

Supporting learning at home

A guide for caregivers'



About this guide

This is a guide for everyone who lives with children. It is divided into three parts.

- **Part 1** provides up-to-date information on Covid-19 to help you keep your family safe from the disease.
- **Part 2** offers you support and ideas for helping children to learn at home while schools are closed.
- **Part 3** gives guidance on how to set up daily routines.



Part 1



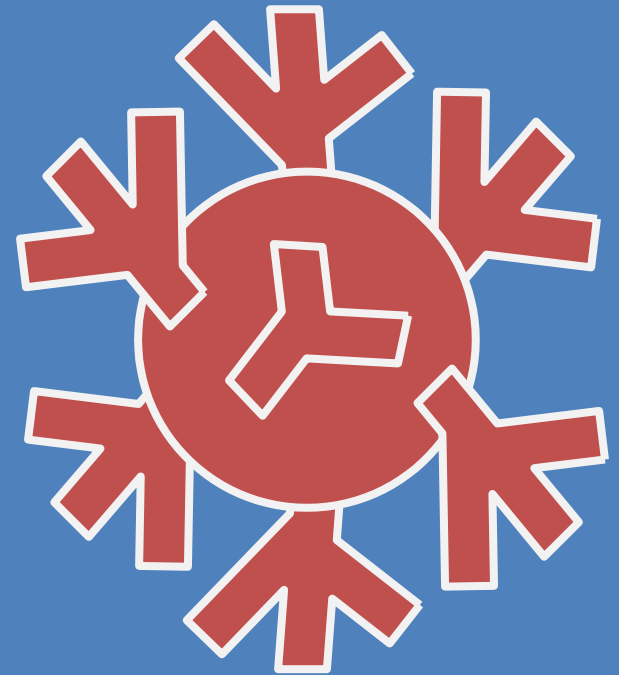
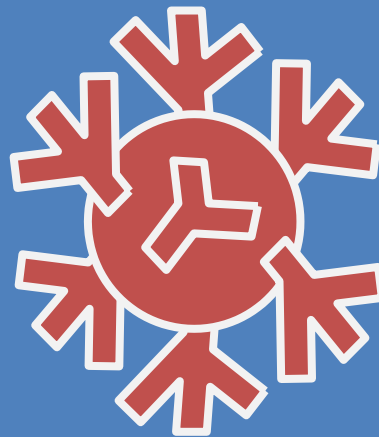
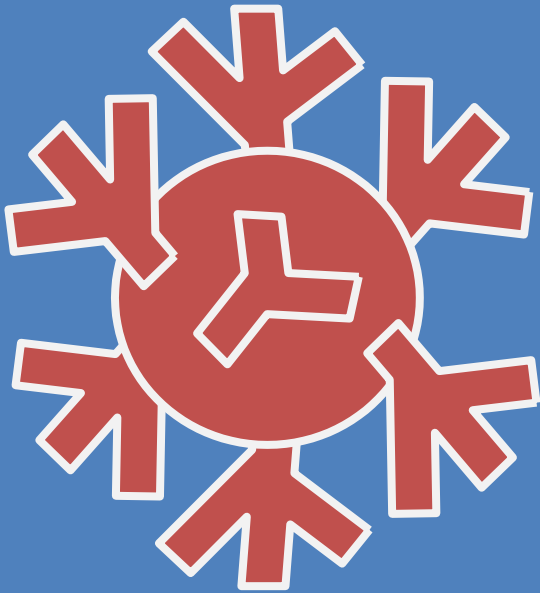
Part 2



Part 3

PART 1

About COVID-19





Part 1: About Covid-19

What is Covid-19?

Covid-19 is the infectious disease caused by a newly discovered type of coronavirus. Covid-19 is an illness like the flu. It mainly affects our respiratory system.

How do you get the coronavirus?

- You get the virus through close contact with an infected person.
- When an infected person sneezes or coughs near you, droplets containing the virus can enter your body through your eyes, mouth or nose. Even talking can spread droplets.

What are the signs that you have the coronavirus?

You can have the coronavirus and have no symptoms at all, but you also could experience one or more of these:

- dry cough
- fever
- sore throat
- tiredness
- difficulty in breathing.

The coronavirus spreads very easily and, because you can have it without having any symptoms, you can be infected without even knowing it! This is what makes this virus so dangerous – you can carry it around and spread it before you even know you have it.

This is why it is VERY important to follow the six golden rules to protect yourself and others – even if you don't think you are ill. (You can find these rules in the section, 'How to protect yourself and others', below.)

How sick can the virus make you?

For most people, the illness is mild. But people over 60 years and those who already have health conditions like TB, diabetes, hypertension, chronic lung disease or cardiac disease can become seriously ill. People with HIV who are not taking their medicines regularly may also have an increased risk.

Myths about Covid-19

There is lots of false information about the virus.

- It is NOT a sickness of rich people.
- It is NOT a sickness of white people or Chinese people.
- The virus CAN survive in hot areas.
- Drinking ginger, garlic and lemon will NOT cure Covid-19.

Find out more by contacting the WhatsApp Help Service. Send HI to 0600 123 456 on WhatsApp.



How can we protect ourselves?

There are **six golden rules** that we all need to follow.

1. Wash your hands with soap and water often, for at least 20 seconds. If you have unknowingly touched surfaces like tables, counters, door handles, toilet lids or taps that have the coronavirus on them, washing your hands prevents you from infecting yourself with the virus. It also prevents you from infecting other people you have contact with.
2. Do not touch your face with unwashed hands. We usually touch our faces about a hundred times a day! Touching your face gives the coronavirus access into your body through your mouth, eyes and nose.
3. Cough and sneeze into a tissue or your elbow. Safely throw away your used tissue.
4. When you are outside your home, keep 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 ill.
6. Stay home if you are sick. Contact the national Covid-19 hotline (0800 029 999/) or your healthcare worker in an emergency.

How to wash your hands properly

Help stop the spread of the coronavirus by washing your hands **properly** and **often**!

1. **Always wash your hands with soap and running water.** Do not wash them in a bowl of water because this might spread germs. If you don't have running water, use a plastic bottle to make a 'tippy tap' (see instructions below).

