona fa mongwe a bua tshedimosetsa e e fosaetseng e a setsetse. Ba gakolole go tsepega le go dira se ka fotsa.

- COVID-19 ke bolwetse jwa bahumi.
- COVID-19 ke bolwetse jwa malagpa kgotsa Matšhaena.
- Mogane wa khorana ga o kgone go thela mo malebana a a bolelo.
- Go nwa njopa, kaliki le lebona go tuusa go fotsa COVID-19.

Dira mainane a reediwang

Rekota mainane a lona a reediwang mmogo le bana ba gago!

- Balla lebone la mantsewa a o farologaneng a bana ba gago ba ka itumelela lona.
- Letla bana ba gago go tsho ha moditloga kgotsa le bana ba gago ba ka itumelela la vigwana.
- O ka tsho ha lebone la vigwana kgotsa le tsho ha moditloga kgotsa le bana ba gago ba ka itumelela la vigwana.
- A mongwe a ditebong a kgotsa la vigwana kgotsa le tsho ha moditloga kgotsa le tsho ha lebone la vigwana.

Kwalgam mmogo

Bontsha bana ba gago gore a dirisa jang go kwala tsho e kgotsa la vigwana, sekao, fa o kwala lebone la vigwana la go ya matshale modi. Jaaing ka o ka dira dikgato kgotsa la vigwana ka tsho ha moditloga kgotsa le bana ba gago ba ka itumelela la vigwana.

Netlela gore o no la lebona, dikherayone, dipene le diphenose mo lebogang le go lebona lebone la vigwana kgotsa le bana ba gago ka lele la vigwana. O ka tsho ha lebone lebone la vigwana la vigwana ka tsho ha moditloga kgotsa le bana ba gago. Rekota mainane a lona a reediwang mmogo le bana ba gago ba ka itumelela la vigwana a kgotsa.

- Only rich people get COVID-19.
- COVID-19 is a sickness of white people or Chinese people.
- The coronavirus cannot survive in hot areas.
- Drinking ginger, garlic and lemon will cure COVID-19.

- Bontsha bana ba gago gore a dirisa jang go kwala tsho e kgotsa la vigwana, sekao, fa o kwala lebone la vigwana la go ya matshale modi. Jaaing ka o ka dira dikgato kgotsa la vigwana ka tsho ha moditloga kgotsa le bana ba gago ba ka itumelela la vigwana.

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Ideas for 0- to 3-year-olds

When children feel happy and secure, it helps them develop properly. Here are some things you can do to help your children feel happy and secure:
- Make time for them every day.
- Play their favourite games.
- Talk to them often.
- Really listen to them.
- Tell them why you enjoy spending time with them.

Babies and toddlers learn by doing different activities with you and their older siblings. They enjoy singing songs, playing games, saying rhymes, listening to stories, telling stories, drawing and pretending to read and write.

**Share songs, games and rhymes**

Can you remember the games you played when you were a child? Do you remember the fun you had, and what you learnt without even realising it? Which songs and rhymes did you love to sing and say? Share these games, songs and rhymes with your children.
- They will help develop children's language skills.
- They help to build trust and strengthen the bond between adults and children.
- They build confidence and self-esteem and help children to relax.
- Children learn easily through play and having fun.

**Make time to talk**

Having conversations with your children is important. You might find that they often ask lots of “why” questions. Be patient and encourage them by explaining how things work. Doing this will build your children's vocabulary and their understanding of the world.
- Never be afraid to tell your children that you do not know the answer to a question. Tell them you will find out and let them know the answer later. This helps them understand that adults are still learning too.

**Share books**

Until babies can sit by themselves, it is easiest to put them on your lap with their back against you and to hold the book in front of them.

- Books that have simple pictures or photographs of babies' faces work well for young babies.
- Point and name different objects in the books.
- Talk about what you both see in the pictures. Doing this helps your young children learn words and learn about the world around them.

**Aroganang dibuka**

Go fitlha bana ga kgona go bana ka bobona, go banola go ba fara mo dirapeng ba go bua motse reetsa maina o tshotse buka fa pele go bana.

Dibuka tse di nang le ditshwantsho tse di banola kgotsa ditshwantsho tsa dithlhego tsa masea di thusa tloa go rula masea.

