



The **Coronavirus** has turned everything we know **upside-down**

We now live with so many worries and fears – for our children, loved ones, our jobs and ourselves. Everything feels different to how it did before COVID-19.

**We Play. We Connect.
We are Brave.**



This booklet gives you information that is helpful for everyone to know, especially parents and others who take care of children.

We hope it will give families **ideas** for how to help one another and manage together in these difficult times.



social development
Department:
Social Development
REPUBLIC OF SOUTH AFRICA

Symptoms, Prevention, Testing

What are the symptoms of COVID-19?

Fever, tiredness, dry cough and difficulty breathing.



How does the virus move so quickly all over the world?

The disease is shared by droplets from the nose or mouth of someone with the virus. When an infected person sneezes or coughs, the droplets can spread about 1.5 meters away and survive on surfaces for several days. People can have the virus without showing symptoms.



How can we stop the spread of the virus?

1. Wash your hands regularly with soap and water, for at least 20 seconds to remove virus droplets on your hands.
2. When you are not at home, stand at least 1.5 meters away from others and wear a mask.
3. Avoid touching your face as your hands may have picked up the virus from somewhere.
4. Clean surfaces in your household regularly.



How do I get tested for COVID-19?

Only people who show symptoms of the virus will be tested. If you show symptoms, call the **24 hour helpline** on **0800 029999** or send a WhatsApp to **060 012 3456**.



You may have a community health care worker come to your home to ask questions about the virus and how your community is dealing with the lockdown. Answering their questions will help to prevent the spread of the disease.



You can get more information on COVID-19 for free at the government data free website

www.sacoronavirus.co.za

or

***134*532*911#**

(English, Swahili, isiZulu, French, Portuguese)

Mask Wearing

The government has asked all adults and children over 2 to wear masks when not at home. Here are some important guidelines to follow to make sure your mask works properly to keep you and others safe:

- Masks should be made out of three layers of 100% cotton fabric.
- To fit properly, it should cover both your mouth and nose with no gaps.
- You should wear a clean mask each time you go out. Wash and iron your mask after every use.
- Your mask is just for you and should not be shared.
- Wash your hands before putting on and after taking off your mask.
- Avoid touching your mask when you are wearing it. If you do, wash or sanitize your hands straight away.
- When you remove your mask, hold it by the ear ties and avoid touching the inside. Place it into a washing container straight away.



Coping with Stress and Worry

Many people will be feeling worried during this time. This is normal when we do not know what will happen in the future. Healthy worrying can help us to be prepared, plan ahead and solve problems.

But sometimes we can worry too much. It might even feel as though we cannot stop our thoughts. With this type of worry, we often imagine the worst, we may feel anxious and unable able to cope. This type of worrying can also affect our bodies. You might experience pain, restlessness, difficulty concentrating, difficulty sleeping or tiredness all the time.

Here are some ideas to help with worrying too much:

- When you start worrying, ask yourself – is this a problem I can do something about? If it is, plan what you can do and when you will do it. If it is something you cannot control, try to let it go and focus on something you can do right now.
- Remind yourself of what you did to cope with difficult times in the past.
- Worry can affect the way that we breathe. Breathing properly can have a calming effect on us. Find a quiet space to sit for a moment. Place both feet on the floor, lay your hands in your lap and close your eyes. Breathe in deeply for 4 counts and out for 4 counts. Repeat this four times.
- Set a routine for yourself. Get up and go to bed at the same time every day. Set times for different tasks and activities during the day. Celebrate what you do achieve in the day.
- Spend some time each day doing something that makes you happy or helps take your mind off the stress.
- Find one thing you are thankful for each day. You might like to write it down to read in the future.
- Stay connected to others. Talk to someone you can trust. Spend time with your children – playing, watching TV, reading, telling stories, singing, dancing.
- Do something to help someone else.