2. **Wash your hands for least 20 seconds every time you wash them.** It takes 20 seconds to sing the "Happy birthday" song twice so sing it while you wash your hands!
3. **Wash your hands often.** Wash them:
 - before you prepare food
 - before eating snacks or a meal
 - before drinking something
 - after using the toilet
 - after coughing or sneezing
 - after looking after someone who is sick or hurt.



What can I do if I don't have running water?

If you do not have running water at home, you can make a 'tippy tap' from a plastic 2-litre cooldrink bottle.

How to make a tippy tap:

A simple hand-washing device for when you don't have running water.

To make this tippy tap, you need:



A plastic bottle with a screw-on cap (the sort that soda drinks come in)



The inside tube from a ball point pen, or some other small, stiff, hollow tube.



- ① Clean the bottle
- ② Using a heated piece of wire, make a hole in the lower part of the bottle.
- ③ Remove and clean the inside tube from a ball point pen. Cut it off at an angle and push it through the hole in the bottle. The tube should fit tightly.

Fill the bottle with water and replace the cap.
 When the cap is tight, no water should flow through the tube.  When the cap is loose, water should flow out in a steady stream.
- ④ When you are sure that it works, hang it or place it on a shelf where people can use it for hand washing. Keep soap nearby or thread a bar of soap with string and tie it to the bottle.



- ⑤ To use the tippy-tap: Loosen the cap just enough to let the water flow. Wet your hands, add soap, and rub your hands together under the water until they are clean.

Why do we have to wear masks?

Some people with the coronavirus do not have any symptoms so they may not know that they have it. The best way for us to protect ourselves and others is by wearing a mask when we leave our homes.

Healthcare workers need to wear special masks called N95 masks. Everyone else needs to wear cloth masks that have three layers, if possible. If you don't have a mask, you can even cover your mouth and nose with a scarf or a t-shirt.



Guidelines for using masks

- Make sure it covers your nose and mouth and fits tightly. There should not be any gaps between the mask and your face that will allow droplets to enter.
- Once you have put on your mask, do not touch it. This stops the virus from getting onto your hands.
- When you take off your mask, only touch the ties. Do not touch the front of your mask where the virus might be.
- Wash the mask with hot soapy water at least every day.
- If possible, iron the washed mask before you wear it again. Heat helps to kill the coronavirus.

Remember the six golden rules that help to protect you, your family and your community. Help stop the spread of the virus!

What is lockdown?

Lockdown is one of the five alert levels that the government is using to stop lots of South Africans becoming ill with Covid-19. There are different rules for each level. Level 5 lockdown means all South Africans have to stay at home unless they:

- are performing an essential service
- have to buy food, cleaning products, hygiene products or medicine
- have to get medical help
- have to collect a social grant.

All the alert levels are in place to slow down the spread of Covid-19 between people. When people do not move around from place to place, it is harder for the virus to travel. Staying at home is the best way to stop the spread of the virus but it is also very difficult for people to do if their homes are small and they cannot earn an income.

What happens if you break any of the alert level rules?

Breaking these rules is the same as breaking the law. If you break some of the rules, you can be arrested. If you break others, you can be fined.

What about funerals?

No more than 50 people are allowed at a funeral and no vigils are allowed. You can attend a funeral, but you have to follow the six golden rules to stop the spread of the virus.

Can we go to work during level 5 lockdown?

You can only go to work if you provide an essential service.



Essential workers will get a permit from their employers to prove this and they have to carry it with them when they leave home. Most people cannot go to work during level 5 lockdown.

What should we do in an emergency?

Contact the emergency services. They are open during all alert levels, including clinics and hospitals.

When should you get a Covid-19 test?

If you have any of the symptoms of coronavirus or have been in contact with someone who has tested positive for Covid-19, you must:

- isolate yourself from other people immediately (so that you don't make them ill).
- call the coronavirus emergency hotline (**0800 029 999**). The person you speak to will tell you if you must be tested and where to go for this.

It is important to be tested for Covid-19 if you are sick or someone near you is sick so that:

- you can get the correct care and advice to help you get better and keep your family safe.
- we can keep each other safe. It is important to know if you have Covid-19 (even if you are not very sick), so that you can be careful not to spread the virus to others, especially people who could get very sick, like grandparents.



What is the role of parents and other caregivers?

The Covid-19 pandemic is a difficult time for families across South Africa, and every home has its own challenges to deal with. Your first responsibility is to keep your children safe and cared for. Sometimes when adults are stressed, they get angry easily. Your children may also be feeling stressed or anxious at this time. They may find it difficult to communicate their feelings to you if you seem angry. Try to:

- use positive language when you talking to your children or in front of them
- invite your children to tell you how they are feeling
- spend time with your children each day
- do fun things together
- invite your children to help you share the chores.

Your children might have questions about what is going on at this time. They also may be scared or confused. How you can help:

- Be willing to have conversations with them. Silence and secrets do not protect children. Honesty and openness do.
- Be open and listen to them. Allow your children to talk freely. Ask them questions to find out what they already know and then try to answer their questions.
- Always check facts before you share them with your children because there are lots of untrue stories and myths going around.
- Answer their questions truthfully. Think about how old your children are and how much they are able to understand. Remember that it is okay not to know all the answers!





You can say, “I don’t know, but let me find out” or “No one knows for sure yet but they think/they are working on finding out”.

- Be supportive. Encourage your children to share how they are feeling and let them know you are there to help them through this time.
- Encourage compassion and support for those who are ill.

Teach your children the six golden rules for how we can protect ourselves – particularly the rules about keeping safe distances from others and good hygiene practices.

- Remember to make it fun. For example, make up a song (20 seconds long) that family members can sing whenever they wash their hands – add actions to it! Or, play a game where there is a reward for the person who touches his/her face the least number of times in a day – keep count for each other!
- Praise your children for regular handwashing.
- Be a role model for them. If you treat others with compassion (especially those who are sick or vulnerable), practice good hygiene and keep safe distances from others, your children will learn from watching your actions.

You can also support your children by doing the activities recommended in this guide. Schools will run catch-up programmes when they re-open. Remember: it is important for children still to be learning and your children’s school may send work for them, but you are not expected to be their teacher!

