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.

Hobaneng e le kgatise e ikgethang?
Haesale ho qhoma ha sewa sa COVID-19, bana ba rite sa kgone ho ya dikeseboringa le ditlhaleng tsa bo ha bana mo le ho bana sa ya sekolong ka nako e letla ya holako. Bakeng sa ho ya tshehetso ha o rite sa leka ka mafira sa holako sa lela ha hla ho lela ka holako. Nal’iBali e kgaobakantse kgatise e iona e ikgethang ya fotsotso ya rona e ho o tshusa ka mehopo ho kamosa bana ho bana ho bana ka tswelela ho bana le ho ngola bakeng sa boithaboso ha bana ba le ha hla. Diketsa na tse ding di ka natefela lelapa kaqefela, ha tse ding di arotse ka dithlokwana ha ya ka dilema bakeng sa ho fa mehopo e tshwaneseng dilema tseoa.

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 feel 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.

Ntalafatsa boitshepo le ho ihutha

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

IT STARTS WITH A STORY
HO QALA KAPA LE

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 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.

### 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.

### Iqapele!

Iqapele! ena e ikgethanga ho na le diketsa hoko tsa ho bala le ho ngola bokeng sa diholopa tsa dilemo tsehle! Mota ho mong le e mong lapeng o na le seabo se a se nkang ho mfatseng ho bala le ho ngola ho bana, esitana le kwifosisoa ya bana ya kamoo ba ka itshireletsang ka teng le ba bang ho lefu la COVID-19. Ho etsa seka mamoho ho ka ba karolo e ntelefaneng bophelo ba lelapa lefelasotho leka le sebeletsang hantle kafulo ho lona.

### Etsa dinako tsa ho pheta dipole e be tse ikgethanga

Etsa dinako tsa ho pheta dipole tse lelapa lohle le ka ntelefaneng wa tsiona mmoho.

- Phethang dipole, binang dipina mma le etse ditlhokisoa tse o de tsebeng. Sena se tseiletsa baimasane ho bana bana mme se nkafotsa puo ya bana.
- Ebang le mantsiboya o dipole! Hang ka beke, ere setho sa lelapa se phete pale nokang ya dip tso mantsiboya. Hope le ka qapa pale mmoho ka ho re motho le a le mngolo a phete qalelo ya pale mme o ea e lebatho ba bang hore ba bale lebatho ka temaleng ho lile e leko le ketla. 
- Tsebele kwelfosiisoa ya bana bana ho hae ho dipole tse di ufatleng ya baso ho baso dipotsa tse butehleleng. Mohlhalo, “O ha o fe ikutura (waw hoja …?)”, “Hoja o ne o le yena, o ka be o entse eng?”, “O naha na ha ke hobaneng a entse set?”, “Ntho e o e hotsela eng?”
- Ere bana ba haos le bana ba bosetsa dipotsa! Di arabe mme le busane ka dikarolo tsa tsmaotlamang le pole.

### Ho ngola le ho bala bokeng sa thahisoleseding

Ho thusa bana ho hopola thahisoleseding hantle, ere ba e bale ka ba e mamede ebe e ba e ngola fatshe. Jwala lelapa, etsha phohotlana e mabapi le COVID-19 ya “Melao ya bohlokwa”. Mme ebe ka dinako tse fapaneng makhare, a botsa bana ba haos dipotsa tse kang, “Melao wa bohlokwa o rang mabapi le ho kgohlela le ho ithimola?”

Ho na le melao ya bohlokwa e tseteletseng ea hahle re loketang ho e lelole.

1. Hlahla matshe a hae ka sesela le ikeka mako na ka bang metotswana e 20 kgafetsa kamele o ka kgomane.
2. O se fe sa thwana sefela sa matshe o sa Natswana.
3. Kgohlela le ho ihimoletsa ka ha sa ha sahulsetse. Lahla hiahle o o e sebeditsentseng.
4. Ha o ka fe baso o twale lapeng, baso bonnyane seka sa 1.5 m pakang bana ha o ho bong.
5. Rivala maska ho a thola lapeng la hae bana ka haosa o ihimoletsa moho ya kulang lapeng.
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.