Supa ka monwana o bo o bue maina a dikwana tse di farologaneng mo bukeng. Bua le go se le se bonang mogo mo ditshwantsho. Go dira se go rhesa bana ba banyle go ithu melakela go le ithu ka tlokaloga ya tlo a tse di ba dikanyeletseng.

**Aroganang dipina, metshameko le diraeme**

A o gakologelwa metshameko e o neng o e tshameka fa o le ngwana? A o gakologelwa monate o a neng o a olfelo, le se o ihlungo sana o a lemego? Ke dipina le diraeme diele tse o neng o rata go di opelele go di bua? Arogana metshameko, dipina le direme tse le bana ba gago.

- Di fla thusa go godisa dikgona tsa puo tsa bana.
- Di fla thusa go aha boikanyo le go liso lili tlong magareng go bagolo le bana.
- Di thusa bana go aha go iitshepo le go nna le bafitso go di gora bana ba mme ba repile.
- Bana ba kgona go ithu le dira emo ka tshameka e biele ba ijesa monate.

**Maele a bana ba dingwagga di le 0–3**

Fa bana ba itumele e bile ba sreletsegile, se se ba thusa go gola sentle. Tse ke dingwane tse o ka di dirang go di gora gona bana ba itumele ba ba ba sreletseghe.

- Dira nako ya go nna le bana lethaletseng le tengwe.
- Tshameka metshameko e ba e ratang ihlungo.
- Bua le bana go ganye le gape.
- Ba reetsa ka thodilo.
- Ba bolelele gore ke gongong o rata go nna le bana.

Masea le bana ba ithu ka go dira dikhwane o tse di farologaneng le vena le bana le bana le 0–3. Ba a monate fa ba aha, ba tshameka, ba dira direme, go reetsa mainane, go anela mainane, go ithu ditshwantsho le le gora e kete ba a bua e bile ba kwala.
Use your senses

Let your children use their senses to explore!

**Sense of smell:** Play a guessing game with your children. Let your children put on blindfolds. Then put a few strongly-smelling foods in small bowls, for example, vinegar, bananas, curry powder and coffee. Ask your children to guess what is in each bowl by only smelling it.

**Sense of touch:** Let your children wear their blindfolds again. Put a few small, non-breakable objects, like a spoon and a toothbrush, into a pillowcase. Ask your children to take an object out of the pillowcase. Can they guess what the object is just by touching it?

**Sense of hearing:** Fill small containers with different things, like sand, stones, beads or bottle tops. Ask your children to close their eyes and listen as you shake each container. Ask, “Did it make a loud or a soft sound? Why do you think it made a loud or a soft sound?”

Learn about your body

Play these games to help your children learn about their bodies.

**Play call-out games, like this one:** Lizzy, Lizzy, stir the porridge … with your right arm/with your left arm/with your right foot/with your left foot. Use your arms and feet to do the actions as you say the words.

**Have fun playing a game in which you take turns calling out instructions to “stick” two different parts of your bodies together. For example, if one of you says, “Elbow to knee!” then everyone needs to touch one of their knees with one of their elbows, and stay like that for a few seconds!”

Songs and rhymes build language skills

Sing or say songs and rhymes in your children’s home language and in an additional language too. Write out the words of a song or rhyme and then point to the words as you sing or say them. Even if your children cannot read or write yet, seeing written words being used helps them to understand that what we say, can be written down and read, again and again.

Ithute ka go mmele wa gago

Tshameka metshameko e e ka thusang bana go ithuta ka mbele ya bona. 

**Diba metshameko ya go bitsha:** Dira metshameko ya go bitsha, jaaka o. Lizzy, Lizzy, fudua pitsa … ka leseggo ya go jarka leseggo ka mabotleng na leseggo ka leseggo ka mabotleng. Dirisa mabotleng maisto ya gago ka diraetsa se jaaka o bua mabotleng.

**Bumeleleng go tshameka matshameko o le rehla se go rehla:** Bumeleleng go tshameka matshameko o le rehla se go rehla. Bumeleleng go tshameka matshameko o le rehla se go rehla. Bumeleleng go tshameka matshameko o le rehla se go rehla. Bumeleleng go tshameka matshameko o le rehla se go rehla.
**Ideas for 6- to 9-year-olds**

Writing and reading go hand in hand. Writing helps children to learn that words can be written down and then read again and again.