Child abuse and Covid-19

As we move from Level 5 to the other alert levels, 1.5 million workers are expected to start work again. If schools are not yet open, some caregivers may have to leave their children in the care of others. Others may leave their children alone at home when they return to work. This places children at risk of abuse.

Remember that not all adults love and care for children like they should. Some people:

- hurt children
- frighten them
- ignore children and do not look after their needs
- use bad language
- involve children in sexual acts.

This is child abuse.

Follow these steps to help keep your children safe:

- Make sure your children are supervised at all times.
- Choose adults you know and trust to look after your children.
- Listen to what your children tell you and believe them.
- Watch out for unusual or worrying behaviour.

If you suspect a child is being abused, you must report it. Do not investigate it yourself. You should:

- Report it to a social worker, police officer or to Childline.
- Explain why you suspect that there is child abuse.
- Describe the signs.
- Keep it confidential.

If you have concerns or would like to talk to someone, contact:

- **Childline South Africa:** 08 000 55 555
- **Crime Stop** (South African Police Service): 08600 10111 (or SMS Crime Line on 32211)
- **Human Trafficking Helpline:** 0800 222 777

Managing stress and anxiety

(From: *Parenting in the time of Covid-19*, World Health Organisation)

This is a stressful time. Take care of yourself so you can take care of your children.

- **You are not alone.** Millions of people have the same fears as us. Find someone who you can talk to about how you are feeling. Listen to them. Avoid social media that makes you feel panicked.
- **Take a break.** We all need a break sometimes. When your children are asleep, do something fun or relaxing for yourself. Make a list of healthy activities that YOU like to do. You deserve it!
- **Listen to your kids.** Be open and listen to your children. Your children will look to you for support and reassurance. Listen to your children when they share how they are feeling. Accept how they feel and give them comfort.

Parenting and managing behaviour

Managing your child's behaviour positively is always important – but even more so now, when everyone is under more stress. It's hard to feel

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positive when our children are driving us crazy. We often end up saying "Stop doing that!" But children are much more likely to do what we ask if we give them positive instructions and lots of praise for what they do right.

- **Say the behaviour you want to see.** Use positive words when telling your children what to do; like 'Please put your clothes away' (instead of 'Don't make a mess'). Remember it's all in the delivery. Shouting at your children will just make you and them more stressed and angrier. Get your children's attention by using their names. Speak in a calm voice.
- **Praise your children when they are behaving well.** Try praising your children for something they have done well. They may not show it, but you'll see them doing that good thing again. It will also reassure them that you notice and care.
- **Always check.** Can your children actually do what you are asking them? It is very hard for children to keep quiet inside for a whole day but maybe they can keep quiet for 15 minutes while you are on the phone.



Dealing with difficult behaviour

All children misbehave. It is normal when children are tired, hungry, afraid, or learning independence.

And they can drive us crazy when stuck at home.

- **Redirect bad behaviour.** Catch bad behaviour early and redirect your children's attention from a bad to a good behaviour.
- **Stop it before it starts!** When they start to get restless, you can distract with something interesting or fun: "Come, let's put some music on dance a bit!"



- **Take a pause.** If you feel like screaming, give yourself a 10-second pause. Breathe in and out slowly five times. Then try to respond in a calmer way. Many parents say this helps a lot!
- **Use consequences to teach.** If you need to, use consequences for bad behaviour. Consequences help teach our children responsibility for what they do. They also allow discipline that is controlled. This is more effective than hitting or shouting.



- Give your child a choice to follow your instruction before giving them the consequence.
- Try to stay calm when giving the consequence.
- Make sure you can follow through with the consequence. For example, taking away a teenager's phone for a week is hard to enforce. Taking it away for one hour is more realistic.
- Once the consequence is over, give your children a chance to do something good, and praise them for it.

PART 2

Supporting children's learning at home



Part 2: Supporting children's learning at home

Although the activities in this guide are separated according to children's different ages, some of them can be enjoyed by the whole family. For example, if families create a daily story time, everyone can participate in story sharing. But, it is also important to organise some activities according to the ages of your children so that they can get the particular support they may need at their stage of development.

Always ask your children what they would like to do because when they make choices, it helps to build their self-confidence. If they suggest doing something that is not allowed during the lockdown level in place or that is not in line with physical distancing, then explain gently why it is not possible to do this.

Set aside time to spend with each child every day – even if it is only for 20 minutes. You might want to make it at the same time each day so that your children can look forward to it.

It is a good idea to create a special play space for younger children. (You can even use the corner of a room if your home is small.) It gives them somewhere to go to and makes them feel that they matter.

Children also often play for longer, if they have a special place to go to. Here are some ideas for creating the kind of play space that your children will want to go to:

- Put a rug, cushion or towel on the floor so that it is warm and cozy.
- Arrange toys so that your children can easily reach them.
- If you don't have toys, find safe things from around the house and put these out for your children to play with. You can use pots, pans, clothes, cardboard boxes and bottle tops.
- Make sure there are books, if possible. (Make some yourself if you don't have any.)
- Find a space on the wall to put up pictures that your children draw.
- Keep the space clean, tidy and safe for your children to play in.

For older children, who need to do schoolwork, try to create a quiet space from them to work in.





Ideas for babies and young children (0 to 6 year olds)

Children who are loved are happy children and when children feel happy and secure, it helps their brains to grow properly. Here are some things you can do to help children develop well.

- 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.

Here are some other activities to try with them:

- Copy their facial expression and the sounds they make.
- Make music with pots and spoons.
- Stack plastic cups or blocks.
- Tell a story, read a book and/or share pictures.

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. Use body movements and actions that fit the words of the songs and rhymes as you sing/say them.

Why we use songs, rhymes, and games

- They develop children's language skills.
- They help to build a sense of trust and strengthens 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.

Here are some games to try:

- hide-and-seek: take turns hiding and then trying to find everyone else
- an indoor treasure hunt: for example, say, "can you find two matching socks, a blue thing, a fork and something round?"
- I spy: "I with my little eye" is a well-known game that helps children to listen to clues and to learn the sounds at the beginning of words.