Places to get Help

South African Depression and Anxiety Group (SADAG)

general helpline 0800 456 789 SMS 31393, suicide helpline 0800 567 567

LifeLine Counselling 0861 322 322 or WhatsApp call counselling
065 989 9238

GBV Command Centre 0800 428 428, *120*7867# for call-back

Women Abuse Helpline 0800 150 150

Gift of the Givers 0800 786 786. *Monday to Friday 9am – 4pm*

Human Trafficking Helpline 0800 222 777

SAPS Crime Stop 0860 10111 or SMS 32211

ChildLine 0800 055 555

Lawyers for Human Rights free legal support hotline 066 076 8845

UIF Benefits contact 012 337 1997

Social grants

Citizens, permanent residents and registered refugees with no other income (social grants or UIF benefits) can apply for the Social Relief of Distress Grant. The amount is R350 per month for up to 6 months. To apply

WhatsApp SASSA on 082 046 8553, or **message** *134*7737#, or **call** 0800 601 011, or **email** SRD@sassa.gov.za

An extra R300 will be added to each Child Support Grant in May. Between June and October, each caregiver will receive an additional R500 per month. All other grants (disability, care dependency, foster child, older persons and war veterans) will receive a top-up of R250 a month between May and October.

Grant payment dates may change during this time. You can contact the **SASSA helpline** on 0800 601 011 to check the payment date for your grant.

For assistance with grant payment challenges, contact the Black Sash on 072 663 3739, or sms a 'please call me' to 072 663 3739, or email help@blacksash.org.za

Keeping our children safe. Preventing child abuse.

Not all adults love and care for children like they should. Some people hurt children or involve them in sexual acts. Others frighten them or use bad language. And some ignore them and do not look after their needs. This is child abuse.

PHYSICAL ABUSE
Anything that hurts a child's body e.g. hitting, shaking, pushing, burning, pinching, kicking, choking etc.

NEGLECT
When an adult deliberately does not meet a child's basic needs (food, clothing, clean home, medicine, education, love)



DIFFERENT TYPES OF CHILD ABUSE



SEXUAL ABUSE
Any type of sexual act that involves children (touching, asking for favours, rape, asking children to watch)

EMOTIONAL ABUSE
Any acts that make a child feel unsafe or afraid or bad about themselves e.g. bad language, ignoring a child, shouting etc.

5 things you can do:

- * Make sure your child is **SUPERVISED AT ALL TIMES.**
- * Only choose adults you **KNOW** and **TRUST** to look after your child.
- * Listen to what your child tells you – and **BELIEVE THEM.**
- * **WATCH OUT** for unusual or worrying behaviour.
- * Report anything that concerns you.

If you suspect child abuse, YOU MUST REPORT IT!

- 1 Report to Social Worker/ Police/Childline
- 2 Explain why you suspect child abuse
- 3 Describe the signs
- 4 Do not investigate yourself
- 5 Keep it confidential



WE ALL NEED TO PROTECT OUR CHILDREN FROM ANY FORM OF ABUSE.



Childline gives advice on child protection.
Toll-free number
08000 55 555

Visit our website, for more tips on how to keep your child safe and happy
smartstart.
datafree.co/everweekcounts

smartstart
GIVING EVERY CHILD THE POWER TO SUCCEED.



Reading and Story Telling

Children will have lots of worries, much like you do.

For some children who are coping with big challenges in life, this may be even more of an uncertain time. Ask your children how they are, and really listen to their reply. What is their body language telling you? Try to set aside at least 20 minutes per day to focus only on each child. Play, tell stories, laugh together! There are resources in this booklet you could use for fun time with your family.

Pay special attention to children who are very quiet, or have trouble concentrating, or maybe can't express themselves very well yet. Sometimes you have to wait a little longer for some children to respond, be patient and listen closely.

Reading stories or telling stories is a wonderful way to spend time with your child. You can tell a story from your own life, or a story from a book. Here are some ideas for talking about a story once it is finished. You could ask some questions to talk about the story to get the conversation going!