**Write and draw**

After your children have listened to a story, let them try some of these writing and drawing activities.

- Together, write and sing an original song that tells the story.
- Let them draw a picture that shows the setting of the story.
- Ask them to draw a character from the story. Then let them make a list of all the things the character does in the story.
- Ask them, “Why do you think the character did these things?” Let them write a sentence explaining how they feel about the character.

**Make your own storybook**

Follow these steps to work together as a family to create a storybook.

- Together decide what the story will be about. Think about: where the story happens, who the main characters are, what the problem in the story is, and how this problem is solved.
- Make a blank book by folding a few sheets of paper in half.
- Let different family members write down a part of the story on each page of the blank book.
- Let everyone take turns drawing pictures for the story.
- Enjoy reading your book together!

**Listen to stories**

As a family, listen to stories on the radio. You can visit our website at www.nalibali.org to find the broadcasting schedule for the Nal’ibali radio stories. You can also listen to audio stories by clicking on the link in the “Story resources” section on our website.

**Create ONE cut-out-and-keep book**

1. Take out pages 7 to 10 of this supplement.
2. Use this sheet to make a book. Follow the instructions below to make the book.
   a) Fold the sheet in half along the black dotted line.
   b) Fold it in half again along the green dotted line.
   c) Cut along the red dotted lines.

**Maele a bana ba dingwaga di le 6–9**

Go kwala le ga busa di tsamaya mmogoe. Go kwala go thusa bana ga ithuta gore moloko a ka kwadiwa le go busa wa gangwe le gape.

**Go kwala le go thala dishwantsho**

Fa bana ba gago ba letla go reetsa lemaine, ba letle go kwala le go thala dishwantsho ts’a digwe tsa dirwenana tse.

- Mmogoe, kwelang lo bo bo osele pina ya botho onelale tse e osetang lemaine.
- Bo letle go thala setshwantsho se se bontshang lefela la tiragolo la lemaine.
- Bo kape go thala setshwantsho sa moanelwa go tswa mo lemaine. Joaong a bo dire lemaine a di tshothe tse moanelwa a di dirang mo lemaine. Bo bothe, “Goreng lo akany a gore modiragatsi a dirile dilo tsotlhe tse?” Ba letle go kwala polekana go thlalosa maikutlo a bana ka moanelwa.

**Tlirele buka ya gago ya mainane**

Laletse di kgabo tse go dire mmogoe jaaka balelapa go tlirele buka ya mainane.

- Mmogoe, swetshang ge leminane le ka go eng. Akanyang ka, gore leminane le dirangatsa kgabo tse, badingatsa bokwale go kamaneng, kgophane go leminane le eng le gore kgophane e e naakgwakwa panyo.
- Dirang buka e e so kwadiwang sepe ka ga menagana modiri a o mmolwa a pampisi ka bogare.
- A moloko a o farologang a telela a kwali karolo mo lemaine mo tsengang ngwe ya buka e e so kwadiwang.
- A mongwe ka le digwe le ga rebosana a thala dishwantsho ts’a lemaine.
- Itumeleleng go buisa buka ya lona mmogoe!

**Itirele buka ya sega-o-boloke e le NNGWE**

1. Ntsha ditsebe 7 go fitlha ka 10 tsa tlaleletso e.
2. Dirse matlakala go dira buka. Laletse dleta go fa la tse go dira buka.
   a) Mena laetlhe ka bogare go lebogana le mola wa dikholo tse dintho.
   b) Le mene ka bogare gose go lebogana le mola wa dikholo tse di tloa.
   c) Seg a lebogana le mola wa dikholo tse dikholbudi.

**Listen to stories**

As a family, listen to stories on the radio. You can visit our website at www.nalibali.org to find the broadcasting schedule for the Nal’ibali radio stories. You can also listen to audio stories by clicking on the link in the “Story resources” section on our website.

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   c) Cut along the red dotted lines.
"What does it look like?" whispered Thoko.

"It has big fluffy pink feet," whispered Mama.

"Like my slippers," said Thoko. "What else?"

"It's very round and covered in polka dots," whispered Mama.