Ho bapola bonketsisane


- Ke barui feela ba thshatshrwa ke COVID-19.
- COVID-19 ke bohloko ba makgowa kopa Machaena.
- Vaeraise ya corona ha e kgone ho phela dibakeng tse fhesang.
- Ho nwa jinja, konofono le sinamumu ho tla phetlako 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 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!

Etsang dipale tse mamelwang

Rekota dipale tsa hao tse mamelaweng mmoho le bana ba hao!

- Bafila pale e nang le mantswae a fapaneng eo bana ha hao ba hao ka natelefwe ka yona.
- Ere bana ba hao ba kgethe mophethwa mme ebe le leka mantswae a fapaneng bakeng sa mophethwa wa bana.
- Wena a ka nna wa bala karolo ya mophethi. Dumella bana ha hao ho halwa kopa ho pheta pale ja halwa baphethwa ba fapaneng.
- Ere motho e mong yena a etse medumo e feleleho pale ja halwa dip sa maoto kopa medumo ya diphoditso.
- Ikwetliseng ba bala kopa ho pheta pale e nang le medumo e e feleleho sa thihla batho bolehle ba fihleteso dikakale tsa bana.
- Sebedisa setefouno ha rekota pale ya lona mme ebe le natelefwe ke ho e mamelela.

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. 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.

Ngolang mmoho

Bontsha bana ba hao kamos o sebedisang ho ngola baphelang ba hoo ba kamehla, ha etsa mohlo, ha o etsa lenane la ho ya reka maboneleng. Mme ebe le etsa diketsahalo tsa ho ngola mmoho.

Elsa bonnetse bo hore a bea dipamphiri, dikeryone, dipene le dipentshele mma bana ba hoo ba ka di tlheliang ba bonelo. Ere ba ngole dinoutu tsa lebola lelaetsa le bokgwe le funo lebalwe. Kgaophelaetsa bana ba hoo ho halwa dikajale tseo ho bokgwe ka ho ngola ka ntho. Ho kagale le bana ba lelaetsa le bokgwe.

Bana ba holo bokwadi ka ho ngola ka ntho. Bana ba lelaetsa le bana ba hoo. Bana ba banyenyane ba ka taka dishwantho mme wena a ka ngola mantswae ao ba a tlaletang ka dunella bana ba bohlwanyane ho tla le ho ngola ka bobona.
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.

Abelanang dipina, dipapadi le diraeme

- Making 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.

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.

Masea le bana ba banyenyane ba ihuta ka ho eetsa diketsho. Eetsa diketsho tse fapaneng le wena mmmohlo le ba banyenyane babelo. Ba mmmohlo ke ho bina dipina, ho bapala dipapadi, ho eetsa dia o ka ho ihuta eetsa eetsa di sebetsa. Bana ba ihuta ha baposho le popeho.

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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.

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.

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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, 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.

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.

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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.

Mehopolok beng sa ba dilemo tse 6 ho isa ho 9

Ho ngola le ka bala di a tsamaelana. Ho ngola ho futha bana ho ifutha hore mantse a ka ngolwa fatshie mme ebe a balwa hope makgetlo Kgafetsa le Kgafetsa.

Ho ngola le ka taka

Kamora hobna bana ho baa ho bamaetsa pale, ere ba leke tse ding tsa diketsahalo tsema tsa ho ngolwa le ho taka.

- Mmoho, ngolweng le ho bina pien ya setshatho e phetang pale.
- Ere ba taka setshwantsho se bontshang mos pale e etsahalang.
- Ba kope ho taka mophethwa wa paleng eo. Jwale ere ba ebe lenane la dintho tsele tsoe mophethwa eo a di etsang paleng. Ba bohoe, “Le nahaone hore ke hobaneng ho mophethwa e entse dintho tse?” Ere ba ngolwa palelo e hlalosang kamos ba ikulwanga ka teng ka mophethwa eo.

Iketsetse buka ya hao ya dipale

Latelela mehoto ena ho sehetsa mmoho jwepheka kela ho eho bula ka dipale.