Here's how to play it:

- ✓ Collect some toys or other objects from the kitchen or bathroom. (Make sure they are safe for young children to handle.) Put the objects on a table.
- ✓ One of the players starts by saying, "I spy with my little eye something that begins with ..." followed by a letter

sound (like 's' or 'b') which is the first sound in the name of one of the objects on the table – for example 's' for 'soap' or 'b' for 'book'. Or, for example, in isiXhosa, a focus sound like 'b' in *ubisi* (milk) or 'p' in *ipensile* (pencil).

- ✓ The other players use the clue to guess which of the objects on the table is being referred to.
- ✓ The player who guesses the object correctly, then has a chance to say,

"I spy with my little eye..."

Sharing stories and books with babies

Why should we share books and stories with babies who can't yet talk, or with toddlers? Because it is a wonderful way to get to know each other, develop their language and help them learn about the world.



Story time is also a great way of spending special time together. Read books to your children, show them pictures or use toys or other things around the house to make up a story. Make a book with your own drawings, tell oral stories from your own childhood or make up a story!

Here are some story sharing tips:

- Try to set aside 10 to 15 minutes to share stories every day.

- Relax and enjoy this time together.
- Make the stories you share exciting and fun. Use your voice, hands and face to add expression.
- Involve your children. Ask them questions and listen to their responses.



How to share books with babies and toddlers

- 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.
- Share books with your baby or toddler in ways that are interactive and engaging.
 - Point and name different objects in the books. Talk about what you both see in the pictures. Doing this helps them to learn words and learn about the world around them.
 - Ask questions. Even if they cannot answer, giving them the opportunity to think about the answer helps their development.

You can find free books for children of different ages on these websites: www.bookdash.org; www.africanstorybook.co.za, www.praesa.org.za and www.nalibali.org.

Talking together

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 and describing how things work. Every time you talk about the way things work or why we do things, you are building your children's vocabulary and their knowledge of the world.

- For example, if you are having a meal and your child says her favourite vegetables are carrots, you could say, "Did you know that carrots grow under the ground?"
- If your child points out an elephant's long nose in a picture, you could say, "Yes that's called a trunk and an elephant uses it to wash itself and to reach for food."
- If your child is playing with toys in water, you can talk about things that float or sink.
- 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 do not always have all the answers and that we are still learning too.

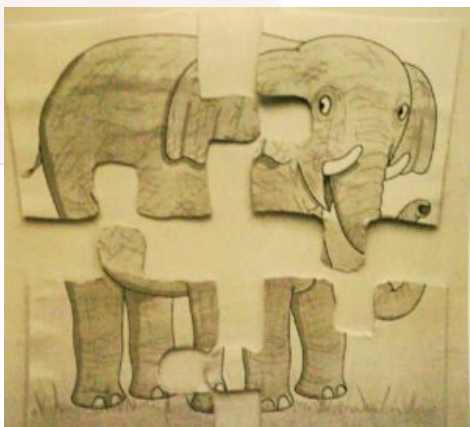
Other activities

- **Learning concepts.** Right from when they are babies, children are building their understanding of the world and learning important concepts. Introduce your babies and toddlers to concepts such as big and small, full and empty, as you talk to them. For example:
 - when you feed or bath your baby, you can play with words like 'full/empty bottle', 'full/empty bowl'.
 - collect bottle tops with your children and use them to teach counting.
 - talk about family members and count them together: tall daddy, short sister, 2 brothers, 3 sisters.
- **Playing with puzzles.** Jigsaw puzzles help children to observe carefully and to develop the language needed to describe things. When you do puzzles together, help your children to notice and describe the pieces of the puzzle. For example, say, "Look, this piece has a straight side and a corner." and "Can you find the piece with the elephant's trunk on it?"



Make your own jigsaw puzzles

Glue a picture onto a piece of cardboard and then cut it into pieces. For example, this is a four-piece, homemade jigsaw puzzle:



Ideas especially for 3 to 6 year olds

Language and literacy activities

- **Get moving.** Go for a walk – outdoors (if possible) or even inside! Dance to music or as you sing songs together.
- ***Chores.** Get the chores done by turning cleaning and cooking into a game you play together.
- **Songs and rhymes.** Sing/say songs and rhymes in your children's home language/s and in an additional language too. Write out the words of a song or rhyme then point to them as you sing or say it. Even if your

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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.

- **Learning about our bodies.** Play call-out games together, 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.
- **Tell stories.** Set aside time every day to tell your children a story. Make it exciting by using your voice, hands and face to add expression. Involve your children by asking questions and listening to their responses. Repeat their favourite stories as often as they ask for them!
- **Read books.** Read with your children regularly and you will see just how much they learn and what they can do with books! Choose books that you like, as well as ones that they choose.



- Read the title of the book and the name of the author and illustrator.
- Read with as much expression as you can.
- Pay attention to what your children are interested in. Be positive when you respond to what they say. For example, if they point to a tomato and say, "Look at the apple!" you can say, "Yes, it's red like an apple, but do you think it could be a tomato?"
- Ask questions that help your children to think more deeply about the story. For example, "What does that remind you of?", "Why do you think he/she did that?", "What would you have done?" and "What do you think would have happened if ..."
- Invite your children to 'read' (say) repeated phrases and sentences with you. For example, "'I'll huff and I'll puff and blow your house down'" or 'Trip, trap, trip trap'.



Maths activities

- **Rhymes and numbers.** Say number rhymes together and do the actions as you say them.

Inye, zimbini, qhobosh'isihlangu

Zintathu, zine, nkqonkqoza emnyango

Zintlanu, zintandathu, chola-chola izinti

Zisixhenxe, zisibhozo zimise nkqo

Zilithoba, zilishumi, izikhukusazi ezityebileyo.

Two little birds sitting on a wall

One named Thabo, one named Thabiso (change names according to your language/s)

Fly away Thabo, fly away Thabiso

Come back Thabo, come back Thabiso.

Ten fat sausages sizzling in the pan,

One went 'Pop!' and the other went 'Bang!'

Eight fat sausages sizzling in the pan,

One went 'Pop!' and the other went 'Bang!'

(Continue changing the number of sausages.)