"Like my dressing gown," said Thoko. "What else?"

"It's very round and covered in polka dots," said Thoko.
Outside, the wind dropped. At last, all was quiet and Gogo, Mama and Thoko slept – as snug as three bugs in a rug.

One dark windy night, Thoko woke up to a scary sound. It went, “Ghorra-Ghorra!”

Tsatsi lengwe mo lefifing la bosigo jwa diphefo, Thoko a phaphamisiwa ke modumo o o tshosang. Go utlwala, “Ghorra-Ghorra!”
“It’s only the wind blowing through the wires outside,” whispered Mama.

“No, not that!” whispered Thoko. “A really scary sound – like a monster.”

“Well, you’d better climb into bed with me,” whispered Mama. “What did it sound like?”

Thoko went, "Ghorra-Ghorra! Hoooaaah! Bwoooooo!"

“That’s the sound the nice Ghorra-Ghorra-Hoooaaah-Bwoooooo-Monster makes to chase away really bad monsters,” said Mama.

All was quiet – only the wind blowing through the wires. Thoko slept with Mama’s arms wrapped around her. Then it happened again …

"Ghorra-Ghorra! Hoooaaah! Bwoooooo!"

This time the strange sound woke Mama.

"Ghorra-Ghorra! Hoooaaah! Bwoooooo!"

Gogo stirred and immediately stopped snoring.

"Ghorra-Ghorra! Hoooaaah! Bwoooooo!"

"Modumo wa kgaotsa ga utlwala, ‘Hoooaah! Bwaaaaa!’" yaaka dimo yo o tshosa a hernela mo molakeng wa gago.

Phaposi ya ga Thoko e ne e le lefifi ntle fela le dibopego tsa dikalana tse di neng di itaaganya mo lebotong la phaposi di bonagala go tswa mo leeding la lebone la kwa mumile. Thoko a ikhupetsa ka kobo mo tshoeng. Fela o ne a santse a utlwa modumo – o le kwa tengteng e bile o tshosa thata jaanong, ‘Ghorra-Ghorra! Hoooaah! Bwaaaaa!’"
Ka bonako, Thoko a rwala diselepere tsa gagwe a apara le kaono mme a tshabela kwa phaposing ya borobalo ga Mama.

"Mama! Mama!" Thoko a buela kwa tlase. "Tsoga!"

"Molato ke eng, Thoko?" ga botsa Mama a santse a tshwerwe ke boroko.

"Reetsa!" ga bua Thoko. "Go modumo o o tshosang o tswa golo gongwe."

Mama a tshuba lebone le le mo ditlhogong tsa bolao mme a reetsa.

Quickly, Thoko put on her slippers and dressing gown and ran to Mama’s bedroom.

"Mama! Mama!" whispered Thoko. "Wake up!"

"What’s the matter, Thoko?" asked Mama sleepily.

"Listen!" said Thoko. "There’s a scary sound coming from somewhere."

Mama switched on her bedside lamp and listened.

"Thoko! Thoko!" whispered Mama. "Wake up. This bed’s too small for the two of us." Mama got Thoko out of bed and they tiptoed to Gogo’s room. "Climb in!" whispered Mama.

Thoko got in beside Gogo, leaving space for Mama to join her. No sooner had they settled down when …

"Ghorra-Ghorra! Hoooaaah! Bwoooooo!"


"Tsena!" Mama a buela kwa tlase.

"Tsonga, Bolao jo bo bonnye go lekana batho ba babedi." Mama a tloa Thoko mo boloang mme ba nanabela go ya kwa phaposing ya ga Nkoko.

"Ghorra-Ghorra! Hoooaaah! Bwoooooo!"
Get story active!

Here are some activities for you to try. They are based on the stories in this edition of the Nal'ibali Supplement: Thoko’s scary night (pages 7 to 10) and Morongwa’s surprise (page 12).

Thoko’s scary night

★ Do you know someone who snores loudly? What does it sound like? Try to write the sound using letters of the alphabet.

★ What kind of monster does this snoring noise remind you of? Draw a picture of the monster and then write a few sentences about it.

★ Have you ever woken up at night and felt scared? What made you feel scared? Tell or write your story. Use interesting words to say what you heard, saw and how you felt. Draw a picture of your scary night.