What did you think of that story?

Who was your favourite character?

Which character did you think is most like you?

Who was there to help the characters in the story?

What else did you notice through hearing this story?

What happened in the story which solved the problem or helped to make plans to solve it?

Chicky the little chicken

Once upon a time there was a cute, little, yellow chicken called Chicky. Chicky liked to go for walks in the sunshine by the pretty flowers. He would go there on his own and never felt afraid.

One day while Chicky was on a walk outside. A big dark cloud came over and covered the sun. Everything became dark and the wind started to blow very hard. Chicky was standing there all alone. Suddenly something hit Chicky hard on his wing. Chicky turned to see a big round piece of hail roll off his feathers onto the floor. He had never seen hail this big, ever! And with a deafening roar lots of hail began to fall from the sky, everywhere. Chicky was standing there all alone, the wind blowing him from side to side in the darkness and the hail hitting his little body all over. Each hail ball that hit him made his body sting with pain. And it just didn't stop.

Chicky was so scared. He tried to run or scream for some help, but his voice and his legs didn't work. It felt like he couldn't move. The wind blew harder and the hail balls fell faster and harder from the sky. After a little while there was a huge clap of thunder. Chicky jumped with fright. Somehow, he managed to find his way back to the chicken house in the



darkness, but he was terrified. When he got to the chicken house his feathers were dripping wet, his body sore all over from the hail balls and he was shaking with scared feelings. Chicky saw that all the other chickens were also afraid. Over the noise of the storm there was a whole lot of squawking going on. Some of the chickens went to sit close to their families in a corner to feel a little more safe and warm. This helped some of the chickens. But when they sat close together some of them started to argue and peck at their family and friends sitting next to them. Chicky sat down and hid his head under his wing, trying to hide away from the awful storm.

The storm and hail carried on all through the night. It felt like it would never end. Days later Chicky was sitting alone in the chicken house. He was too scared to go for a walk again. What if the darkness and hail and wind came back?

Chicky was looking at the sand in front of him when it began to move. Chicky carefully watched the sand to see what would happen.

Soon, Manny the Mole popped his head out from the sand. Manny said to Chicky "Why are you sitting here all alone?" Chicky said that he was afraid to go for a walk outside because the storm and hail might come back. What if an even bigger ball of hail hit him on his head when he went outside? "I think it is better for me to stay inside then the storm can't get to me" Chicky said. Manny thought a little and said: "Chicky I know that you are scared. The storm was very scary. Do you think we could do something to help you with the scaredness?" Chicky wasn't sure but then Manny said: "I know, let us tell some of the other chickens, hens and roosters about how the big storm made you feel so scared. Especially the balls of hail that hurt your body. Maybe the other chickens can be on the look-out if another storm comes. Then they can tell all the other chickens to stay inside the chicken house and be safe from the storm." So, this is what they did. Chicky told some of the other chickens, hens and roosters. They all said that they would help keep Chicky safe and let him know if they saw another storm coming, especially one with big balls of hail.

But Chicky was still afraid that the storm would come back again. So, Manny said: "Chicky, I think maybe we could come up with another plan to help you feel safer when you go outside? No-one really knows when a storm may come back, even a little one. But we could build something to keep you as safe as possible, even if another storm comes". Chicky and

Manny began to walk all around the chicken house, looking under each nest and in every corner. They carried a whole pile of things to one side of the chicken house and then spent a long time building and hammering.

The next morning as the sun was coming up Chicky started to feel excited. Today he might be able to go outside of the chicken house and not feel scared anymore. So, he began to get ready. When he finally came out of the chicken house Chicky had on a helmet made from bottle tops which covered his head. This was so that if the hail ever came back, and hit him on the head, his head would be protected and not get hurt. He also had on a protective coat made from pieces of cooldrink bottles that he and Manny had sewn together with string. This would keep his body safe from the hail. At first it was a little difficult to walk around with his protective gear, but Chicky soon got used to it. When the wind would start to blow, Chicky would look up into the sky to see if there was a storm coming. And although he was still a little scared, he knew that the protective gear he and Manny had made would help keep him safe if ever there was another big storm with balls of hail.

