

**DW** DEVELOPMENT  
WORKSHOP

Community Development  
Human Settlements and Development

# LEARNING AT HOME



Playful activities and stories for you and your child  
**(BIRTH TO SIX YEARS)**



20 Nachtigal Street, PO Box 40723 Ausspannplatz, Windhoek, Namibia  
E [b.weber@dw-namibia.org](mailto:b.weber@dw-namibia.org) T +264 61 24 0140

Dw DEVELOPMENT WORKSHOP  
**CHILDREN**

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# 1.

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## PURPOSE

This book of activities and stories was developed to support parents, caregivers and families to have playful and meaningful interactions with children 0-6 years.

**It is divided into three parts:**

**(1) caring for yourself and your child,**

**(2) activities and**

**(3) stories.**

There are 200 activities in this guide. The activities need few materials, are simple to make and use items that you as a parent or caregiver may have in your home. If you don't have the materials needed for one activity, you can choose another one or think of other materials you could use instead. The activities can be done as part of your everyday routines such as eating, bathing and doing household chores. Many of the activities will help you build better bonds with your child. When children feel loved, happy and secure, it helps their brains to grow.

The content is provided in age groups; younger than 1 year, 1 to 2 years, 3 to 4 years, and 5 to 6 years. 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.

The stories in this guide can be read to all children, no matter how young. The more words babies and young children hear when you talk, read, and sing, the more their brains grow. Reading stories to your child will give her the skills she needs to learn to read, write, and understand information as she grows. Read together or tell stories every day!

## ACKNOWLEDGEMENTS

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Some of the activities in this guide were adapted from "Parent Manual: Activities for children up to age 3 years" created by The University of the West Indies, Reach Up: An early childhood parenting programme. It is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Public License (<https://creativecommons.org/licenses/by-nc-sa/4.0/legalcode>).

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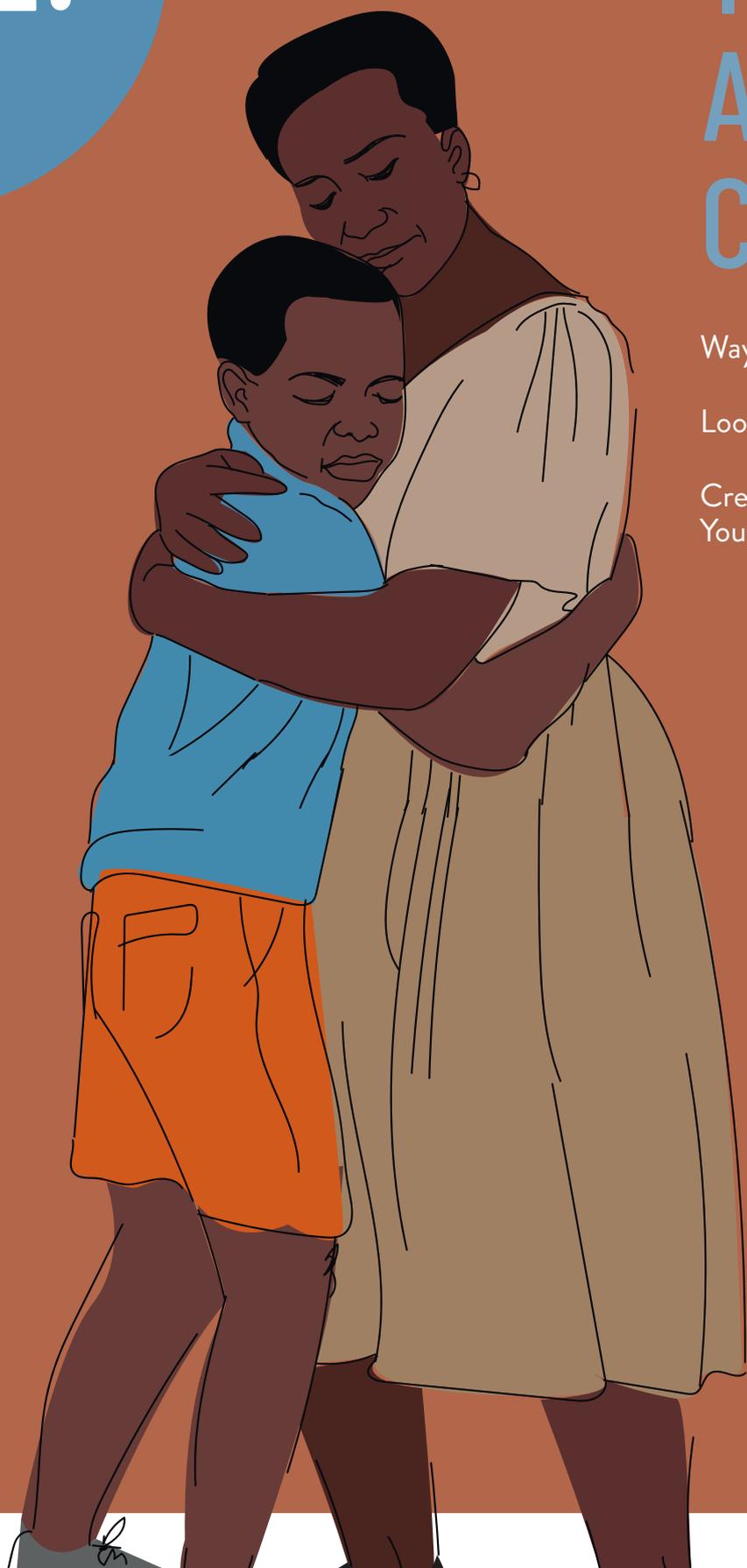
# 2.

## CARING FOR YOURSELF AND YOUR CHILD

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## WAYS TO CONNECT TO YOUR CHILD

### Children need someone who:

- shows them love
- they can trust to care for them
- listens to them and understands them
- responds to what they are interested in
- talks with them
- plays with them

Here are some important things you can do to help your child feel loved, safe and happy:

### SHOW LOVE

- Showing them love makes babies and children feel happy and secure.
- pick them up and comfort them when they cry or are sad,
- stroke or rock them,
- kiss and hug them.
- tell them you love them.