Morongwa’s surprise

★ Make a picture story about your own family. Think of a story about your family. Use colour pens or pencils to write the words of the story. Look for pictures in old magazines. Cut them out and use them to illustrate your story.

★ Remind others to keep safe. Find bits of paper or cardboard and write reminders like these on them: “Wash your hands with soap and water for 20 seconds”, “Remember to wear your face mask” and “Practice social distancing”. Make up some of your own reminders too. Decorate the reminders and paste them where people can see them. For example, paste the reminder about wearing a mask on the inside of the front door so that people will see it before they leave the house.

★ Morongwa and her brothers use sign language to speak to Mama Maduo. What languages do you know? Practise using all the languages you know to tell others to stay safe.

Bosigo jo bo boifisang jwa ga Thoko

★ A go na le mongwe ya o ma tseng a go e le na le lai tswago? Modumo wa teng o ri se? Loka go kwa modumo o a dirisa diitho e ka delaka tsa delaka.

★ Modumo a o go gopotsa dimo ya o ri se? Thala setshwantsho sa dimo mme o kwale ka dipolelo di se kae ka e ne.

★ A o kile wa phaphama la gore ga bosigo a te kagile? Ke eng se se neng se go tlhoo? Aneka keketa o kwale kgang ya gago. Ditsa molako o a lumelelele ka bua se o se tlwilele, se o se bONEY se ka ma o ltlelele ka teng. Thala setshwantsho sa gago sa bosigo jo bo tseng.

Morongwa’s surprise

★ Make a picture story about your own family. Think of a story about your family. Use colour pens or pencils to write the words of the story. Look for pictures in old magazines. Cut them out and use them to illustrate your story.

★ Remind others to keep safe. Find bits of paper or cardboard and write reminders like these on them: “Wash your hands with soap and water for 20 seconds”, “Remember to wear your face mask” and “Practice social distancing”. Make up some of your own reminders too. Decorate the reminders and paste them where people can see them. For example, paste the reminder about wearing a mask on the inside of the front door so that people will see it before they leave the house.

★ Morongwa le bokgaitsadie ba dirisa puo ya matšwao go bua le Mama Maduo. Ke dipuo dife tse o di itseng? Ikatise go dirisa dipuo tsotlhe tse o di itseng go bolelela bangwe gore ba mme ba bolokesegile.

Kgakgamatso ya ga Morongwa

★ Diwa setshwantsho sa leinane malebana le balelapa la gago. Akanya ka leinane malebana le balelapa la gago. Ditsa dipone tsa metbala kgotsa diponelele ka kwale modumo a leinane. Leba ditshwantsho mo dimakalaseing ka bokologolo. Di segolele mme o di dirisa jaaka ditshwantsho sa leinane la gago.

★ Gakololo ba bangwe gare ba mme ba bolokesegile. Ipanelo lelwarhe la pampiri kgotsa khatebo lo mme o kwale dikgakololo mo gago. Ditsa diponele ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tu tla gaga ka leina tse o di itseng ga balelela bangwe gore ba mme ba bolokesegile.
On the last day of school, just before the start of the holidays, Morongwa sat quietly at her desk listening to her teacher, Mrs Nchwe, tell the class about a new germ that had been found. It was called the coronavirus and was making many people all over the world very sick.

As she listened, Morongwa didn’t know what to feel. The germ sounded really scary, but on the other hand, the president had announced that all schools would close earlier for the holidays. The country was going into lockdown to keep people safe. This meant a very long break from school, and that sounded good! But Morongwa wasn’t sure what a lockdown was.

During the next lesson, Morongwa sat quietly at her desk thinking about what Mrs Nchwe had told them. She felt confused and worried. Although her teacher had told them about the virus and the lockdown, Morongwa didn’t really understand everything. It all sounded very serious.

After a while, Morongwa raised her hand. “Yes, Morongwa,” said her teacher. “Mrs Nchwe,” Morongwa began, “I understand that there is a new virus that can make all of us very sick and that is why schools are closing today. But can you please explain more about the virus? How does it make you sick?”

“That’s a good question, Morongwa,” said Mrs Nchwe. “Let me help you understand better.”