- Mmoho, eetsang tsetho ya hore pale e tla baa ka eng. Ndinaenya ka moo pale e etsahalang teng. Bophepha ba shiloche ka boma, bophepha le boche ka hore pale le hore bophetha bana ba tla rafela ya jwane.
- Etsang bula e sa ngolagang letho ka ho mena maqephe a mmolwa a pampini ka holofa.
- Ere ditlo tse falapeng tsa lelapa di ngolwe karoko ya pale leqepheka ka teng la bula a sa ngolagang letho.
- Ere bohe ho fumane sebaka sa ho taka dipanela boke sa pale eo.
- Nalofelwane ke ho bula buka ya tona mmoho!

Mamelang dipale


1. Ntsha leqephe ka 7 ho isa ho la 10 fletsanging ena.
2. Sebedisa leqephehadi lena ho eho bula. Latelela ditaelo tse ka fitse ho eho bula.
   a) Mena leqephehadi ka halofa hodimo mola wa mathheba a moshho.
   b) Le mene ka halofe hope hodima mola wa mathheba a matala.
   c) Seha hodimo mela ya mathheba a mofuvedu.
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?”

“Se shebahala jwang?” Thoko a hweshetsa.

“Se na le maoto a pinki a boya,” Mme a hweshetsa.

“Jwaloka diselepara tsa ka,” ha rialo Thoko. “Le eng hape?”
It has a puff-ball nose, bat wings and a curly-whirly tail,” whispered Mama. “It’s really sweet.”

Then Thoko knew that Mama was making it all up! But she was already starting to fall asleep, so she didn’t argue.

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!”

“Ke moyo feda o fokang o fefola ditlhaupo ka ntle,”
Mme a hweshetsa. “Ke moyo feda o fokang o fefola ditlhaupo ka ntle.”

“Ke moa feda o fokang o fefola ditlhaupo ka ntle,”
Thoko a hweshetsa. “Ke moyo feda o fokang o fefola ditlhaupo ka ntle.”

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“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!

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.

E ne e le Nkgono – a kgona haholo!
Mme a hulela Thoko ho yena mme a tsheha.


Bobedi ba bona ba keketea ho fihela berhe e sisiyeha. Nkgono a phetho ho mme a lohela ho kgona hanghang.

Then it stopped and went, “Hoooaaah! Bhuuuuuu!” 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! Bhuuuuuu!”

Yaba o a emisa mme wa re, “Hoooaaah! Bhuuuuuu!” jwaloka selalome se seholo se tshosang ha se hemela molaleng wa hao.

Phaposi ya Thoko e ne e le lefifi ntle le dibopeho tse mela tse neng di thothomela leboteng la phaposi ya ho robala tse neng di bakwa ke kganya ya lebone la seterateng. Thoko a hula kobo ya hae a ikwahela hlooho. Empa o ne a ntsa a kgona ho utlwa modumo – o tebileng o seng o tshosa ho feta jwale, “Kgwara-Kgwara! Hoooaaah! Bhuuuuuu!”
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! Hoooaaaah! Bwoooooo!”


“Palama!” ha hweshetsa Mme.

Thoko a kena dikobong tsa Nkgono, a siya sebaka hore Mme le yena a kene. Ese kgale ba robetsa hantle ke ha … “Kgwara-Kgwara! Hooookaaaa! Bwaaaauuu!”
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.

**Eba mahlahlahlaha ka pale!**

Diketsaholo tse itsang ke tsena tse o ka di lekang. Di theiwe hadima dipale tsolie tse kgotang ena ya Tlosetso ya Nal’ibali: *Bosi bo tsosang ba Thoko* (leqephe la 7 ho isa ho la 10) le *Morongwa o maketse* (leqephe la 13).