### HAVE ROUTINES

- Routines help children feel safe.
- Have a routine for bedtime. For example, bath, cuddle and look at a book together or sing a song.
- Try to also have a routine for the day, such as resting and eating meals at around the same time each day, it doesn't matter if you cannot always do this.

### TALK WITH YOUR CHILDREN AND LISTEN TO WHAT THEY SAY

- Pick baby up, look into his eyes, smile and talk softly and coo to baby.
- Listen for sounds he makes and make the same sound back or a new sound.
- Talk with your baby or child often.
- Talk about what you or baby are doing. Talk about things and people in the home.
- See what she is interested in and tell her about it.
- Listen to what they say. Answer him every time he talks.

### PRAISE YOUR CHILD

- Children love to be praised it makes them feel good and behave well.
- Praise your child often
- Praise him when he behaves well and when he tries to do something.
- Say what she did that was good. It will make her want to do it again. For example 'Good girl you showed me the spoon' OR 'What a smart girl, you waved bye bye.'

### SING WITH CHILD

- Singing with children is a great way to show love and lets them hear new sounds and words.
- Pick baby up and look in their eyes or rock them while you sing.
- After bathing, wrap baby in towel and cuddle and sing a song.
- Sing songs you know that can show actions like clapping hands, or playing with fingers and toes.
- For older children try counting songs, or nursery rhymes.
- Have fun and sing everyday with baby



## LOOKING AFTER YOURSELF

It is important to take care of yourself. Being kind and patient with yourself will help you stay calm and be kind and patient with others.

### Here are some things you can try:

- Keep in touch with family and friends, with a phone call if you can't visit.
- Try and rest when your child is resting, and try to get enough sleep at night.
- If you feel stressed or angry take some long deep breaths.
- Take short breaks. Get a glass of water or cup of tea and sit somewhere to drink it.
- Find things that help you relax and smile, maybe a funny TV show.
- Limit how much you listen to the news if it is upsetting.
- Tell family members or friends how you are feeling. Don't be afraid to ask them for help so that you can have some time for yourself.
- Before you go to sleep try and remember something your child did today that made you smile or feel good. Think of things that went well or people who were kind to you.

## CREATING A SAFE SPACE FOR YOUR CHILDREN

It is a good idea to create a special play space for younger children. You can even use the corner of a room. 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, towel or cloth 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.
- 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.

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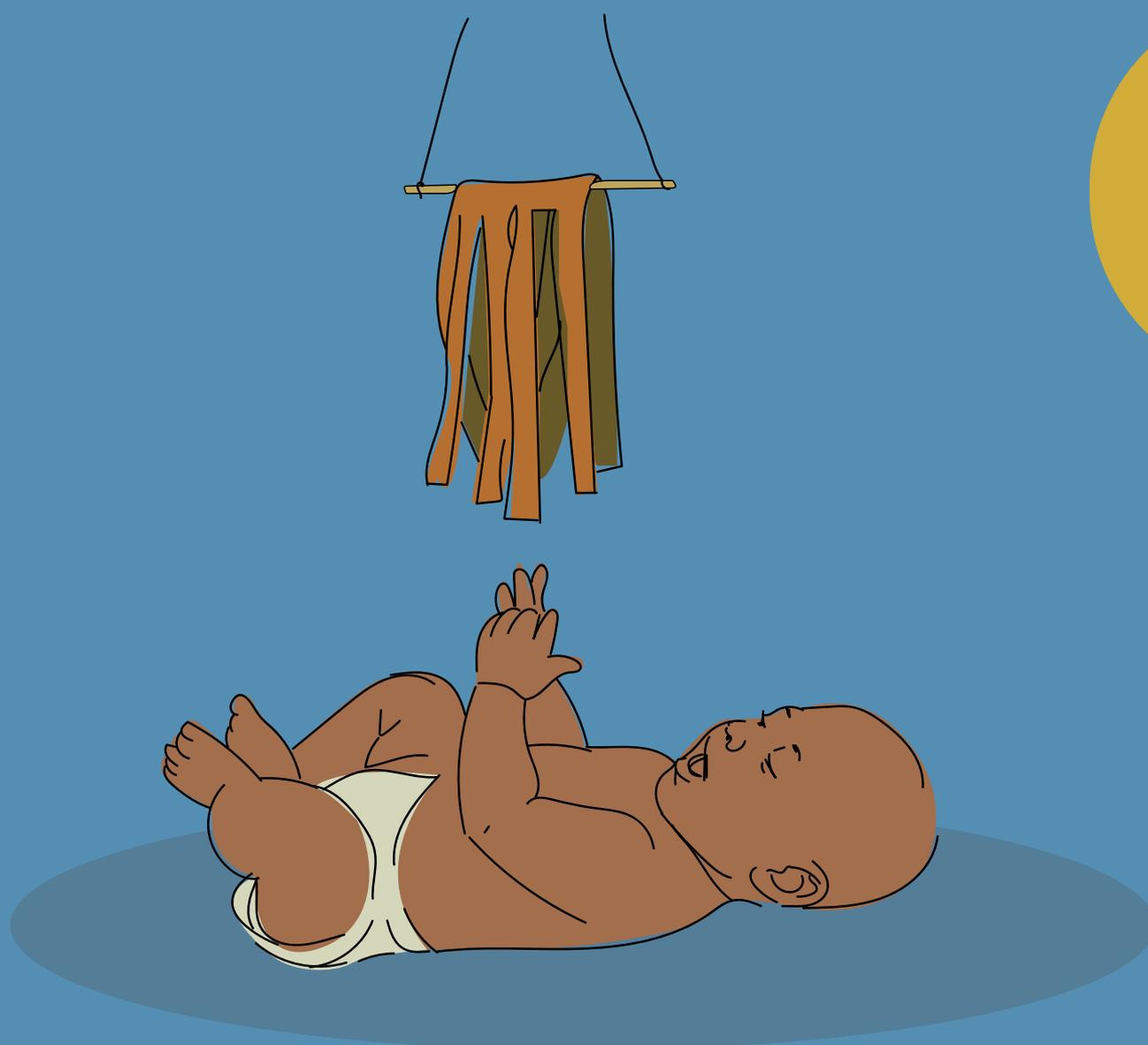


## HOW TO USE THESE ACTIVITIES

- The activities are things you can do at home with your child.
- Playtime is very important; play is how young children learn.
- The activities are shown by age group, for example 3 to 4 years. Pick the ones for how old your child is.
- You may need to use one or two objects in your home. If you do not have them, see if you can think of something else to use, or just choose another activity.
- Let your child play with the objects first. Then show him the activity. If he does not want to do it, that's okay. Let him play how he wants and try the activity again later.
- Make time for play every day. Have fun!