Mrs Nchwe put up a poster. First of all, if the coronavirus gets into your body, it may cause an illness called COVID-19. The coronavirus can get inside your body when someone who has the virus sneezes or coughs near you. The virus comes out of their mouth in small drops of water. These drops can get onto your hands. If you then touch your mouth, nose or eyes, the virus can get into your body and make you sick,” Mrs Nchwe explained.

“So how can we stop ourselves from getting the virus?” asked Morongwa.

“You have to wash your hands with water and soap as often as you can. Slowly count to twenty while you wash to make sure your hands are clean. You also have to stay at home. You should stay away from everyone outside your home. If you have to go outside, you must wear a mask,” said Mrs Nchwe.

Morongwa had more questions for her teacher. She raised her hand again. “Can my dog get sick, or could I make my dog sick?” she asked.

“Luckily, we can’t get the coronavirus from our pets, nor give it to our pets,” smiled Mrs Nchwe.

Then she explained that the virus is passed from person to person. “Anyone can get it from anyone, and anyone can give it to anyone,” she said. “That is why the country is going into a lockdown. Everyone must stay home and away from other people so that no one can make anyone else sick.”

Just as Morongwa was starting to worry about how she was going to remember all these facts so that she could tell her mama and younger brothers, Mrs Nchwe handed out booklets to everyone. “You can take these little books home to remind you about the important information we have shared today,” she said.

Morongwa was putting her booklet safely into her school bag when the school bell rang.

The first thing Morongwa did when she got home was to wash her hands with soap and water. “Ofentse, Lesedi, come join me,” Morongwa began, “I saw her younger brothers watching her. “Slowly count to twenty while you wash.” She signed to Mama Maduo to wash her hands too.

“Why do we have to wash our hands, Morongwa?” Ofentse asked, his hands up in the air.

“Let’s just all wash our hands. I will explain why later,” Morongwa said.

Mama Maduo was surprised by Morongwa’s change in attitude. If there was one of her children who always had to be reminded to wash her hands, it was Morongwa. It was good to see this change in her. Mama Maduo smiled, but she was also a little confused about this change.

That night Morongwa read the booklet that her teacher had given her to her family and explained to them what COVID-19 is. Then she gave Mama Maduo the booklet to read.

A few days later Morongwa saw that her two brothers were a bit bored because of the lockdown. “Hey, you two, I’ve got a plan! Do you want to have fun?” asked Morongwa.

Morongwa did not wait for their answer. Instead, she went straight to the corner of their small bedroom where Mama Maduo kept her magazines. Morongwa chose a few magazines and laid them on the floor. Next, she took out the scissors, crayons, glue and sheets of paper that their uncle had bought for them at the beginning of the school year. As Lesedi watched his big sister, his eyes grew wide with excitement.

For the next few afternoons, Morongwa, Ofentse and Lesedi locked themselves in their bedroom and had lots of fun cutting out pictures from magazines. There was a lot of cutting and a lot of laughing!

“This is fun!” said a giggling Lesedi.

“Remember that it’s a surprise, Lesedi. This is our holiday surprise mission,” said Morongwa, tickling Lesedi’s legs.

Then, one evening after dinner, Mama Maduo was surprised to see her children lining up next to her. Ofentse and Lesedi were each holding a sheaf of paper and Morongwa was holding a booklet. “What are those?” signed Mama Maduo.

“…It is our holiday surprise for you!” the children all signed together. “Can we show you?” Mama Maduo nodded.

It turned out that Morongwa had helped her brothers make picture stories for their mama as a surprise. It was now time for show and tell.

Lesedi went first. He told the story about his picture and also used his little hands to do sign language so that Mama could follow his story. And even though Lesedi’s story didn’t always make sense to Morongwa, it was funny and made everyone laugh.

Next, it was Ofentse’s turn. He had cut out pictures of a beautiful mother and also two big bird wings. Then he had glued the wings onto the mother’s shoulders. “This is you, Mama,” he said pointing at his mother. Then he signed, “You are our special superhero.”

When it was Morongwa’s turn, she showed Mama the picture book she had made about a protective Mama Bear and her cubs. She wanted to make sure Mama Maduo knew how much they loved her and how proud they were of their real-life Mama Bear.

By this time, Mama Maduo was crying tears of joy and gave all her children a big, happy bear hug.