**Bosi bo tsosang ba Thoko**

- *Na ho na ha motho ao o mo tshebang ya kgonekeho hadima? Mokgomo ao o afihaha hawang? Lekha ho ngola modumo oo o sebedisa difihoko tsa afelebete.*
- *Lerata la ho kgona ha hase le o hapotsa selelome sele? Taka setshwantshisa sa selelome seo mme ebe o ngola dipalelo tse mmalwa ka sona.*
- *Na o kile wa tosha bosiu o ikuwta o tshokolate? O ne o tshoarise ke eng? Petho kapa o ngola pale ya ha. Sebedisa mantse o ka khoatleng ho bolela sa o se utfiling, o se boneng le kamos o kgeng wa ikuwta kateng. Taka setshwantsho sa bosiu ba haa ba tsosang.*

**Morongwa o maketse**

- *Hopotsa ba bang ho dula ba polokile. Balal dipami tse mmalwa kopha khathelo mme o ngale dikgopotso tse khang tseha ho tsona: “Matsaua matsoa a haa ka sesepa le metsi metseotswana e 20”, “Hopotsa ho ngola maske sefalebeto ho ‘Se ke ke wa alumela le batho ba bang’: iketsetse tse ding tsa dikgopotso tsa haa le wena Kgabiso dikgopotso tse mme o di manamise moo batho ba ka di bonang. Ha etsa mahlodi, manamisa kgapotso e mabapi le ha ngola mahlodi le ka hare ho lemati ka ka pale ele hare batho ba e bone pale ba tswele ka nile.*
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 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 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. “Olentse, Lesedi, come join me,” Morongwa said when she saw her younger brothers watching her. “Slowly count to twenty while you wash.” She signed to them. “You can take these little books home to remind you about the important information we have shared today.”

Mama Maduo was crying tears of joy and gave all her children a big, happy hug. “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. Olentse and Lesedi were each holding a sheet of paper and Morongwa was holding a book. “What are those?” signed Mama Maduo.

“Is it 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 Olentse’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 Olentse 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 Sesotswana Morongwa’s name means “the one who is sent.”
Morongwa o maketsi

Ka Lorato Trok

Setshwantsho ka Magriet Brink le Leo Daly

E mpho, Morongwa a o a ditse a kigutsetsi deskayeng ya ho a matsemasi ha tšwereke ya hau. Mof Nchwe a o a ditse a kigutsetsi a lebogeng e bo lela. "Nchwe a sa lela ke halosetsa hore COVID-19 ke eng. Yaba o fa Mme Maduo bukana hore a e bale.

Bosiung boo Morongwa a balla ba lelapa labo bukana eo titjhere ya hae a mo fileng yona e le Morongwa. Ho ne ho thabisa ho bona phetoho ena ho yena. Mme Maduo a Baneng ba hae kaofela, ya neng a dula a hopotswa hore a hlape matsoho, e ne Mme Maduo o ne a makaditswe ke phetoho eo a e bonang ho Morongwa.

"Ekotse po mme, Morongwa," ha ralo Mof Nchwe. "Ere ke 'a thuse ho uutfwalha labo tsa mo. "

"E ka lehlohonolo, re keke ra tshwaetswa ke kokwanahloko ya corona ho tswa diphoofolong letsoho hape. "Na ntja ya ka le yona e ka kula, kapa na ebe nka e tshwaetsa?" a botsa. "O tlameha ho hlapa matsoho a hao ka sesepa le metsi a le hloko. Ebe re ka ithibela jwang hore re se ke ra fumana kokwanahloko ee?" ha botsa Morongwa.

"Ka nako ena, Mme Maduo o ne a ka tseba hore ba moketsi le Morongwa ka tshepang, a bontsha Mme buka ya ditshwantsho eo a e supa, "O mohale wa rona ya ikgethileng."

"Semaka sa rona sa matsatsi a phomolo bakeng sa hau!" bana bohle ba supa, "Na re ka 'a bontsha!" Mme Maduo a dumela ka hlooho.

"Ke dema sa rona sa matsatsi a phomolo bakeng sa hau!" bana bohle ba supa mme. "Na re ka 'a bontsha!" Mme Maduo a dumela ka hlooho.

Ho ne ho bokangela eka Morongwa a re a thutsie dikgato kae hore ba la e dutse kwaye la hore ka bokangela le tlebo. "Ke ding tseo?" ha ralo Mme Maduo.

"Ke sema se ka lava a seho sa matsatsi a phumelo sa, " Morongwa a se ka le a matsatsi a phumelo bakeng sa "hore a dula a lebogeng halosetsa hore a e bale. "Ba lela lebogeng halosetsa hore a e bale. Yaba o fa Mme Maduo bukana hore a e bale.
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.

