Why a special edition?

Since the outbreak of COVID-19, children have not been able to go to the library or 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 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.

Hikwalahokayini ku ri na nkandziyiso wo hlawuleka?

Kusukela loko ku ri na ntungu wo COVID-19, vana a va ha swi kati ku ya etikayiburani na le ka miltwa yo hlaya yo naswana a va si ya esakwelwe ku ringana nkari wo leha. Ku ku seketa lako wo ha endla hinkwawo ku hlaysia vandyangko wo leha, Nal’ibali yo kondletlekele nkandziyiso lowu wo hlawuleka wo xatisho xa hina ku ku puina hi mianakanyo ya hlohana vana wo vena va nga yak cakona emahleweni ya hlaysia na ku tsaale ku tiphina ekaya. Miganirikho yin’wana mi nga tiphina hi yona tanihi ndiyangko, loko yin’wana yo avwile ku ya hi miltawa ya vhukhe ku ku nyika mianakanyo leyi fambelakana na vhukhe bya vana.

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.

Antswisa ku titshemba na ku dyondza

Hlohlotela ku ringeta ka vana wo vana ku hlaysia na ku tsale na ku endla va nkarhi lo ku nkarhi wo leha. Ku ku byela hilaha va titwaka hakona.

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

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

Create storytelling times that the whole family can enjoy together.

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 each 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 you were her, 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.

Endla vutumbuluxi!


Hlayani na ku tsala ku kuma vuokokoko xirho xa ndyangu xi tsheketa ntsheketo


Endla nkari we hi hlulweleka we ku tseheketa mitsheketo

Endla nkari we hi hlulweleka we ku tseheketa mitsheketo leyi nkyana hinkwawo. Endla nkari we hi hlulweleka we ku tseheketa mitsheketo leyi nkyana hinkwawo.

Read and write for information

To help children remember information better, let them read it or listen to it and then write it down. As a family, make a “Golden rules” poster about COVID-19. Then, at different times during the day, ask your children questions like, “What is the golden rule about coughing and sneezing?”

There are six golden rules that we should all follow.

1. Wash your hands with soap and water for at least 20 seconds as often as you can.
2. Do not touch your face with unwashed hands.
3. Cough and sneeze into a tissue or your elbow. Safely throw away your used tissue.
4. When you are outside your home, stay at least 1,5 m away from others.
5. Wear a mask when you leave your home or if you are caring for someone at home who is sick.
6. Stay home if you are sick. In an emergency, contact the National COVID-19 hotline on 0800 029 999 or WhatsApp: 0600 123456, or contact your healthcare worker.
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 out different voices for their character.
- You can read the part of the narrator. Let your children read or tell the story with 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.

Endlani mitsheketo yo yingisela

Kandzisani mitsheketo ya rivena yo yingisel na vana va wena!

- Plumelela vana va wena ku Nsula ximunhuhatwa kutani na nginda miringi ya hambanamhamba ya ximunhuhatwa xa vana.
- Plumelela vana va wena ku zivava ximunhuhatwa xa vona.
- Plumelela un'vivava a enda mulpumawulo ya xiphemu xa vona.

Tsala swin'we

Komba vana va wena hilaha u tirhisaka hakona ku tsala eka mwingi ku tsala xa vona. Endzhaku endlani swin’we migingiriko ya ku tsala.

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

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

**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.

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.

**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.

**Switch in and out**

Kufika loko vana va tshama hi voxe, swa olova ku va va kula emilengeni ya wena nhlana wa vona wu ku fularherile kutani u khoma buku emahlweni ka vona.

Tibuku leti nga na swifaniso kumbe swinepe swa swikandza swa vana swi tirha kahle eka vana lavatsongo. Kombetela na ku vula mavito ya swilo leswi nga eka buku. Vulavulani hi leswi mi si vonaka mi ri vambirhi eswifanisweni. Ku endla leswi swi ta aka swilo vana ku dyondzeni na vona.

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.

**Tinyiki nkirahi mi vulavula**


U nga tshuki u cima ku byela vana wa wena lesakwako nhlamulo ya cimunako u cikula. U nga kuma lesakwako u ku lwisa lesakwako nhlamulo ya cimunako u cikula. Ku byela lesakwako u ku lwisa misiwa leyi na himaselele lelo ya nga eka yona.
Ideas for 3- to 6-year-olds

Children learn a lot through their everyday experiences. By doing enjoyable activities with your children, you can help grow their vocabulary and their understanding of the world.