Chicky and Manny now enjoyed going for long walks in the beautiful sunshine by the pretty flowers and trees. Chicky finally felt happy and free.

Story adapted from the 'Helping you heal' series by RAPCAN, Teddy Bear Foundation, Childline and Jelly Beanz



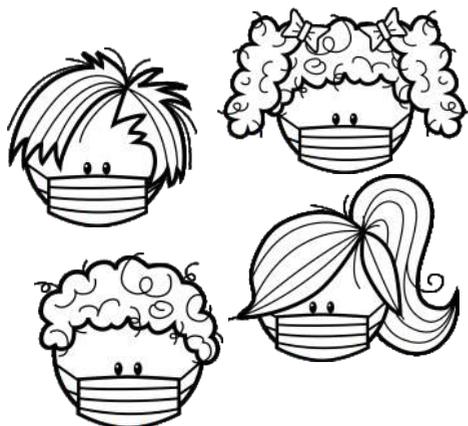
Tell us your story

Dear Parent/Caregiver: Please sign in the space provided to let us know that you are happy with us sharing your child's story/poem/drawing. Some of these will be shared with the National Planning Committee to help the Presidency understand children's experiences of lockdown. They will need to contact you if they would like to publish the drawing so please also provide a contact number.

NAME: _____ **DATE:** _____

SIGNED: _____ **CONTACT NUMBER:** _____

WEARING A MASK



A Coloring Book for Children

© Autism Little Learners



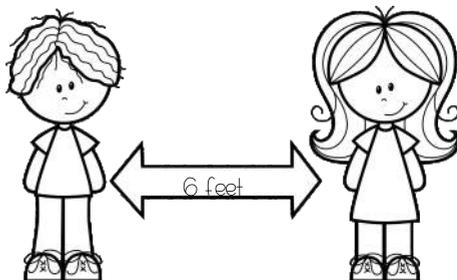
Sometimes adults and kids need to wear masks to protect other people from getting sick. This might be something new for me!

© Autism Little Learners



Masks might feel kind of uncomfortable at first, but I will get used to it!

© Autism Little Learners



Even when I wear a mask, it is still important to stay 6 feet away from other people.

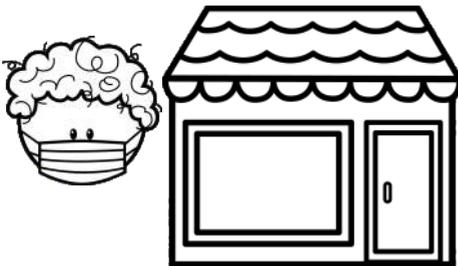
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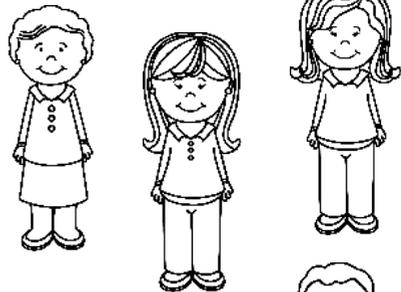
It is still OKAY to touch
and hug my family



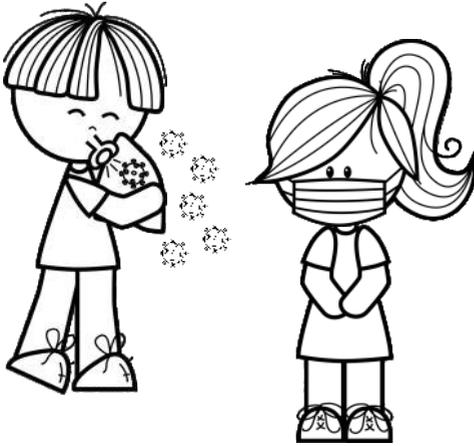
I usually don't need to wear a
mask in my home or my yard