### PAGE NUMBER / AGE GROUP

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young children  
(5 to 6 years)**



**ACTIVITIES FOR BABIES**  
(birth to 1 year old)

**1. PLAY 'FOLLOW THE BEE' GAME**

- Place your index finger in front of baby's face and make a buzzing sound like a bee
- Move your finger around and see if baby follows the 'bee'
- Land the 'bee' on baby's nose
- Laugh with baby and have fun!

**2. HAVE A CONVERSATION WITH BABY**

- Face baby and make a new sound
- Wait and see if baby repeats the sound or makes any sound
- Answer her and again wait to see if she makes another sound
- Soon you will be talking back and forth with her!

**3. PLAY 'WHERE IS BABY' GAME**

- Play a game while dressing baby
- When putting on shirt over baby's head say 'Where is baby?'
- Then pull shirt down and say 'Oo! There he is!'
- Smile and laugh with baby!

**4. TALKING ABOUT FEELINGS**

- When you're getting ready to go out, talk about what you're doing and how baby might be feeling
- Maybe you could say, "We're getting ready to go to the store. You're wriggling and have a smile on your face. You seem excited. Let's go and see what we find there."
- How does he respond? Follow his lead!

**5. REACH OUT GAME**

- Show baby a toy or object she likes
- Dangle it in front of baby
- Get baby to reach for the object
- Praise baby when she touches it!

**6. PLAY WITH BALL**

- Get a soft ball or roll a pair of socks into a ball
- Let baby hold ball and play with it
- Use ball to touch and tickle baby
- Have fun with baby

**7. BLOW BABY**

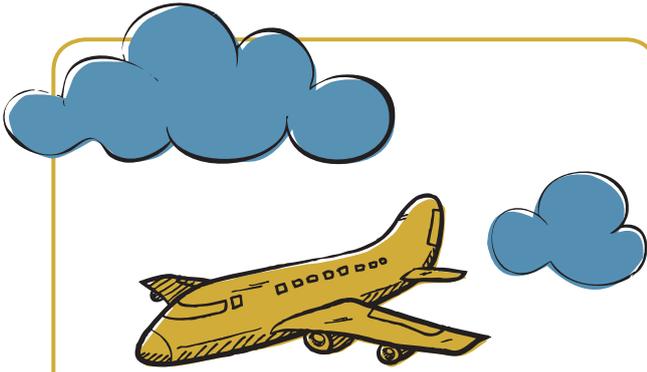
- Gently blow on baby's face and hair
- Ask him, "Do you feel the wind?" Notice if he seems to like the sensation
- If so, blow with long and short breaths
- Make your pauses in between long and short
- How long can you and your baby play?

**8. FIND THE TOY**

- Give baby toy or object like a spoon to play with
- Then gently take from baby and hide under cloth.
- Ask 'Where is it?'
- Let baby find toy!

**9. GOOD DRESSER**

- Look for ways baby helps you at dressing time
- Does he close his eyes when you put his shirt over his head? Hold out his arms when you put him in his sleeves? What else?
- Look him in the eye and say, "Thanks for holding out your arms. It makes dressing easier!"



### 10. SKY WATCHERS

- What do you see and hear in the sky?
- Say, "I see a cloud. Do you see a cloud? I hear an airplane. Where is it?"
- As baby grows, he will start pointing to things in the sky too.

### 11. IN AND OUT GAME

- Get a toy or objects and plastic container or a plastic cup
- Show baby how to put objects in and out the container while saying 'in' and saying 'out'
- Help baby to put objects 'in' and 'out'
- See if baby can do it
- Praise baby when all objects are in or out!

### 12. DAILY MOMENTS

- As you get baby ready for bed, think about your favorite moment of the day with him
- Turn it into a dramatic story and tell him why it was your favorite moment
- Watch him and respond to his reactions with a smile, kiss, or a soft touch

### 13. SHARE A STARE

- As you hold baby and look into each other's eyes, make a silly face or sound
- How does she respond? With twinkly eyes? A smile? A laugh?
- Try it again but do something different
- This is the beginning of a lifetime of laughs to share together

### 14. TALK WITH BABY

- Even though baby cannot talk yet, you should always talk with baby
- Try to talk to baby all the time – describe what you are doing
- Listen, if baby makes sounds and respond

### 15. PLAYING IN THE BATH

- While bathing baby show him how to splash water
- Have fun with baby!
- Use a plastic container or cup and fill it with water and show baby how to empty it. Say 'full' and 'empty'

### 16. TALK TO BABY WHILE DRESSING BABY

- While dressing baby talk about baby's clothes 'Let's put on your shirt'
- Name the body parts 'Hold up your arm.'
- Play finger and toe games with baby like 'This little piggy'

### 17. MAKE BOTTLE TO ROLL

- Get a small, clear plastic bottle and clean it
- Half fill with water
- If you have some shiny paper like from a chips packet, cut a few small, pieces and put inside. Close tightly
- Roll bottle away from baby
- Encourage baby to move forward and reach bottle
- Praise baby when he gets to the bottle!

**18. SHAKING SOUNDS**

- Put baby on her back or tummy and shake something that makes noise, like keys
- Does she follow the sound with her eyes or head? What does she do when you shake fast or slow?
- If she does something, copy that action or sound and have a conversation without words

**19. PLAY PEEK-A-BOO WITH BABY**

- While baby is looking at you cover your face with hands
- Say 'Where is baby?'
- Open hands and say 'boo! Here I am!'
- Laugh with baby as she sees you!

**20. DANCE PARTY**

- Baby may not be walking or talking yet, but with your help she can dance
- Turn on some music and hold her as you dance around
- When you sit down together, shake your arms to the music and see if she can do the same!