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.

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 strong-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, sit 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!

Mianakanyo ya va malembe ya 3- kufika 6 wa-malembe-hi vukhale

Vana va dyondu zvinsvina ekahakatwa ya masiku hinkwawo. Hi kwe endla miringiriko ya taikira ni vana va wena, u nga phuna ku kureva nito ndzviro kwe vana na ku twisisa misava leyi va hanyaka eka yona.

Tinsimutu ne swinsi wana asi a sika a swili a swiri swi

Yimbetelani kumbi ku vula tinsimutu ne swini wana lesyi nga konza hi nemu ma manana na vana va wena na hi nemi na engaleta. Balani ehansi marito ya rismo kumwe swanira vana kutsu u kombelela marito loko u ni karhi u ma ni Hlalwe kumbi ku marula. Habembeleka vana va wena na nga swi kati ku Hlalo kumbi ku tsala, loko va vana marito lawa ya tarinweke yi ni karhi ya thwisisa swi va phuna ku twisisa lesyu swi va swi vukhula, swi nga tsama ehansi na ku Hlalo wa, hi ku voyeleta voyeleta.

Tirhisa swi twisi swa wena

Plumelela vana va wena ku tirhisa swi twisi swa wena ku valanga!

- **Switi twisi wesi:** Tsangani inflangu wu ku ikmhuma ku va wena va wana. Plumelela vana va wena va vekela swipfalamahlo. Endzhaku chela svakudya swi wesi lemakuru ku endzeni ka swikambani, xikambisa, vhingwa, ibanana, mapo ya khe na karhi. Vatuka vana va wena ku ikhumba kwe swi zvirienda ku swikambani swi wana na swi wena ku swi nhukukuhla.

- **Switi twisi kumbi:** Plumelela vana va wena va ambaka swipfalamahlo nako kumbe. Vekela swi wesi watsiungo, kwe swi nga fayekiki, kutana na lopula su burnach suva mensa, endzeni ku tira su xikhigelo. Kombela vana va wena ku humhuma swi wali nga nizeri ku tira su xikhigelo. Vana na nga shumba lesyu ku inyiti ku kwe kumbi.

- **Switi twisi yingisela:** Tata swikambani hi swi twi hambanambambana, kutana na sawa, swibunya, vahluku kumbi svipfala swa mabodhlele. Kombela vana va wena ku ikanza mabodhle kwe swi wesi nga nizeri, ku tira su xikhigelo. Kombela vana va wena ku ikanza mabodhle kwe swi wesi nga nizeri, ku tira su xikhigelo. Vatuka, “Xana a swi endle mplumualu wena le henhla kumbi wena le hansi?” Xana a anakanaya lesyu wu hikvelika yimo kwe endle mplumualu wena le henhla kumbi wena le hansi?”

Tiphineni loko mi ri karhi mi tlanga inflangu wu chena uswa swi swi yina nga ekhi swi swi faneleke ku endwa ku “hamarheta” swi swi disvihamba swi swi mire ni kahoro wu hluwane. Kikambisa, loko urhuna wana ni rikhu ku, “Izivokaa edza bula!”, kutana urhuna na urhuna u faneleku ku kihomwe urhuna na matosho ya yena hi xiwana ku swakulaka swa yona, kutana a yimo tano ku ringana tsekeno to Hlalo!
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.
This is an adapted version of "Thoko’s scary night" from the collection What's up! Thoko published by Jacana Media and available in bookstores and online from www.jacana.co.za. This story is available in English, Afrikaans, isiXhosa and isiZulu. Jacana publishes books for young readers in all eleven official South African languages. To find out more about Jacana titles go to www.jacana.co.za.

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“‘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?”

“I xa xirhendzevutani naswona xi phutseriwile hi mavalavala ya ntima,” ku hlevetela Manana.

“Kufana na gaweni ya mina,” ku vula Thoko. “Xin’wana ke?”
One dark windy night, Thoko woke up to a scary sound. It went, "Ghorra-Ghorra!"

Outside, the wind dropped. At last, all was quiet and Gogo, Mama and Thoko slept – as snug as three bugs in a rug.
“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!”

Hinkwako a ku miyerile – a ku ri moya ntsena lowu a wu hunga hi le tintambyini. Thoko u etlerile emavokweni ya Manana a n’wi vukarhile. Kutani swi endleka nakambe …

“Grrrr-Grrrrr! Hoooooo! Hwaaaa!”