The children were happy too. They had each made up a different story and told it in their own way. And while they were doing this, they had completely forgotten about the lockdown! “Lockdown? What lockdown?” they all laughed.

For Morongwa and her family, the lockdown had become a happy time to discover new things and start new family traditions. Mama Maduo’s magazine collection was now more valuable than ever. The family’s newfound enjoyment of writing, reading and telling stories had become a fun-filled family adventure.

Over the next few weeks, Mama Maduo, Morongwa, Lesedi and Ofentse created, read and told more and more stories. This made Mama wonder whether perhaps the president had been thinking of Morongwa when he started his Thuma Mina (send me) campaign to rebuild South Africa. It seemed like that to Mama! After all, in Setswana Morongwa’s name means “the one who is sent.”
Ka Loro Trok [ Setshwantsho ka Magriet Brink le Leo Daly]
Talk about TV and books

Watching TV helps children develop their critical thinking about what they watch, as well as what they read. Ask them questions, not to test them, but to encourage them to express their opinions and thoughts on what they are watching and reading. For example, you could ask:

- Did you enjoy the show/story? Why or why not?
- Which character did you like the most? Why?
- Which character did you dislike the most? Why?
- Do you think the story is believable? Do these kinds of things really happen?

Write for a reason

Invite your children to try these writing activities related to a book they have read, a story they have listened to or one of their favourite TV shows.

- Prepare an interview with one of the characters. Write down at least ten questions that would give the character an opportunity to discuss their thoughts and feelings about their role in the story.
- Write a book review. Make sure you provide information about the book’s setting and characters, and what the story is about – but don’t give away all the details! Remember to also say what you liked and/or didn’t like about the book.
- Write a description of three characters from a story you have read. Include these details: what they look like, what feelings they experience and how they relate to other characters. Draw a picture of each character to go with the description.
- Write a short summary of the things you learnt from a story.

Read non-fiction books

As they get older, some children may find that they enjoy non-fiction books as much as storybooks. Non-fiction books will help them discover new places, things, people and events. It will grow their vocabulary about specific topics and teach them practical skills. Non-fiction books can also teach them words that are used specifically in science, mathematics, history and geography.

Maele a bana ba dingwaga di le 10–13

Bana ba dingwaga tse ba ka itumelela go ithuta thata ka ga dilo tse ba seng ba kopane le tsona. Ba ka simolola go ioptsa gore goring di tso ka telo e di teng ka yona. Rafelele nga wana ga gago go fesegela go itse ka dilo mo lefatshe!)

Bua ka ga TV le dibuka

Go leba TV go thusa bana ba go dilo tse ba lebang, le se ba se buisang. Ba bose dipotso, a seng go ba nayo leka, leka go ba naye leka, leka go ba naye leka, ba go le lalela go ia megopelo le dikakanyo tsa bana ka se ba se lebiling le se ba se buisang. Seko, o a botsa gore:

- A o nateletswe ke pontsho/terama? Goring e go nateletswe kgotsegwa e sa go nateletswe?
- Ke madiragatsi o o o mo ratieng la felta ba bangwe? Goring?
- Ke madiragatsi o o o sa mo ratieng la felta? Goring?
- A o bana terama e dunelesegwa? A imele tso a mo lofuta a di o dingeleka?

Kwala ka lebaka

Leketsa bana ba gago go leka ditirwana tse tsa go kwala tse di kaeleleng ka buna e bia e buisitseng, Leninane le bia ba reeditseng kgotsegwa ngwane ya metshameko ya TV.

- Backanya pulana le mongwe ya badiragatsi. Kwala bonnye dipotso di ka na leesa tse di ka tla lelago dikako tsa bana ga basane ka megopelo le makulluo ka dikako tse ba ti shakang ka tse lela goring.
- Kwala tsekakatsheko ya buna. Netefatsa gore o fa thadimoaetsa ka ga matshefego a buna gamoggo ka basanele, le gore lenine le bua ka eng – felta o se ka wa fa dineloa tselela. Gakologelwa go bua gore ke eng se o se lela goring o le sesa se lela goring o le bua.
- Kwala fholo ya ditebega tsadiregati ba le bana le gama mo leninang le o le buisitseng. Akaretse dinitha tse: ditebega tse buna, makulluo a bia lelahang, ana le ko ba bo tshinang le badiragatsi ba bangwe. Thata setshwanitshe sa madiragatsi mongwe le mangwe se se nyalanang le selebeho sa goge.
- Kwala tshiobanyane i khutshwane ya dilo tse o thiungkele tsoona mo leninang.