**21. COUNTING KISSES**

- At bedtime, give baby kisses on different parts of the face, like on his forehead, nose, cheeks, or ears
- Count the kisses out loud and name each body part as you go
- As he gets older, encourage him to give you kisses and count them together

**22. MINI MASSAGE**

- When you're sitting down, watching TV or just holding baby today, give him a mini massage
- You can gently rub his feet, legs, hands, arms, and back
- You can be quiet or talk back and forth about the part of his body you're massaging

**23. TALK TO BABY DURING FEEDING TIME**

- While feeding baby talk about the foods baby is eating
- Smile at baby and respond to his signs like when he shows he wants more
- Try and make mealtime happy!

**24. MAKE NEW SOUNDS FOR BABY**

- Face baby, look into his eyes, smile and say a new sound that he doesn't say yet
- Repeat slowly several times
- Encourage baby to repeat that sound!

**25. MAKE A DRUM**

- Get a plastic or metal container and an object to hit the container (shaker or wooden spoon)
- Give baby the objects to play with
- Help baby to hit the container and say 'bang'
- Praise baby when he hits 'you hit the drum!'

**26. TOES TO WALK, NOSE TO SMELL**

- While changing baby's diaper, count his toes: "One little toe, two little toes...10 little toes to walk."
- Try it with different parts of his body: "One little nose to smell, two little eyes to see... "
- Watch how he responds and mimic his sounds and faces back to him

**27. FOLLOW MY FINGERS**

- With baby on her back, fly your hand above her face
- Pretend your hand is a plane, a bird, or a car
- Talk about what you're doing
- Tell a story, make sounds, or sing
- Does she grab your fingers, watch your hands move, or kick?
- Try different ideas to find what she likes best.

**28. MAKE OBJECT TO DANGLE**

- Tie an object that baby likes to the end of a short piece of string
- Let baby watch as you hold the end of string and dangle the object
- Give baby the string and encourage him to dangle the object
- Praise baby when he dangles it!

**29. GO BABY GO!**

- When baby begins to crawl, pull up, and eventually walk, celebrate his efforts with positive actions and words
- Say things like: "You did it!," "You used your hands to reach your toy!" or "You're working so hard to move your body!"
- Make sure to clap and smile!

**30. PULLING GAME**

- Give baby toy to play with
- Place cloth in front of baby
- Then gently take toy from baby and place it on the far end of cloth
- Offer baby the edge of cloth closest to baby
- Baby to pull cloth to retrieve toy
- Praise baby when she tries!

**31. USE ACTION WORDS**

- Help baby learn to do the actions when you say the word
- Say 'clap hands' while clapping and singing a song
- Say 'thanks' when giving objects to baby or when receiving objects from baby

**32. TALK ABOUT NAMES OF PEOPLE**

- Say the names of people in the home like brothers and sisters
- Use their names when talking to baby for example 'Give the spoon to Maria.'

**33. TALK ABOUT BODY PARTS - FACE**

- Help baby learn parts of the face
- Point to your eye and say 'eye'
- Point to the baby's eye, and say 'eye'
- See if baby will touch your eye or his when you say the name
- Another time, try nose and mouth
- Praise baby Say 'you showed me your eye'

**34. SIGHTS AND SOUNDS**

- Describe to baby what you see and how it sounds
- A car engine makes a loud noise like “vroom vroom!” Make the same noise every time a car goes by
- What other objects do you see and what sounds do they make?
- Create a sound story!

**35. TUMMY DRUM**

- When baby is on his back, gently pat his tummy
- Sing a favorite song and tap along to the beat on your baby’s tummy
- Try patting fast and slow
- Does he smile or kick?
- Keep going as long as he seems to be having fun

**36. TOY OR OBJECT AND PLASTIC CONTAINER OR PLASTIC CUP**

- Show baby how to put toy under the container while saying ‘I’m putting the toy under’
- Help baby to put object ‘under’.
- See if she can do it by herself when you say ‘Put the toy under’
- Praise baby when she does it!

**37. TAKE A WALK AROUND THE HOUSE WITH BABY**

- Take a short walk around the house with baby. Show her things and people and talk about them
- You can say things like, ‘Look at the tree. Do you see the pretty bird?’
- See what things baby is interested in and try and talk about them

**38. IT FITS**

- Do you have some old boxes or measuring cups that can fit together, one inside the other?
- Offer them to baby and encourage her to try out different size combinations:
- Which items fit inside the others?
- Talk about what she is doing and comment on how hard she is working

**39. IN AND OUT BOTTLE GAME**

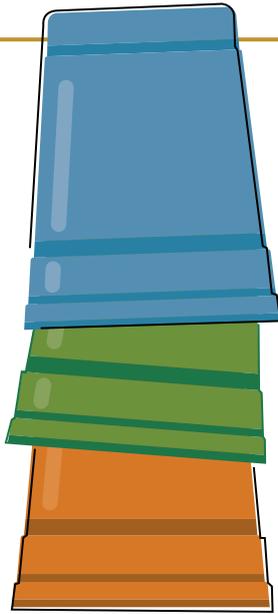
- Find a clear plastic bottle and small objects (that cannot be swallowed) to go in
- Give baby bottle to play with
- Show baby how to put objects in
- Help baby to put object into bottle while you say ‘in’
- Help baby to shake it out while you say ‘out’
- Praise baby when she puts it in!

**40. PILLOW PRACTICE**

- Is baby trying to stand up and climb on everything?
- You can help him practice by putting some pillows on the floor and letting him climb on them
- Talk to him about what he is doing

**41. TALK WITH BABY WHILE DOING HOUSEWORK**

- Name objects you are using and talk to baby about what you are doing
- ‘This is a broom. I’m sweeping the floor because it is dirty. I’m making it clean.’



#### 42. STACKING OBJECTS

- Using 3 objects of similar sizes, show baby how to stack them on top of each other while saying 'on top of'
- Help baby to stack objects on top of each other
- Praise baby and give him a big hug when he puts the last object on top!
- Get baby to hit them down and have fun!