- **Using numbers.** Invite your children to count from 1 to 10. This helps them to understand the sequence of numbers. Help them learn more about numbers by saying, for example, “Please fetch me five apples. If we share them between Mommy, Daddy and you will there be enough? Will we have any left over?”
- **Compare size.** Help your children to trace around the feet of everyone at home and then cut out the outline of each foot. Help them to write the ‘foot’s owner’ name on each foot. Together arrange the paper feet from smallest to largest. Ask questions like “Who has the biggest/smallest feet?”, “Does the tallest/shortest person also have the biggest/smallest feet? Why do you think this is?” You can also compare sizes of other things at home, like chairs or potatoes.
- **Measure it.** Show your children how to use their hands to measure the length and/or width of different objects at home. For example, “How many of your hands does it take to measure all the way across our table?”
- **Go on a shoe hunt.** Find pairs of shoes worn by different family members. Hide one shoe from each pair and show your children the other shoes. Invite them to find the hidden shoes to complete the matching pairs. When they have found all the shoes, look at them together and discuss the ways in which the shoes in each pair are the same. You can do this activity with socks too! (Washing hands after this activity is a good idea!)

- **Follow the instructions.** Play a game of ‘Sipho Says’ where everyone has to follow the instructions that come after the words, “Sipho says...”. (For example: “Sipho says, ‘stand *on* the chair’.”) If you follow an instruction that does not start with “Sipho says...” (for example, “Sit *under* the table.”) then you have to be the person to give the instructions. Position words to use: *in, in front of, on, under, between, behind, next to, off, on top of, over, into, out of.*

Life Skills activities

- **Using our sense of smell.** Play a guessing game with your children. Without them seeing, put a few strong-smelling foods in small bowls – for example, vinegar, bananas, curry powder, coffee. Use a scarf or cloth to blindfold your children. Then ask them if they can guess what is in each bowl just by smelling it.
- **Using our sense of touch.** Play another guessing game. Without your children seeing, place a few small non-breakable objects (like a spoon and a toothbrush) into a pillowcase. Ask your children to keep their eyes closed and take an object out of the pillowcase. Can they guess what the object is just by touching it?
- **Using our sense of hearing.** Fill small containers with different things like sand, stones, beads and/or bottle tops. Ask your children to close their eyes and listen as you shake each one.



Can they guess what is in each container? Ask, “Did it make a loud or a soft sound? Why do you think it made a loud/soft sound?”

- **Stick together.** 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.
- **Water play.** At bath time, give your children a variety of plastic containers of different sizes and shapes to play with in the water. They will have hours of fun while learning important science and maths concepts like full/empty, more/less and how liquids take on the shape of the container they are in. (You can also do this at other times too by providing your children with a large bucket or bowl of water.) Make sure that you or someone else always watches children who are playing with water.
- **Create a home.** Give your children some scrap materials (like food boxes, matchboxes, bottle tops, and egg cartons), sticky tape/glue and scissors. Suggest that they make a home for a small creature, like a worm, a mouse or an imaginary creature. When they have finished, ask your children to tell you about the home they made.

Ideas for 6 to 9 year olds

Language and literacy activities

- **Storytelling and story reading.** Choose a story that will interest your children and that is appropriate for their ages. If you are telling a story, begin with one that you know well. This could be a story that you were told as a child or one that you have enjoyed reading. Help to create pictures in the minds of your listeners by using interesting and expressive words. Include questions (for example, “And what do you think happened next?”) and songs that invite your listeners to join in.



- **Listen to stories.** Together as a family, listen to stories on the radio. You can find children's stories on Nal'ibali's radio programmes on these stations:

Ikewkewzi FM Mon, Wed & Fri: 09:45 IsiNdebele	Thobela FM Tues & Thurs: 2:50pm Sun: 07:50am Sepedi	Phalaphala FM Mon, Tues & Wed: 11:15 Tshivenda	Munghana Lonene FM Mon, Wed & Fri: 09:35 Xitsonga
Ukhozi FM Wed: 09:20 Sat: 08:50 IsiZulu	Lesedi FM Mon, Tues & Thurs: 09:45 Sesotho	Umhlobo Wenene FM Mon, Tues & Wed: 09:30 Isixhosa	SA FM Mon, Wed and Fri: 13:50 English
Ligwalagwala FM Mon, Tues & Wed: 09:10 SiSwati	RSG Mon, Tues & Wed: 09:10 Afrikaans	Motsweding FM Mon, Wed & Fri at 9:20 – 9:30. Setswana	

- **Writing and drawing.** After your children have listened to a story, here are some writing and drawing ideas for them to try:
 - Write and sing an original song that tells the story.
 - Draw a picture of the story setting. Why do you think the author chose this place for the story?
 - Draw a character from the story. Make a list of all the character's actions. Use the list to help you decide whether the character is a "goody" or a

"baddy". Write a sentence explaining how you feel about the character.

- **Make your own storybook.** Follow these steps to work together as a family to create a storybook.

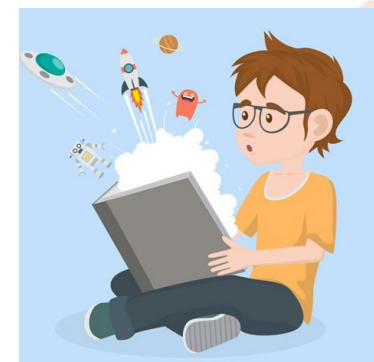
- Together decide what the story will be about – for example, a story about a family that went shopping during lockdown. Think about: where the story happens, who the main characters are, what the problem in the story is and how it gets solved, how the story ends.

- Tell the story together.

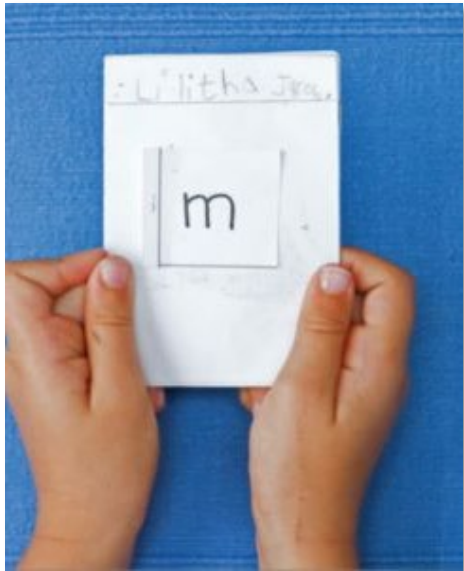
- Make a blank

book by folding a few sheets of paper in half.