Hi nkarhi lowu mpfumawulo wo biha wu pfuxile Manana.

“Grrrr-Grrrrr! Hoooooo! Hwaaaa!”

It was Gogo – snoring her head off!

Mama pulled Thoko close to her and giggled.


They both giggled until the bed shook. Gogo stirred and immediately stopped snoring.

A ku ri Kokwani – a ri krhi a ba mantonoro yo tsema na nhloko!

Manana u kokele Thoko ekusulu kutani a hlekedla.


Havumbirhi va hlekedla kufikela loko mubedo wu ninginika. Kokwani a sondzolota xikan’we a yima ku ba mantonoro.

Then it stopped and went, “Hooooaah! Bwooooo!” like some big scary monster breathing down your neck.

Thoko’s room was dark except for streaky shapes that shivered against the bedroom wall from a street light.

Thoko pulled her duvet over her head. But she could still hear the sound – deeper and scarier this time, “Ghorra-Ghorra! Hoooaaah! Bwooooo!”

Endzhaku a wu yima wu ku, “Hooo! Hwaaaa!” onge i xinghunghumani lekikulu xo chavisa lexi hefemulelaka kwala nhan’wini ya yena.

Kamara ya Thoko a yi ri na xinyami handle ka swilo swa swivumbeke swo hambanahambana leswi a swi vagama kwala khumbini ra kamara ya yena hi ku voninga hi rivoni kusuka exitarateni. Thoko u kokiele nkumba wa yena a tifungeta nhloko ya yena. Kambe a kala a ha twa mpfumawulo – sweswi a wu bonga wu thle wu chavisa swinene, “Grrrr-Grrrrr! Hoooah! Hwaaaa!”
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! Hoooooo! Hwaaaaa!"
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)
- 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.

Endla ntsheketo wu nyanyula!

Hi leyi misingiriko yin’wana leswaku u yi ringeta. Yi huma eka mitsheketo hinkwanyo eka nkandziyiso lowu xa Nal’ibali: Vusiku byo chavisa bya Thoko (mapheji 7 ku fika eka 10) na Xihlamariso xa Morongwa (pheji 13).

Vusiku byo chavisa bya Thoko

- Xana u tselelo ya nga na mantonoro yo bela ehenehi? Xana ya tselelo yinhi? Ringeta ku tsala mpfumawulo ku le swiyo kyonyana ku xana.
- Xana i xinghunghumani xa njhani lexi mpfumawulo wa ma mantonoro wu ku tsunduzukika xana? Divozo xifaniso xa xinghunghumani kutani u tsala swikuwa swa hlayanyana ku xana.
- Xana u tshama u ulu ku xana xifaniso ku swiyo xona? Xana xifaniso xona u tsala xifaniso ku xosa xona.
- Xana u tshama u fikula ni xifaniso ku leswi a xifaniso xona? Xana xifaniso xona u tshama u tsala xifaniso xona.

Vusiku byo chavisa bya Morongwa

- Xihlamariso xa Morongwa
- Morongwa na vaboti wa yena va tirhisa ririmi ra swikoweto ku vulavula na Manana Maduo. Xana u tselelo ya nga? Xifaniso xona u tshama u hlayanyana ku xifaniso xona u hlayanyana.
Morongwa’s surprise

By Lorato Trok  Illustration by Magriet Brink and Leo Daly

On the last day of school, just before the start of the holidays, Morongwa sat quietly at her desk listening to her teacher, Mrs Nichwe, 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 Nichwe 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 Nichwe, Morongwa began, “I understand that there is a new virus that can make us all 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 Nichwe. “Let me help you understand better.”

Mrs Nichwe 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 Nichwe 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 Nichwe.

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 Nichwe.

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 Nichwe 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. “Olfente, Lesedi, come join me,” Morongwa said. Just as she had, Mrs Nichwe had told 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?” Olfente 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, Olfente 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. Olfente and Lesedi were each holding a sheet of paper and Morongwa was holding a book. “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 Olfente’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 new-found enjoyment of writing, reading and telling stories had become a fun-filled family adventure.

Over the next few weeks Mama Maduo, Morongwa, Lesedi and Olfente 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.”