#### 43. PLAY AND SING AN ACTION SONG

- While facing baby, do actions while singing
- Get baby to do the actions too!  
 "Open, shut them, open, shut them (Open and close both hands)  
 Give a little clap, clap, clap (Clap hands 3 times)  
 Open, shut them, open, shut them (Open and close both hands)  
 Lay them in your lap, lap, lap (Pat hands in lap, 3 times)"

1-2 YEARS



**ACTIVITIES FOR TODDLERS**  
(1 - 2 years old)

### 1. ON TOP GAME

- Find toy or objects and plastic container or plastic cup
- Turn the container over and show child how to put toy on top of the container while saying 'I'm putting the toy on top'
- Help child to put object 'on top'.
- See if she can do it by herself when you say 'Put the toy on top of the container'
- Praise child when she does it!

### 2. TALK WITH CHILD DURING BATH TIME

- Name body parts. 'I'm going to use the soap to wash your arm, fingers, leg, stomach etc.'
- Use a plastic container or cup and fill it up with water and show child how to 'empty' it. Say 'full' and 'empty'.
- Have fun!

### 3. MAKE A DRUM

- Get a plastic or metal container and an object to hit the container (shaker or wooden spoon)
- Allow child to play with objects
- Help child to hit the container while you say 'bang'
- Sing a song while child hits the drum
- Praise child 'You are a great drummer!'

### 4. PEEKABOO TOES

- With a piece of clothing or a towel, cover child's toes
- Ask her, "Where are your toes?" Wait and see how she responds
- Does she look at you? Kick or point at her feet?
- Quickly uncover her toes and say, "There they are!"
- Do this with different parts of her body

### 5. USE ACTION WORDS

- Shake your head from side to side when saying 'no'. See if child will do the same
- When lifting child say 'up' and when putting baby down say 'down.'

### 6. PAPER EXPLORATION

- Give child a piece of paper and encourage him to explore things he can do with it
- Can he fold it? Rip it? What other ideas can he come up with?
- Talk back and forth about what he notices.
- What is he doing? What does the paper look like now?

### 7. MIRROR DANCE

- Put on a song both of you like and watch child move
- As he dances, copy what he's doing
- When he stops, you dance around and let him watch you
- See if you can create a back and forth dance, taking turns copying each other

### 8. PLAYING WITH DOLLS

- Hug and rock the doll
- Give doll to child and help him hug and rock the doll
- Praise baby 'you are loving the baby'

### 9. IF YOU'RE HAPPY AND YOU KNOW IT

- Sing "If you're happy and you know it clap your hands." (If you don't know the tune, make up your own.)
- At the end of the line, clap your hands and ask child to clap her hands too
- Next, try changing up actions: touch your nose, hop on one foot, or snap your fingers

**10. MIRROR GAME**

- Use any mirror in the home
- Hold baby and look in the mirror and ask 'Where are you?'
- Get baby to touch the image. 'Ahh! There you are! What a beautiful child.'
- Have fun looking in mirror!

**11. SEE YOU LATER**

- Before you leave or drop child off somewhere, share a favorite, fun or special "See you later" saying
- Create a new goodbye ritual
- Tell her that after it's finished, it will be time for you to leave
- Reassure her you will see her later.

**12. POINT IT OUT**

- When child points to something outside, you can say its name and something about it: "You see the dog! What sound does a dog make? Woof, woof!"
- Then you take a turn to point to something
- Does she look at it?
- Does she point to or name the object?  
Encourage her to respond

**13. MAKE A PULL-A-LONG TOY**

- Tie an object or objects to the end of a short piece of string
- Hold the string and pull the toy while walking. Say 'This is my car I can pull it. Let's go for a drive. Vroom, Vroom!'
- Give string to child and encourage her to pull the toy while walking.
- Praise child when he walks and pulls toy!

**14. MIRROR ME**

- Children feel many different emotions every day, just like you
- Make faces that mirror how child seems to be feeling
- Talk to her about why you're making those faces. "You're smiling and seem happy, and I am smiling and happy too."

**15. CIRCLE MATCHING GAME**

- Place a plastic cup on paper or cardboard and draw around the cup to make outline of a circle
- Point to outline and say 'This is a circle'
- Show child how the cup can be placed 'on top' of the circle on the paper
- Get baby to place cup 'Put the on top of the circle'
- Praise baby when she puts it on correctly!

**16. AGAIN! AGAIN!**

- When singing songs with child, choose ones that encourage singing and moving along (like "Itsy Bitsy Spider" or "Row, Row, Row Your Boat")
- Encourage him to repeat what you do and say, going back and forth
- When he knows the song, stop in the middle and see if he can fill in the blank

**17. TALK TO CHILD DURING FEEDING TIME**

- Name the foods and talk about things like the colour, taste and where it came from
- 'It is lunch time. Mommy cooked some chicken and yummy pumpkin.'
- Respond to child 'You like the chicken. Do you want some more?'

**18. MOUTH MUSIC**

- While changing child's diaper, encourage him to make different sounds with his mouth
- Show him how you can whistle, hum, blow, and make kissing noises
- Does he try to copy any of your sounds?
- Try going back and forth making sounds

**19. THE MOUNTAIN AND THE TUNNEL**

- Lie on the floor and invite child to crawl across your tummy as you sing, "child went OVER the mountain."
- Then go on your hands and knees, and sing "child went UNDER the tunnel."
- Have fun!

**20. DRAWING TOGETHER**

- Use crayon and scribble on paper
- Allow child to hold the crayon in any way and in any hand
- Praise child for any type of marks he makes!
- Have fun!

**21. TALK ABOUT THE NAMES OF PEOPLE**

- Help child learn the names of people like brothers, sisters, cousins, neighbours
- Use their names when talking about them. 'Look, Maria is home from school.'

**22. BATH BOTTLE**

- Give child a clean plastic bottle to play with in the tub
- How many different things can she do with it?
- Push it under the water? Fill it with water? Float it like a boat?
- As she tries something new ask her, "What do you think will happen?"