- Choose a family member to write down part of the story on each page of the blank book while everyone else tells the story again.
- Let everyone take turns drawing the pictures in the storybook.
- Enjoy reading it together!



- **Make a letter book.** Make a little book by folding a blank sheet of A4 paper. Write a letter on the front cover. Now ask your child to name objects that contain this letter and then to draw pictures of these objects on each page of the little book. Label each picture and encourage your child to trace over the letter in each label that is the same as the one on the front cover. Or, suggest that your child writes the front cover letter under each picture and you can write the rest of the word.



- **Go shopping.** On a sheet of paper, draw a picture of a shopping trolley or basket. Let your children cut out pictures of what they would like to buy and paste

them on the trolley/basket. Encourage them to look for pictures of their favourite food, healthy food or the things they would need for a party. When they have finished, you could have a discussion about the experience of shopping during lockdown.



- **Keep a diary.** Encourage your children to keep a diary and write about their experiences of lockdown and/or Covid-19 in it.





Maths activities

Mathematics is all around us. For this age group, the emphasis is on the correct reading and writing of numbers, comparing numbers and performing basic operations (adding, subtracting)); recognising, drawing and describing shapes; and collecting and organising data.

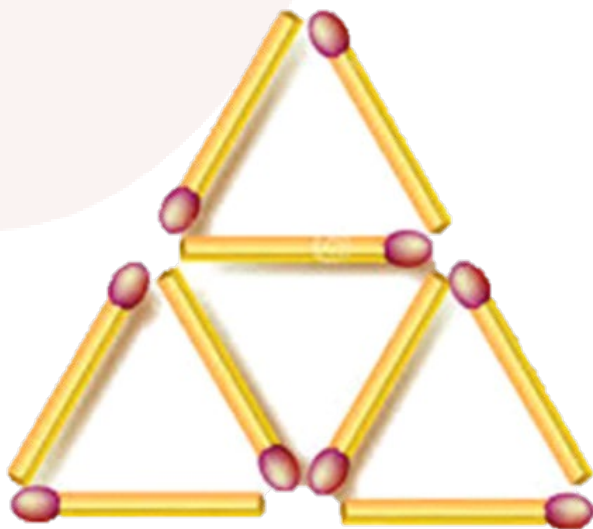
- **Make a birthday calendar.** Invite your children to make a birthday calendar. Let them use 12 sheets of paper – one for each month. Suggest that on each sheet they write the name of the month and the dates of their friends and family members' birthdays that fall within that month. Encourage them to decorate their calendars using a different pattern for each month. Once their calendars are complete, spend time discussing them together – for example, you could say, "Let's see which month has the most/least birthdays?", "How many people have birthdays on the 9th of a month?", "How old will Granny be on her next birthday?"
- **Go shopping at home.** With your children make pretend money and then take items from your grocery cupboard to set up a pretend shop. Write prices for each item on small pieces of paper and put them on or near the items. Then have fun taking turns being the shopkeeper and the customers – adding up the bill for the items bought, paying for them using the pretend-money and giving change. You might also want to discuss shopping during lockdown. Invite your



children to act out different situations and then suggest solutions to different lockdown shopping challenges.

- **Measure it.** Let your children use pages torn out of a magazine (or sheets of newspaper) to find out how we measure the area of an object – for example, a tabletop, the floor space in a room. Show your children how to put the pages down on the object right next to each other with no spaces in between. Then let them count how many sheets of paper they used to cover the surface. Together compare the measurements – which object has the biggest/smallest area?
- **Learn about fractions.** Let your children learn about fractions while helping you cut fruit or vegetables into halves and quarters to make fruit salad or soup. (You can cut the 'quarters' into smaller pieces, if necessary.) Remember to supervise your children closely when they are using knives.
- **Matchstick puzzles.** Give your children matchsticks (or toothpicks) and ask them to build a certain number of shapes with them – for example,

“Make five triangles from just nine matchsticks”.



Life Skills activities

- **Push or pull?** Ask your children to see how many different ways they can find to move a ball or a box with things in it. As they do this, decide together if you are pushing or pulling when you do each movement. You might be surprised to see how many of the movements we use to move objects are ‘pushes’ and ‘pulls’ used in different ways!
- **Design and make a cave.** Let your children find ways to create a cave that they can play in together. Suggest that they use sheets, tablecloths and/or blankets together with tables and chairs to create the

structure. Then let them have fun deciding what to put inside their cave – and playing in it!

- **Music in a glass.** Put different amounts of water in four or five drinking glasses and let your children tap them lightly on the side to create different sounds. Together talk about which sounds are lower and which ones are higher. Help your children notice that the more water there is in a glass, the lower the sound is.
- **Seeds in our food.** Some fruit and vegetables have seeds inside them – for example, apples, oranges, tomatoes, and cucumbers. When you are preparing these for a snack or meal, use the opportunity to draw your children’s attention to what the seeds look like, how they are arranged and whether we eat them. Try sprouting a few seeds in a shallow lid: put the seeds in a little soil or some damp toilet paper; keep them damp by sprinkling regularly with water and see what happens.
- **Keep a moon diary.** With your children, make time to look at the moon every night for a month. Notice how it looks like the moon’s shape changes. Suggest that your children record the changes in shape they see by drawing a picture of the moon every night for a month. Remind them to write the date next to each picture.



Ideas for 10 to 13 year olds

Language and literacy activities

- **Storytelling and story reading.** Use the story sharing suggestions for younger age groups in this guide and add to these by:
 - giving more opportunities for your children to share their own stories
 - telling or reading longer stories
 - making up stories together (Start off a story and then invite each family member to add to it until you get to the end of the story.)
 - encouraging your children to listen to the Nal'ibali stories on the radio
 - collecting stories from the Nal'ibali newspaper supplements and reading them to your children and/or inviting them to read the stories to their younger siblings.
- **Writing activities.** 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 for a character from a book, a story you have listened to or a TV show. Write down at least ten questions that would give the character an opportunity to discuss his/her thoughts and feelings about his/her 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 story.