Buise dibuka tsa diniragolo tsa nnete

Fa ba fa bia gala, bana ba bangwe ba ka lemago gore ba itumelela dibuka tsa diniragolo tse mete lela takala manane. Dibuka tsa diniragolo tse mete di ka ba thu ka go tse mathe, di略, ba re ba le diniragolo. Dilo a godia le tshokelako ya bano ka ga dilang tse di lehlofelela tse bia ba bana lea ritegato ya boleso bangwe. Dibuka tsa diniragolo tsa mete di ka ba rute le mathe a a totaletseng a seso, dipate, heleni le findiatshe.
Idee za bhusinga

Teenagers enjoy trying new things and being independent. Even though it may not always seem like it, they appreciate it when you spend time with them, encourage them to do challenging activities and show an interest in the things that they enjoy.

Hlalo a bhusinga

Bhusinga bo rata le ka go gogako go bhitha bhusho leka go kwala. Le ka a e le go bhusinga bo go bhusinga bo go rata le ka go bhusinga bo go rata le ka go bhusinga bo go bhusinga.

Read, write and learn

Encourage writing. Suggest that your teenagers keep a lockdown diary or write poetry to express their thoughts and feelings.

Local history. Let your teenagers do a history project with family members. They can interview you and other adults at home about your early memories of where you grew up, events that happened and how these things affected you. Encourage your teenagers to write down the interviewee’s answers or to use a cellphone to record the interview.

Talk about the news. Teenagers are bombarded with news from radio, television, WhatsApp groups and other social media. As a family, practise being critical about the news so that teenagers can learn to work out what is true and what is false. Here are some questions to ask:

 From whose perspective is the story being told?
 Who is speaking? Who is being spoken about?
 Who has power? How is this power expressed?
 What is left out and/or taken for granted?

Get reading. Encourage your teenagers to read on their own and for their own enjoyment. If they don’t have access to books, help them find FunDza’s online library at: live.fundza.mobi.

Read aloud. Reading aloud is not only for young children! It can be fun to read a story or script out loud to or with teenagers. Find scripts to enjoy reading aloud on FunDza’s mobisite at: live.fundza.mobi/catalogue/?genre=chattalogue.

Managing their studies. Work out a daily routine with your teenagers so that they can keep to regular study times. Also, encourage them to talk to you about what they are studying. This will help them understand and remember what they have learnt. In fact, one of the best ways of checking if you really understand something is to teach it to someone else. So, ask your teenagers to teach you about a topic – in whatever language they prefer.
Play this game together!

How to play
1. Each player puts a button on the block that says Lockdown! Start here.
2. Take turns to roll the dice and move your button the number of blocks shown on the dice.
3. Follow the instructions in the block you land on.
4. If your button lands at the bottom of a ladder, you can move up to the top of the ladder.
5. If your button lands on the head of a snake, you must slide down to the bottom of the snake.
6. The first player to reach: You are home! Stay safe! is the winner.

Tshamekang motshameko mmogo!

Tsela ya go tshameka
1. Mongwe le mongwe wa batshameki o baya konopi mo bolokang e e reng. Tottle! Simolola fa.
2. Refosanang ka go kgakolhole kaletsae mme o tsa maime konopi pakwa ya diboloko tse di bonagalong mo leletsaeng.
3. Lolela diitae mo bolokang e o wetseng mo go yana.
4. Fa konopi ya gagga e ka wela kwa tlase mo lereng, o ka kgama go ya kwa godimo mo lereng.
5. Fa konopi ya gagga e ka wela mo fhongang ya noga, o tšhamangane o bole morago kwa tlase ga noga.

Illustrations/Ditshwantsho: Magriet Brink and/re Leo Daly

Nal’ibali fun
Monate wa Nal’ibali

Nal’ibali is here to motivate and support you. Contact us by calling our call centre on 021 11 80 40 80, or in any of these ways:

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The Herald