**23. SMILE AND WINK**

- Smile at child and then wink at her
- Repeat it several times, then encourage her to try to copy you
- The smile is easy, and her wink, which may be just crinkling her eyes, will make you smile again!
- Take turns. Count how many smiles and winks you share

**24. COLORS WE LIKE**

- Tell child about the colors you like and why
- "Yellow reminds me of a sunny day." "Red makes me think of my favorite flowers."
- Watch where she is looking and tell her about some of the colors she is looking at and what they make you think about

**25. SORTING 2 OBJECTS**

- 2 spoons and 2 cups
- Say the names of the objects
- Show child that the 2 spoons are the 'same' and the 2 cups are the 'same'
- Give child all four objects and ask him to put the 'same' objects together
- Help him if needed. Praise child when he is correct!

**26. WHAT'S NEXT?**

- Boost child's independence by asking her questions instead of telling her what to do
- If you're getting ready to leave the house, instead of telling her to put shoes on, try saying something like, "I see your socks are on. What comes next"?

**27. USING CHILD'S NAME**

- Use child's name and objects the child knows when giving directions
- Ask 'Shihepo, pick up the ball.' 'Shihepo, bring me the comb'

**28. PLAY AND SING AN ACTION SONG**

- Sit child facing you on your lap.
- Hold child's hands and rock forwards and backwards as you sing the song.
- Have fun!  
"Row, row, row your boat  
Gently down the stream  
Merrily, merrily, merrily, merrily  
Life is but a dream"

**29. ROCK-A-BYE BREATHING**

- While resting with child, place your hand on your tummy and show how your hand moves up and down as you breathe
- Then she can place a hand on her tummy and pretend it is a little animal
- Her breath will rock the animal to sleep
- Breathe in and out together

**30. PUTTING DOLLY TO SLEEP**

- Get a doll or soft toy, cloth for blanket and box for bed
- Show child how to put doll to sleep on bed and cover with blanket.
- Describe while you are doing it 'Baby is sleepy. Let's put her to bed. Put her head on the pillow and we cover her with the blanket.'
- Encourage child to put the doll to bed by herself.
- Praise child when she is finished!

**31. NAMING THINGS**

- Choose 3 or 4 objects that child knows by name and place them in front of child
- Ask child for each object by name 'Give me the spoon.'
- Praise child when he is correct!
- Ask him to repeat the name

**32. USE ACTION WORDS**

- Encourage child to do the actions you name
- Walk a little away and ask child to wave 'bye-bye'
- Give child an object and see if he says 'thank you'
- Ask child to 'clap hands'

**33. PLAY TOUCH AND BRING GAME**

- Think of 3 objects in the house that child can easily get like shoe, cup, ball
- Play a game and ask child to bring each object to you.
- Praise child when he correctly gets object!
- Ask child to say the name

**34. ON TOP AND UNDER GAME**

- Allow child to explore objects
- Show child how to put objects on top and under the container while using words 'on top' and 'under'
- See if child can do this by herself when you say the words 'on top' and 'under'
- Praise child when she does it!

**35. PRETEND TO BE ANIMALS**

- Talk about animals child knows, use your hands to show things like a bird flying, a cat's ears
- Make the sounds for each animal
- Go on the floor with child and pretend to be the animals

**36. PLAY AND SING AN ACTION SONG**

- Hold child's hand and walk around in a circle while singing the song
- Follow the actions  
"Ring around the rosey  
A pocket full of posies  
Hatissue, hatissue we all fall down!"

**37. USING OBJECTS TO BUILD**

- Use plastic cups, bowls, small containers, blocks
- Give child objects and encourage her to build with them
- Ask child about what was made
- Describe what child is doing - 'on top', 'under', 'in', 'out'
- Praise child for making a great building!

**38. TALK ABOUT THE THINGS CHILD DOES DURING THE DAY**

- Relate the activities to time of day
- Start with waking up and dressing in the morning
- Go on to other things like eating, playing and ending with going to bed at night time
- Act out the actions with child

**39. TALK ABOUT ANIMALS**

- Talk about an animal like a cat for example 'a cat has whiskers and a long tail'. Use your hands to show the whiskers
- Make the sounds 'meow'
- Get on the floor with child and pretend to be the animal!

**40. DRAWING UP/DOWN AND SIDE-TO-SIDE**

- Make single strokes from the top to the bottom of the paper
- Get child to make strokes by self
- Then show child how to make strokes from side to side of paper
- Get child to do the same
- Praise child for making the marks!

**41. TALK ABOUT OBJECTS AND THEIR USES**

- Think of 3 or 4 objects that the child knows
- Point at each and ask child to name them
- Then explain what each object is used for. 'Cup. We drink water from the cup'

**42. LET'S DANCE**

- Play music from radio
- Hold child's hands and dance!
- Get child to move head, leg, arms to the rhythm of music
- Make up a routine!
- Ask other members of the house to join in and have fun!

**43. PLAY AND SING AN ACTION SONG**

- Sing song and do the actions
- Get child to do actions too!  
"The wheels of the bus go round and round (use both hand to make circular motions)  
Round and Round  
Round and Round  
The wheels of the bus go round and round  
All through the town"

**45. SORTING AND MATCHING**

- Get 3 shorts, 3 socks, 3 t-shirts
- Lay one of each in front of child and say the name
- Let child place the other pieces that are the 'same' on top and say the names
- Praise child when he is correct!

**46. PRETEND TO BE ANIMALS**

- Talk about an animal like - cow
- Describe that it has 'horns and long tail' and the sound it makes is 'moo'
- Go on the floor with child and pretend to be the animal

**44. TUBE SINGING**

- Find any used, clean toilet paper rolls
- Ask child to explore the different sounds she can make by speaking, whispering, singing, or humming through the tubes
- Encourage her to try being loud and quiet, or going fast and slow

**47. MAKE A PUZZLE - MAN**

- Draw a stick man on a piece of paper or cardboard
- Cut the paper into 3 pieces - top, middle and bottom
- Put the 3 pieces together and explain that head is on top, body in middle and legs on bottom
- Pull pieces apart and ask child to put them back together to make the man
- Praise child when she fits them correctly!

3-4 YEARS



**ACTIVITIES FOR YOUNG CHILDREN**  
**(3 - 4 years old)**

**1. TALK TO CHILD ABOUT FOODS**

- Talk about foods in the house
- Name and describe them, where they come from and how they taste
- For example, 'You are drinking milk. Milk comes from cows. Does it taste yummy?'