Endzhaku u hlamuserile leswaku xitsongwatsongwani xi tluletiwa kusuka eka munhu swa hina, kumbe ku tluleta swifuwana swa hina, “ku n’wayitela Manana Nchwe. “Nkateko wa kona, a hi nge kumi xitsongwatsongwani xa khorona kusuka eka swifuwana a vutisa. lava nga le handle ka ndyangu wa wena. Loko u ya ehandle, u fanele ku ambala masiki,” wena swi basile. Nakambe u fanele u tshama ekaya. U fanele u fambela ekule na hinkwavo "Xana hi nga sivela njhani leswaku hi nga kumi xitsongwatsongwani?” ku vutisa Morongwa. wena, nhompfu kumbe mahlo, xitsongwatsongwani xi nga nghena emirini wa wena kutani u xisifo kwakha. Xitsongwatsongwani xa khorona naswon xi endla leswaku vanhu emisaveni hinkwayo va va byela hi mayelana na xitsongwatsongwani lexi nga ha ku kumeka. Xona a xi vuriwa Rohe siku ro hetelela ra xikolo, loko ku nga si sungula mikarhi ya voisa, Morongwa a thamile a timiyelerile a ri eka desika ra a nga va byela hi mayelana na xitsongwatsongwani.

Xhilaramiso xa Morongwa

Hi Lorato Trok

Mikomboko hi Magriet Brink na 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 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.
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.

Ideas for teenagers

- **Read aloud.** 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 interviewer'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?
  - Who benefits?

- **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/catalogue/?genre=chattalogue.

- **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.

Mianakanyo ya va-kondlo-a-ndzi-dyi

- **Hlokholo a-ndzi-dyi.** Hlokholo laseswako va-kondlo-a-ndzi-dyi va wena va tshamela o tsaola eka dia ya mani. Hlokholo wena va tsaola swi yin'wana ya ku funa phalalela leswi le hloko leswi le swi tsha ka muganga. Hlokholo wena swi yin'wana ya ku funa phalalela leswi le hloko leswi le swi tsha ka muganga. Hlokholo wena va tsaola swi yin'wana ya ku funa phalalela leswi le hloko leswi le swi tsha ka muganga.

- **Matimba ya munganga.** Munganga leswako va tsaola swi yin'wana ya ku funa phalalela leswi le hloko leswi le swi tsha ka muganga. Hlokholo wena va tsaola swi yin'wana ya ku funa phalalela leswi le hloko leswi le swi tsha ka muganga. Hlokholo wena va tsaola swi yin'wana ya ku funa phalalela leswi le hloko leswi le swi tsha ka muganga.

- **Vulavulani hi munganga.** Vulavulani hi munganga leswako va tsaola swi yin'wana ya ku funa phalalela leswi le hloko leswi le swi tsha ka muganga. Vulavulani hi munganga leswako va tsaola swi yin'wana ya ku funa phalalela leswi le hloko leswi le swi tsha ka muganga. Vulavulani hi munganga leswako va tsaola swi yin'wana ya ku funa phalalela leswi le hloko leswi le swi tsha ka muganga.

- **Hloko a-ndzi-dyi.** Hloko a-ndzi-dyi wena va tsaola swi yin'wana ya ku funa phalalela leswi le hloko leswi le swi tsha ka muganga. Hlokholo wena va tsaola swi yin'wana ya ku funa phalalela leswi le hloko leswi le swi tsha ka muganga. Hlokholo wena va tsaola swi yin'wana ya ku funa phalalela leswi le hloko leswi le swi tsha ka muganga.
Play this game together!

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

1. Lockdown! Start here.
5. Visited a friend. Endzela munghana.
8. Wore a face mask. Ambala xiphakanono.
9. You are home! Stay safe! U le kaya! Tshama u hlayisekile! uhuya muhlu
15. Wore a face mask. Ambala xiphakanono.
22. You are home! Stay safe! U le kaya! Tshama u hlayisekile! uhuya muhlu
27. Visited a friend. Endzela munghana.
30. Visited a friend. Endzela munghana.
32. Used hand sanitiser. Ball again.
33. Touched your face. Kahoma xikandza xa wena.
34. Washed hands. Hlamba mavoko.
35. You are home! Stay safe! U le kaya! Tshama u hlayisekile! uhuya muhlu
37. Touched your face. Kahoma xikandza xa wena.
38. Visited a friend. Endzela munghana.
41. Visited a friend. Endzela munghana.
42. Hugged a friend. Vukarha munghana.