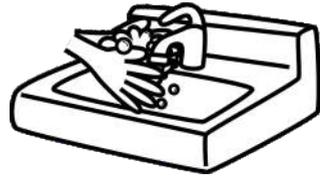
If I go to a store or to an
appointment, I need to wear a mask



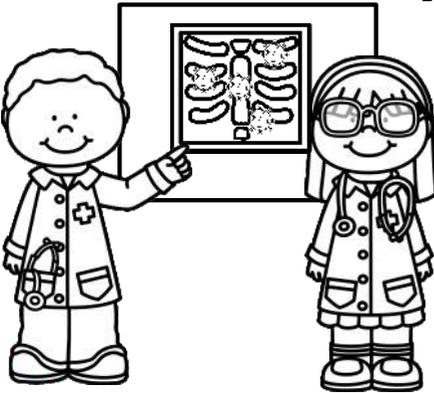
If I go somewhere with my
family and there are other people
around, I should wear a mask



A mask can protect other people if I cough or sneeze. It will also protect me from others!



It is still important to wash my hands or use hand sanitizer.



Doctors are working hard to find ways to make COVID-19 go away. Once it is gone, I won't need to wear a mask anymore.



Wearing a mask is different, but it will be okay!

Symptoms



Fever



Difficult to Breathe



Cough



Feeling Tired

Prevention



Wash you hands with soap and water often.



Sneeze or cough into your elbow or a tissue.



Cover your face with a mask made of cloth (like an old t-shirt folded double.)



Go to the clinic or hospital if you feel very sick.



Play inside or in your yard. Don't go out into the street.

CORONAVIRUS



Try not to touch your eyes, nose and mouth.



Try to not go near people who are sick.

COVID19

Leave No Child Behind

a Lead Initiative



BIG FEELINGS

HOW TO HELP CHILDREN DEAL WITH BIG FEELINGS

BIG feelings are when feelings such as anger or fear feel so big that they feel like they are taking over your body.

BIG feelings can make you **WANT TO HIDE AWAY** or even just **CRY A LOT**.

When we have BIG feelings we need help from someone who loves us to calm down.

BIG feelings mean we are overwhelmed and scared, not naughty.

As parents we need to be **PAINTER, LISTEN, SOFTEN, LOVE**.



Calming Strategy # 1

The more calming activities you practice with your child, the more they will learn how to calm themselves down as they grow.

Do a breathing activity together

Find a quiet spot

Take a moment to let your mind be still and your body relax a little.

Sit on a chair or stool with your hands loose in your lap and your two feet on the floor



Breathe in deeply while counting to 4 and then breathe out gently and slowly while counting to 4

Close your eyes

You can do this anywhere, anytime.

Repeat the breathing 4 times

Do it together as a family and share your thoughts about it afterwards with one another

Remember !

Spending time with your child every day, listen to them.



Calming Strategy # 2

Take time out !

This is when you take yourself away from others in the house to be alone for a few moments.



This is not punishment



It is a way to calm yourself if you are getting angry (as the parent)



Be creative, go read a book or do some exercise

Calming Strategy # 3

Sometimes children need to get energy out in order to become calm again.

HERE ARE SOME IDEAS !



Do an activity with your bodies !
Jump around, dance, have running races

Make play dough together

Tell a funny story from when you were your child's age

Remember !

Spending time with your child every day helps to keep them calm.



Remember !

Spending time with your child every day helps to keep them calm.



Threading letters

What you need:



- egg box
- bag from butternut or oranges
- cereal box
- drinking straw or headless matchstick or twig
- scissors and marker

Threading letters

What to do:



1. Tear the egg box into individual cups and trim the edges.
2. Write one letter of your child's name on each cup. Use a capital letter to start and lower case for all the other letters. Your child needs to start to understand that capital letters are used to start important words, so try not to ever write your child's name all in capital letters or all in lower case.