Ideas for 10- to 13-year-olds

Children at this age may enjoy learning more about things that they have not been exposed to before. They may also start to question why things are the way they are. Encourage your child to become curious about the world!

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Mehopolo bakeng sa bana ba dilemo tse 10 ho isa ho 13

Bana ba dilemong tsana ba ka natelewa ke ho ihluta hohloho ba dintho tse ba esong ho kapani le tsana pele. Hape ba ka ka qala ba botsa dipoto hore ke hobaneng ba dintho di le kamoso di leang kateng. Kgolaletsa ngwana wa hao ba ba hla ho tsoba ka lefatshe!

Buang ka TV le dibuka

Ho shebella TV ho thusa bana na nhetsa pele ho nahana ka tshikashikho mabapi le seo ba se shebellesele sebalang. Iba botse dipoto, e seng ho ba nako. Empho ba ka kgolaletsa ho hlopheka mafutlo le menahana ya bona mabapi le seo ba se shehellesele le ho se balo. Ho etsa mohlaha, o ka nna wa botsa:

- Na la natelesele ka pontsho/pale? Hobaneng le la natelesele kapa e sa la natelesele?
- Ke mophethwa ale o o mo ratlhang ho feto? Hobaneng?
- Ke mophethwa ale o o sa mo ratang ho feto? Hobaneng?
- Na o nahana ho pale ee e a kgaoloshe? Na dintho tse khang tsena di hile di a eetsahala?

Ngola ka lebaka

Mema bana ba hao ho leka diketsahalo tsena tsa ho ngola tse tsamaelanang le buka eo ba e badilleng, pale eo ba kiling ba e mamela kapa le teng la mananeo ao ba a ratang ka ho fetisisa a theleleleng.

- Hlophisa inthaviu le e mong wa baphethwa. Ngola bonyane dipoto tse leshome tse ba fang mophethwa moyoletla wa ho bua ka mehopela le mafutlo a hae mabapi le sebowa sa hae paleng.
- Ngola tshikashikho ya buka. Etsa bonnete ba hore o manna ka tshikashikho le baphethwa. Ngola bonyane dipoto tse leshome tse ba fang mophethwa moyoletla wa ho bua ka mafutlo le mafutlo a hae mabapi le sebowa sa hae paleng.
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Bala dibuka tse o seng tsa maiqapeloe

Ha ba nite ba hla, bana ba bang ba ka fumana hare ba natelela ka dibuka tse o seng tsa maiqapeloe palo festa ka dibuka tse dipoto. Dibuka tse o seng tsa maiqapeloe di lo ba thusa ho sibola dibuka, dintho, batho le diketsahalo tse rihla. Di tla hlopo lelafonteke ya bona mabapi le diholo tse itse le ho ba nala bakgomi a ka sebediswane. Dibuka tse o seng tsa maiqapeloe di lo ba sela tsa ba nala mantse a sebediswane ka ho aihilola ka bokang sa saenso, mmetse, hatson le hlotsefaile.
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?
- Who benefits?

**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.

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Ideas for teenagers

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.

**Bala, ngola le ho ihutha**

- Nalane ya leha. Ere bala ba hao ba hao ba etse projeke ya nalane le dikho tsa lelapa. Ba ka mma ba etse intho le hloko ho dikho na la lepo kupa. Ba ka hla mma ba hloko ho dikho na la lepo kupa. Ba ka hla mma ba hloko ho dikho na la lepo kupa.
- Qalo ho bala. Kgothaletsa bala ho hao ho ipallala ka bobona le bala ka bala ka bala ka bala.
- Bala ho bala. Bala ho bala ho bala ho bala.

**Mehopolo bakeng sa baliha**

- Nalane ya leha. Ere baliha ba hao ba hao ba etse projeke ya nalane le dikho tsa lelapa. Ba ka mma ba etse intho le hloko ho dikho na la lepo kupa. Ba ka hla mma ba hloko ho dikho na la lepo kupa.
- Buisanang ka ditaba. Baliha ba hao ba hao ba etse projeke ya nalane le dikho tsa lelapa. Ba ka mma ba etse intho le hloko ho dikho na la lepo kupa. Ba ka hla mma ba hloko ho dikho na la lepo kupa.
- Qalo ho bala. Kgothaletsa baliha ba hao ho ipallala ka bobona le bala ka bala ka bala ka bala.
- Bala ho bala. Bala ho bala ho bala ho bala.