**2. SHOE MATCH**

- Mix up different pairs of shoes and encourage your child to match the pairs
- Show him a shoe and ask: "Can you find the match? Which one is the same?"
- Make the game harder and ask him to sort the shoes by size, like small shoes together, or by color, with brown shoes in a group
- Then let him take the lead by asking the questions and you have to match them

**3. TOGETHER TIME**

- Take a few minutes today to just be with child
- You may want to sing, hum, talk, make noises back and forth, make funny faces, or just snuggle
- We all need a little time just to be together

**4. 3 SIZES**

- Find 3 different size leaves or sticks
- Describe each leaf size using words 'big, medium and little'
- Ask child to repeat the words
- Ask child to point to the leaf as you call the sizes
- Praise child when she is correct!

**5. SHAPE OF THE DAY**

- Before leaving the house, invite child to choose a Shape of the Day
- While you're out, search for that shape together
- If they choose a circle, look for circles like traffic lights, signs, and wheels
- Talk about what you both notice: They're all circles, but what is different about them?

**6. DRAWING UP/DOWN AND SIDE-TO-SIDE**

- Encourage child to use crayon and scribble all over the paper
- Then make single strokes from the top to the bottom of the paper
- Get child to try and make strokes
- Then show child how to make strokes from side to side of paper
- Get child to do the same
- Praise child for making the marks!

**7. HELPING CHILD NAME COLOURS**

- Find 2-3 objects that are the same colour and tell child the name of objects and colour – yellow banana and yellow sun
- Then help child to find other objects that are the same colour – yellow t-shirt
- Try to name only one colour at a time
- Have fun searching!

**8. PLAY TOUCH AND BRING**

- Think of 3 or 4 objects in the house that child can easily get to and maybe is just learning the name e.g. handbag, comb, book
- Play a game and ask child to bring each object to you
- Praise child when he is correct!
- Help child if he needs it

**9. SING TALK**

- Instead of talking as usual, try singing in a different voice
- For example, it's very funny to sing about getting dressed. Sing, "I'm sliding on my shirt, jumping in my pants," in a low voice
- You and your child can use songs you know and make up your own words

**10. FEELING FACES**

- Ask child to watch your face
- Make a happy face by smiling or laughing
- Then ask her, "How am I feeling?"
- Take the conversation further, asking, "What do you think I am thinking about to make me feel happy? Do you remember feeling happy?"
- Talk about other feelings too
- Take turns. Ask her to make faces for you

**11. PLAY WITH SOFT BALL- HIGH AND LOW**

- Get a soft ball or roll a pair of socks into a ball
- Give child ball to play with
- Show child how to throw the ball up in the air - 'high' and 'low'
- Ask child to throw the ball as you say the words
- Praise child for trying and have fun!

**12. PRETEND TO BE MOM**

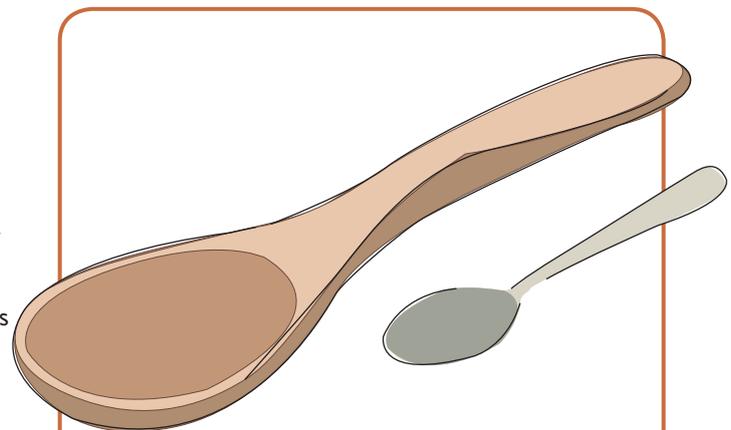
- Talk with child about things that moms do
- Let child dress up like mom - put on mom's shoes and clothing then do the actions
- 'Mom cooks dinner'- Using a container pretend to cook, stir spoon in pot, taste
- Have fun pretending!

**13. DRAWING CIRCLES**

- Encourage child to use crayon and scribble all over the paper
- Then draw a 'circle' on paper
- Get child to try and draw a circle
- Talk about things that look like a 'circle' - ball, coin, sun
- Praise child for trying and for making a circle!

**14. HELP CHILD LEARN NAME AND AGE**

- Talk to child about his name
- Ask child his first name
- Tell him his first name and his last name
- When calling child use his first and last names
- Tell child his age and show him the number of fingers to hold up
- Praise child when he does it!

**15. SORTING AND MATCHING – BIG AND LITTLE**

- Find objects that are 'big' and 'little'- Leaves, sticks, spoons
- Describe sizes using words 'big', and 'little'
- Ask child to repeat the words
- Mix up the other objects and ask child to sort them into 'big' and 'little' piles
- Praise child when she is correct!

**16. TALK ABOUT BRUSHING TEETH**

- While brushing child's teeth – name the items 'water, toothbrush, toothpaste, teeth, etc.'
- Describe what you do – 'cleaning teeth, make them white, brush up and down, etc.'
- Allow child to try and brush teeth by self

**17. SORTING AND MATCHING - COLOUR**

- Find several plastic bottle caps - 3 different colours
- Show child the caps and name the colours
- Get child to sort the bottle tops by colour
- Have fun together!

**18. PLAY GAME 'WHOSE IS IT?'**

- Find items that child knows belongs to members of the house like dad's slipper
- Play a game and ask child who the object belongs to - try to give child two options 'Is this dad's slipper or uncle's slipper?'
- Praise child when he is correct!

**19. MAKE A PUZZLE – 3 SIZES**

- Use cups to draw the outline of 3 circles – big, medium and little on 2 pieces of paper or cardboard
- Cut the circles out of 1 of the paper
- Describe each circle using words 'big, medium and little'
- Carefully show child how circles of the same size can be placed 'on top' of the circles on paper
- First ask child to place one circle at a time. Then go on to give him all 3 circles
- Praise child when he places them correctly!