Threading letters

What to do:



3. Make a hole in the top of each cup with your closed scissors.
4. Pull the individual threads from your butternut/citrus bag, and cut one to about 20cm. Don't make it too long or your child will find it hard to work with.

Threading letters

What to do:



5. Cut your drinking straw to a length of approximately 4 cm, and thread the string from your butternut bag through the straw. Tie both ends together in a knot on the outside of your straw to stop it from slipping off while your child is using it. If you don't have a straw, you can tie the end to a headless matchstick, or use some sellotape wound around the end to make it stiff.
6. Tie a piece of egg box onto the other end of the string.

Threading letters

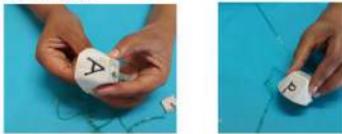
What to do:



7. Write your child's name on a piece of cardboard from a cereal box or a piece of paper. Remember to make your letters look the same as the ones on the egg cups, with capital letter to start and lower case letters for the rest.
8. Help your child to match each letter and place it in the correct order. As they place them in a row, you say the name of each letter. Even before they are able to name each letter, your child will be able to match the letters by looking at the shape.

Threading letters

What to do:



9. Let your child thread each letter, in order, onto their string. When they are finished, let them check it against their name on the cardboard to ensure they have put them in the right order.

You can also write numbers on the cups and get your child to thread them in order, or paint them different colours and let your child put them in a pattern or sequence. You can do this same activity with spelling words, or as a way of building a vocabulary for terms used in history, geography or science for older children.



Ball

What you need:



- 5 bread bags (or 1 plastic bag and damp magazine pages, or newspaper, or chip packets) to make a small ball, 20 bread bags to make a soccer ball
- netlon bag from onions or tomatoes (optional)
- scissors



Ball

What to do:



1. Scunch each bread bag one at a time (or scunch your damp paper into a ball) and put it inside a bread bag.
2. Squeeze as much of the air as you can out of the bag, pushing the inside bags (or paper) as far down as you can to make a small, firm, round ball.
3. Only then close the opening of the bag. The less air you have, the less likely the ball is to pop.



Ball

What to do:



4. Tie a knot in the bag, making sure that you pull it right down onto the ball to stop the air from getting in.
5. Cut off the tail, right next to the knot.
6. The netlon bag is optional, but it does make your ball stronger and less likely to pop. Turn your netlon bag inside out, so that the knot is on the inside.
7. Put the ball in so that the knot of the ball is on the side.



Ball

What to do:



8. Cut your netlon into 2 equal pieces, right up to the edge of the ball (don't pop your ball!).
9. Tie the two pieces together with 3 knots to make it very secure.
10. Cut the ends off and your ball is ready to play with!



Ball

Other fun ideas:

1. Play skittles. Use whatever you have at home - empty bottles, toilet roll inners, plastic cups. The younger your child, the wider the line of skittles needs to be. Let your child count how many skittles they knocked down & how many are still standing.
2. Put numbers on your skittles. For younger children let them name the numbers on the skittles they have knocked down, and older children can do addition and multiplication sums with the numbers.
3. Let your child push the ball with their nose from one side of the room to the other. Have races.



Ball

Other fun ideas:

4. Let your child squeeze the ball between his/her knees and jump/run from one spot to another.
5. Use tin foil inners to make cricket wickets and bat.
6. Use a round margarine/ice cream container as a basketball/netball hoop. Cut a hole in the centre for the ball to fall through.
7. Let your child balance their ball on various body parts and move from one spot to another.





Catch the spider

What you need:



- cereal box or piece of cardboard/paper
- egg box
- lid from a cold drink bottle
- scissors and marker



Catch the spider

What to do:



1. Cut your cereal box or paper into strips.
2. Draw around your lid.
3. Add 8 legs and a smiley face so that your child isn't terrified of your spider!
4. Put one spider on the first card, 2 on the second, 3 on the third, etc. Make sure the spiders don't touch each other, as young children need to see them as separate items.