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**Monate wa Nal’ibali**

**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.

---

**Bapalang popadi ena mmoho!**

**Mokgwana ho bapala**

1. Sebapadi ka seng se bana konopa hadi holoko mme se re. **Mokwella! Qala mona.**
2. Fanang sebaka sa ho laho laho la tla sesa mme le tsa mase konopa dibokokong ho ya ka mokgetla o lehetseng.
3. Laletla ditla o loha ho holoko bao o kekeng ho bana.
4. Haeb a konopa ya hao e fella tla se tla le tla ho ya phila hadimo tsena ho.
5. Haeb a konopa ya hao e fella hadima hlooho ya noha, o bokota ho theosa ho ya phila moshaling ya noha.

**Illustrations/Ditshwantsho:** Magriet Brink and Lea Daly

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**Nal’ibali fun**

**Forgot your face mask.**

1. Lebetse maske ya sefahleho. Tlolwa ke ho lahlela.

---

**Visited a friend.**

2. Etetse motswalle.

---

**Wore a face mask.**

3. Rwetse maske wa sefahleho. O lapeng! Dula o bolokehile!

---

**Visited a friend.**

4. Etetse motswalle.

---

**Washed hands.**

5. Hlatswitse matsoho.

---

**Cleaned the house.**

6. Hlwekisitse ntlo.

---

**Hugged a friend.**

7. Hakile motswalle.

---

**Knocked on the door.**

8. Motlaleng ya inna.

---

**Lockdown! Start here.**

9. Mokwella! Qala mona.

---

**You are home! Stay safe!**

10. O lapeng! Dula o bolokehile!

---

**You are home! Stay safe!**

11. O lapeng! Dula o bolokehile!

---

**You are home! Stay safe!**

12. O lapeng! Dula o bolokehile!

---

**Visited a friend.**


---

**Wore a face mask.**

14. Rwetse maske wa sefahleho. O lapeng! Dula o bolokehile!

---

**Used hand sanitiser.**

15. Sebapadi ka seng se bana konopa hadi holoko mme se re.

---

**Sneezed into elbow.**


---

**Wash hands.**

17. Hlatswitse matsoho.

---

**Shook hands.**

18. Dumedisane ka matsoho.

---

**Wash hands.**


---

**Touched your face.**

20. Itshwere sefahleho.

---

**Clean the house.**


---

**Sneezed into elbow.**

22. Ithimoletse ka hara setsu.

---

**Wear a face mask.**

23. Rwetse maske wa sefahleho.

---

**Sneezed into hands.**

24. Ithimoletse ka hara setsu.

---

**Wear a face mask.**

25. Rwetse maske wa sefahleho.

---

**Use hand sanitiser.**

26. Sebapadi ka seng se bana konopa hadi holoko mme se re.

---

**Sneezed into hands.**

27. Ithimoletse ka hara setsu.

---

**Use hand sanitiser.**

28. Sebapadi ka seng se bana konopa hadi holoko mme se re.

---

**Wear a face mask.**

29. Rwetse maske wa sefahleho.

---

**Visit a friend.**

30. Etetse motswalle.

---

**Wear a face mask.**

31. Rwetse maske wa sefahleho.

---

**Wash hands.**

32. Hlatswitse matsoho.

---

**Wear a face mask.**

33. Rwetse maske wa sefahleho.

---

**Visit a friend.**

34. Etetse motswalle.

---

**Wear a face mask.**

35. Rwetse maske wa sefahleho.

---

**Wash hands.**

36. Hlatswitse matsoho.

---

**Visit a friend.**

37. Etetse motswalle.

---

**Wear a face mask.**

38. Rwetse maske wa sefahleho.

---

**Wash hands.**


---

**Visit a friend.**

40. Etetse motswalle.

---

**Wear a face mask.**

41. Rwetse maske wa sefahleho.

---

**Visit a friend.**

42. Etetse motswalle.

---

**Wear a face mask.**

43. Rwetse maske wa sefahleho.