- Write a letter to the main character of a story. In your letter ask questions, protest and/or complain about something, and/or give a suggestion. Make your letter at least 10 sentences long.
 - 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 different beginning or ending for a story, or for an episode of your favourite TV show. If the ending was sad, write a happy one. If it was happy, write a sad one.
 - Write a short summary about what you have learned from a story.
Can you also explain what you think other readers would gain from reading it?
 - Choose one of the characters from a story and rewrite it from this character's point of view.
 - Create your own soapie characters and then write a soapie storyline.



Maths and science activities



- **Numbers everywhere.** Invite your children to read numbers they find in books, on objects at home (for example, the mass on grocery items, the time on clocks, numbers on the electricity meter) and on TV (for example, daily temperatures, the chances of rain, Covid-19 statistics). Suggest that they write down three number symbols and write out the number in words too (for example: 19, nineteen).
- **Mental maths.** Do regular mental mathematics with your children using addition, subtraction and multiplication. Start with 1-digit numbers until they have mastered these sums, then include 2- and 3-digit numbers. Help your children learn everyday strategies for working with numbers.
For example, if we add money, we start with large amounts (R100, R50, R20, etc.): $150 + 280 = 100 + 200 = 300 + 50 = 350$ (break 80 into $50 + 20 + 10$) + $50 = 400 + 20 = 420 + 10 = 430$. So, $150 + 280 = 430$
- **Playing with cards.** Let your children sort the cards in a pack according to the numbers on them – from smallest to the biggest, or biggest to smallest. Then challenge your children by asking them to take two or more cards and practise adding, subtracting and/or multiplying the numbers on them.
- **Shapes around us.** Encourage your children to look for shapes (triangles, squares and rectangles) in objects at home – for example, the shape of window frames

and doors, the shapes in furniture and in kitchen utensils. Suggest that they draw each object and the shape/s they see in it.

- **What is it?** Give your children opportunities to identify liquid and solid substances, mixtures and solutions, and acids. (For example, vinegar and lemons which are sour, are acids.)
- **Plants and animals.** Encourage your children to identify, draw and describe plants and animals at home and those they see on TV.
- **Energy everywhere.** Talk to your children about different types of energy (for example, heat energy), sources of energy (for example, sun, stove) and energy changes (stoves turn electrical energy into heat energy).

Ideas for teenagers

Teenagers are mostly able to manage their own time. Encourage them to carve out the same time each day for study and reading.

Then help them keep to regular study times.

Encourage your teenagers to talk to you about what they are studying. The more they reflect and engage with the material – and talking about it is one of the best ways to do this – the better they will learn. In fact, one of the best ways of checking if you really understand something is to

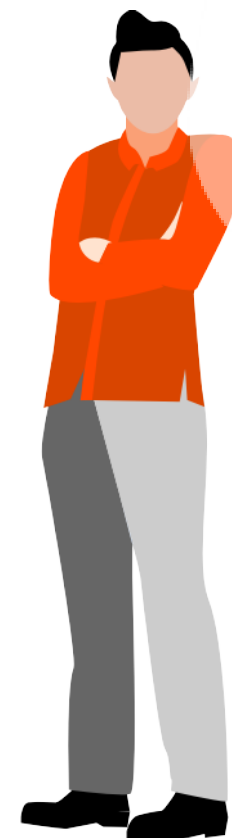


have to teach it! So, ask your teenagers to teach you about a topic – in whatever language feels most comfortable.

- **Chat together.** Have regular conversations with your teenagers about things they enjoy – for example: sports, music, celebrities, and friends.
- **Get moving.** Go for a walk together in your community (if possible) or even just walk around the outside of your home. Spend time exercising together to their favourite music.
- **Encourage writing.** Suggest your teenagers keep a lockdown diary or write poetry to express their thoughts and feelings.
- **Local histories.** Have your teenagers do an oral-history/life-story project with family members. Let them 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. (The interviews give teenagers the opportunity to be historians!) Encourage your teenagers to document their interviews. They can do this by writing down the interviewee's answers or using a cellphone to record the interview. (Remind them that we always need the permission of the interviewee to document the interview.)
- **Talk about the news.** During lockdown, our homes are bombarded with "news" from radio, television, WhatsApp groups and other social media. Use this as an opportunity for the whole family to practise being

critical readers of 'news'. Here are some questions to ask yourselves:

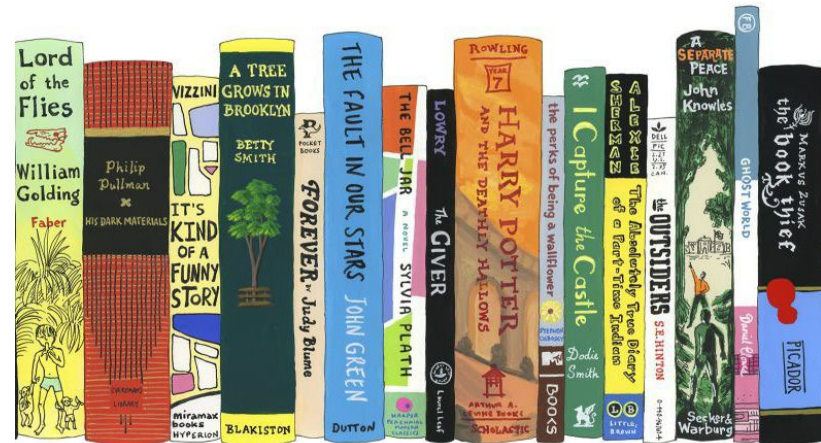
- From whose perspective is the story being told?
 - Who is speaking? Who is being spoken about?
 - Who has power? How is this power expressed?
 - What is left out and/or taken for granted?
 - Who benefits?
- **Get reading.** Teenagers who read independently improve their academic results in many subjects, not just language. 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 (<https://live.fundza.mobi/>) or WhatsApp site (send message to 0600548676). If your teenagers prefer reading younger children's books or comics, encourage them to read these. It doesn't matter what they choose to read, as long as they keep reading!
 - **Talk together.** Have conversations with your teenagers about what they are reading. Ask them questions not to test them, but to encourage them to express their opinions and thoughts on what they are reading. For example, you could ask:
 - Did you enjoy the story? Why/why not?
 - Which character did you like the most? Why?
 - Which character did you dislike the most? Why?
 - Do you think I would like the story? Why/why not?
 - Do you think the story is believable? Do these kinds of things happen?