Catch the spider

What to do:



5. Break your egg box into individual cups.
6. Trim around the edges to make "spider catchers".
7. Put out your spiders in order from 1 to 5 or 1 to 10, depending on the age and stage of your child, with the spider catchers in a pile.



Catch the spider

How to play:



1. Tell your child that he/she is the spider catcher, and they need to "catch" the spiders on each card by quickly putting the catcher over them. Let them catch all their spiders on all the cards. Make it fun.
2. Then take all the catchers off and tell them that they are going to COUNT how many spiders they have caught. Let them "catch" the spider on the first card and say "One!". Say to them, "You caught one spider. Well done!" Let them catch the spiders on the second card, saying "One!" on the 1st spider and "Two!" on the 2nd spider. Ask them how many spiders they caught on that card. Say, "Well done, you caught two spiders!" Continue with each card, making sure they only say the number when they catch the spider.



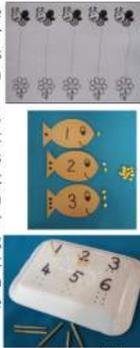
Catch the spider

Skills developed:

One-to-one correspondence - This is the ability to match one object to another corresponding object. In Numeracy, this means being able to match one number with one object.

Many children can sing the number song, "1,2,3,4,5..." but often don't learn to count objects. It is important that when a child is counting objects, he can either touch or point with a finger at each object as he says each number, so that he learns that one number goes with each item. Practical ways of doing this includes getting a child to put spoons out for everyone at dinner, counting pictures in a storybook, chairs in the house, shoes in the cupboard, etc.

Without one-to-one correspondence, a child won't be able to cope with addition and subtraction in Numeracy.



Here are some simple activities for you to use to play with your young children. They use things that you have in your house so they don't cost anything. They encourage your children's brain development and help prepare them for 'big school'.

Children learn best when playing, so take 10 minutes each day to have FUN with your child with one of these activities. You can also ask your older children to help you to make them.



Colour Flower

What you need:



- cereal box or any other cardboard or paper
- magazine or newspaper or advertising brochures
- cold drink lids - 6 different colours
- glue - Pritt or homemade glue
- scissors, marker and pencil or pen



Colour Flower

What to do:

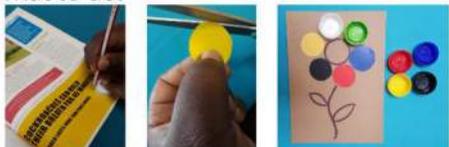


1. Cut your cereal box or paper to A5 size (approx. 15cm x 20 cm)
2. Draw around a cold drink lid. Put one circle in the middle and 6 circles around the outside. Draw a stem and leaves on your flower.



Colour Flower

What to do:



3. Find colours in magazines, newspapers or advertising brochures that match the colours of your cold drink lids.
4. Trace around the lid, making sure you only have one colour inside the circle. Cut these circles out.
5. Stick one colour circle on each petal of your flower.
To make your own glue, mix 1/2 cup water and 1/2 cup flour until smooth.
6. Turn your lids upside down. Let your child match the colours of the lids to the colours on the flower.



Colour Flower

Skills developed:

Colour matching - Did you know that babies can see colour as well as adults from around the age of 6 months? They can see it, but don't understand that colour is a quality of an item (ie something that describes that item). So sometimes we will give the child a lid like the little girl is holding and tell her that it is a lid, another time we tell her it is plastic, another time we tell her it is round, another time we tell her it is small, another time we tell her it is red, another time we tell her it is hard...and so when we say, "What colour is this?" the child often just says the first colour name that pops into her head! To help children understand this, try to always say the quality and the name of the item eg, "This is a red lid" or "This is a round lid". The ability to match colours comes before the ability to name colours, so matching activities are important from around the age of two.