- Give your opinions too, but make sure your teenagers know that it is fine for them to think differently. And if questions come up about the show – like, “Where is this town in America?” or “Was this based on a true story?” – then, if you have internet and data, google the answer together.

- <https://live.fundza.mobi/catalogue/?genre=chattalogue>

Write poems. Encourage your teenagers to write 'I am from' poems. These simple but interesting poems invite your teenagers to talk about their experiences at home by remembering the sights, sounds, smells and sayings of everyday life. By writing about these experiences, teenagers develop a new understanding of the things that have shaped them. Writing also puts the power into their hands, when the world would like to write their stories for the



PART3

Setting up daily routines



Part 3: Setting up daily routines

Resources for learning at home for children of all ages

SABC TV and radio programmes

There are TV and radio programmes that focus on Grade 10 to 12 learning as well as on early childhood learning in the timeslots below.

TV station	Time slot
SABC 1	Monday to Sunday 05h00–06h00
SABC 2	Monday to Friday 09h30–11h00
SABC 3	Monday to Friday 06h00–07h00



Radio station	Time slot (Monday to Friday)
Umhlobo Wenene	14h30–15h00
Thobela FM	17h00–18h00
Phalaphala FM	13h30–14h00
Munghana Lonene FM	14h30–15h00
Ukhozi FM	21h00–22h00
Lesedi FM	16h15–16h45
Ligwalagwala FM	09h10–09h40
Motsweding FM	19h00–19h30
Ikwekwezi FM	10h30–11h00

Useful websites

Here are some websites with information on how to support young children's learning and that have reading and science resources:

- African Storybook Project:
<https://www.africanstorybook.org/>
- Book Dash: <https://bookdash.org/books/>
- Department of Basic Education:
<https://www.education.gov.za/covid19supportpackage.aspx>
- FunDza Literacy Trust:
<http://www.fundza.co.za/resources/download-mobile-stories/>

Setting up daily routines

At this time, when everyone's normal routines have been disrupted, it is a good idea to work out set daily routines to follow that have regular times for meals, learning activities, chores, reading, free play, exercise and sleep. Routines give children a sense of security and help them take responsibility for what needs to be done each day at home.

- iThemba Projects:
<https://www.ithembaprojects.org.za/>
- Nal'ibali: <https://nalibali.org/>
- PRAESA: <http://www.praesa.org.za/story-based-resources/>
- SmartStart:
<https://www.smartstart.org.za/everweekcounts/>
- Vula Bula (Molteno Institute for Language and Literacy): <https://vulabula.molteno.co.za/>
- Wordworks: www.wwhomeliteracy.org.za

Every family is different, so together work out what is best for you all – for example, high school children, may want to include in their daily routine, the times when the Department of Basic Education's lessons are broadcast. Create flexible but consistent daily routines. Make sure that you and your children have time for structured activities as well as free time.



Include daily exercise because it helps with stress and allows children to use up some of their energy in a positive way!

Children and teenagers can help plan the daily routine. They are more likely to follow a routine that they have

helped to create.

When you have worked out everyone's daily routine, write them up and put them on the wall or the fridge so that you can all refer to them. Here are some sample routines for different age groups.

ECD-aged children		Primary school children	High school children
07h00–07h30			Wake; breakfast
07h30–08h00			
08h00–08h30	Wake up, breakfast	Wake up, breakfast	Study time: do activities in this guide or do work sent from school. Ligwalagwala FM radio programme (09h10–09h40)
08h30–09h00	Exercise: for example, walk around the yard or play with a ball. Give your child a chance to move and exercise.		
09h00–09h30	Listen to a story. (See the Nal’ibali radio programme schedule on page x.)		
09h30–10h00	Wash and dress up for	Story sharing: read or listen to stories. (See the Nal’ibali radio programme schedule on page x.) Do some of the ‘language	Household chores

ECD-aged children		Primary school children	High school children
	those preferring to wash in the morning	and literacy’ activities in this guide.	Ikwekwezi FM radio programme (10h30—11h00)
10h00—10h30	Creative counting activities	Do some of the ‘maths’ or ‘life skills/science’	
10h30—11h00	Story sharing activities in this guide	activities in this guide. Or, do work sent from school. Watch SABC 2 TV educational programme.	
11h00—11h30		Exercise: for example, walk around the yard or play with a ball. Give your child a chance to move and exercise.	Study time: do activities in this guide or do work sent from school
11h30—12h00		Free play and help with household chores	
12h00—12h30			
12h30—13h00	Free time		Cooking/helping with meal preparation
13h00—13h30	Lunch	Lunch	Lunch
13h30—14h00			Phalaphala FM radio programme (13h30—14h00)

ECD-aged children		Primary school children	High school children
14h00—14h30	Afternoon nap	Study: do work sent from school or activities in this guide.	Reading for enjoyment: quiet time to read alone. (Read literature every day.) Umhlobo Wenene and Munghana Lonene FM radio programmes (14h30—15h00)
14h30—15h00			Free time Lesedi FM radio programme (16h15—16h45)
15h00—15h30			
15h30—16h00	Free play (outside, if possible) and/or story time on SABC 1 TV	DEAR (Drop Everything and Read): quiet time to read alone or with help. Or, listen to stories on SABC 1.	
16h00—16h30			
16h30—17h00	Free time: puzzles, drawing	Free time and/or household chores. Help with preparing supper.	Exercise: for example, walk around the yard or play with a ball.
17h00—17h30			Free time or help with household chores Thobela FM radio programme (17h00—18h00)
17h30—18h00			
18h00—18h30	Supper	Supper, TV time	Supper
18h30—19h00	Wash time for those who prefer bathing at night		Washing up dishes
19h00—19h30	Bedtime story and sleep		TV time Motsweding FM radio programme (19h00—19h30)
19h30—20h00			

ECD-aged children		Primary school children	High school children
20h00–20h30		Bedtime story and sleep	
20h30–21h00			
21h00–21h30			Reading for pleasure Ukhozi FM radio programme (21h00–22h00)
21h30–22h00			
22h00			Wash and bedtime

These routine guidelines have been drafted referencing recommendations from the Department of Basic Education, the Department of Social Development and UNICEF.

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