Construction

What you need:



Any clean recycling that you have including:

- assorted plastic lids
- toilet roll and tin foil inners
- empty plastic containers from yoghurt, margarine, peanut butter, milk, coke, etc
- egg boxes
- polystyrene trays
- empty boxes from cereal, biscuits, etc



Construction

What to do:

Put a whole lot of items on the floor. You can use different items on different days, or always use the same items if you wish. Each day you can make a different suggestion and ask your child to:

- build somewhere where people can live
- build something that can transport people from here to the beach
- build the tallest tower that you can
- build something that you would ride to the moon in
- build something that makes you feel happy
- build whatever you feel like today
- build something pretend
- build something that floats
- build a place where someone can hide





Emotions Bingo

What you need:



- cereal box or piece of cardboard
- 8 cold drink or milk lids
- scissors, marker or pen



Emotions Bingo

What to do:



1. Cut your cereal box or cardboard into a rectangle that will fit your lids in two rows of 4.
2. Divide your cardboard into 8 sections, using the side of the cereal box as a ruler to draw the lines.
3. Draw around your lids so that there is a circle in each section.



Emotions Bingo

What to do:



4. Draw some happy and some sad faces on your lids.
5. Draw the same number of happy and sad faces on the card.
6. There are different ways to use this. Initially you can get your child to identify a happy face on a lid, tell you what makes them happy, and match it to one on the card. Repeat this with a sad face lid. Then you can ask your child to tell you about something and you have to guess if that would make them happy or sad, and find the right lid. Then you tell your child something and they have to guess how you would feel and find the right lid.
You can add different emotion pictures as your child gets older.



Emotions Bingo

Skills developed:



Emotional development - Emotional intelligence is the ability to be aware of, control and express emotions. Young children don't know the words that describe how they feel when they experience emotions.

Help your child to start to identify and regulate their emotions by naming the emotion for the child, eg: "Sanele, I can see that you are getting frustrated because the blocks keep falling over." or "Busi, I can see you are angry that Vuyo took your car." Then you can help your child to choose what to do instead. "Sanele, we don't throw toys when we get frustrated. Would you like me to help you to get your blocks to balance?" or "Busi, we don't hit others in our home. Ask Vuyo to please give it back." By talking about what makes a child feel happy, sad, angry, excited, frustrated, etc, we can help our children to recognise emotions in themselves and in others. Remember that no emotions are 'bad'. What the child is feeling needs to be recognised, but the behaviour may not be acceptable and that is where you can guide them.



For more ideas, go to
www.singakwenza.co.za



Number matching

What you need:



- egg box or toilet rolls
- beans, stones, straws, twigs or headless matchsticks
- scissors and marker



Number matching

What to do:



- Depending on the number range that your child is working in, tear your egg box or tray to the appropriate size.
- Write the numbers in each cup, starting at the top left just like a child would read.



- Cut your toilet roll inners in half.
- On one side write the number, on the other side draw the correct number of dots to match the number.
- Cut your drinking straws into 4 or use twigs.



Number matching

What to do:



- Let your child count the right number of beans, matchsticks, straws or twigs as they put them into each cup or roll.
- The reason why we put the dots on the back of the toilet roll inners is to help the child remember what the number symbol says. Let them count the dots if they forget the number name.
- As your child becomes more confident with these numbers, put in the next two numbers. Let them be confident with those, then add the next two.
- You can also use the toilet roll inners to practice counting backwards. This is the start of understanding subtraction.



Number matching

Skills developed:



Controlled placement - When items must be put in a specific place, the eyes need to focus and stay focused in order to guide the hands to successfully complete the activity.

Controlled placement requires the eyes and the hands to communicate well to place the object in the correct place, but it also requires control of the muscles in the arms and hands so that the child doesn't put the item down too hard or let it go before it is in position.

This control is needed in order to be able to hold and control a pencil correctly.