**20. WASHING THE DOLLY**

- Doll or soft toy, box/container for bath, cloth for towel, smaller cloth for wash rag, small object for soap
- Show child how to put doll in bath and pretend to bathe doll with soap and wash rag
- Describe doll - 'dirty' or 'clean', 'wet' or 'dry', the water – 'cold' or 'warm'
- Talk with child and have fun pretending!

**21. PLAY AND SING AN ACTION SONG**

- Sing song and do the actions
- Get child to do actions too!  
"I am a little teapot short and stout  
Here's my handle and here's my spout (put one hand on hip and hold other out)  
When I get all steamed up  
Hear me shout  
Tip me over and pour me out. (bend to side of spout)"

**22. MAKE PUZZLE- 4 PIECES**

- Cut out the front or face of any food/juice package box
- Cut front of box into 4 pieces
- Put the pieces together and show child the full picture
- Talk about the picture
- Pull apart and ask child to put pieces back together to make picture
- Praise child when she fits them correctly!

**23. USE YOUR WORDS**

- Does child get upset and start to cry or whine?
- Gently remind her to use her words to say what is bothering her or what she wants
- If she is too upset to talk, try to guess what she wants to say until she lets you know you got it



#### 24. PLAY ANIMAL GUESSING GAME

- Go on the floor and pretend to be an animal, do the actions and make the sounds
- Ask child to guess what animal you are pretending to be
- Praise child when he guesses correctly!
- Have fun!

#### 25. PLAY HIDE AND SEEK

- Ask child to go and hide
- After counting out loud to 10, begin to look for child
- Keep talking as you look for child e.g. 'where is ...?'
- When you find child describe where he was using words – 'under, behind, beside'
- Then you hide and let child find you
- Have fun!

#### 26. DRAWING PICTURES

- Encourage child scribble on the paper
- Show child how to draw strokes and circles
- Get child to do the same
- Praise child for making the marks
- Put the circles and strokes together and show child how to draw a picture e.g. man, flower, sun, etc.
- Praise child's drawings!

#### 27. STORYTELLING BAG

- Put items in a bag, like a pen, a spoon, and a cup
- Start a story, "Once there was a girl." Ask child to pick an item from the bag and use it in the story
- With the cup, child might say, "The girl was thirsty so she drank some water."
- Take turns picking from the bag and adding to the story

#### 28. PRETEND TO BE A TRUCK DRIVER

- Pretend to hold steering wheel, toot horn and making engine sounds
- Let child follow behind you
- Talk about where you are going – to the market, shop
- Drive 'fast/slow', turn 'left/right', going for a 'long/short' drive, pick up vegetables
- Then let child be the driver and you follow behind
- Get child to describe where she is going and what doing
- Have fun!

### 29. SORTING AND MATCHING – SHORT AND LONG

- Find 4 short and 4 long sticks
- Place one 'short' and one 'long' stick in front of child
- Describe the length of the sticks
- Get child to sort the other sticks in the 'short' pile or the 'long' pile
- Praise child when he is correct!

### 30. HELP CHILD KNOW PARENTS' NAMES

- Ask child 'what is mommy's name?' and 'what is daddy's name?'
- Praise his answers
- Tell child the names of both first and last names of parents
- Ask child to repeat the names
- Praise child when he repeats names!

### 31. HILLS AND ROLLING

- Do you have anything at home to build a little hill, such as a piece of cardboard leaning against a chair?
- Find things to roll down the hill, like pens or pencils
- Ask child to predict which things will go fast or slow. Then try it!
- What does he notice?
- What other things can he find to roll?

### 32. PLAYTIME PICKS

- Pick a color with child and go on a hunt to find as many things as you can in three minutes
- How many things can you find that are blue?
- Count out loud together as you find each item

### 33. MAKING PATTERNS

- Find many bottle caps - 3 different colours
- Show caps to child and name the colours
- Ask child to repeat names
- Place caps in a line by colour sequence using 3 colours – yellow, red, white
- Get child to continue the sequence
- Praise him for getting it correct!
- Try other colour sequences
- Have fun together!

### 34. ROLIE POLIE

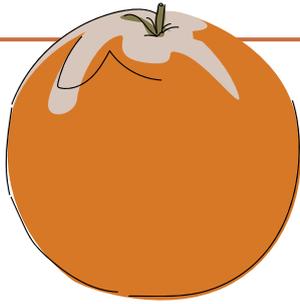
- Grab a ball or anything that rolls and is soft and play a game of catch
- Roll the ball back and forth and talk to child about what is happening

### 35. WHERE DOES IT COME FROM?

- While shopping point out different things to your child and ask questions like
- "Where do you think apples come from?"
- Listen to their ideas and then respond.
- "You see the apples in the shop? They grow on trees. What else grows on trees?"

### 36. HELP CHILD COUNT FROM 1 TO 5

- As often as you can count from 1 up to 5 with child - walking up and down stairs; objects, throws, fingers, people in room, plates on table
- Get child to repeat
- Don't worry if child cannot repeat very well, praise him for trying!



### 37. SHAPE SEARCH

- Take turns with your child looking for shapes:
- “Can you find something that is round like a ball? Can you find something that is square like a book?”
- Think of unusual shapes such as squiggly like a worm.
- Have her suggest shapes that you can look for

### 38. CUP TOWER

- You don’t need much to build fun things around the house
- Grab a few plastic cups and stack them into a tower and then show your child how fun it is to knock them all down
- Hand the cups over and let them have a go
- Take turns building all kinds of new towers!

### 39. NAME THAT CLOTHING

- Try getting dressed a new way this morning!
- Lay child’s clothes out, but instead of asking them to find their pants, ask them:
- “Can you find the clothes you wear on your legs? On your feet?”
- Keep playing until they’re dressed

### 40. MEASURE UP

- Ask child to use his body to measure different items around the house
- “Find something longer than your arm”
- “Find something bigger than your hand”
- “Find something smaller than your foot”
- See what objects you can find too and talk about the differences in size

### 41. TAKE A SHORT WALK WITH CHILD

- Talk about the people you see and what is happening
- Ask child simple questions about what he sees
- Enjoy the time together and the conversation!

### 42. SEE AND FIND

- Play hide and go seek with things in front of you!
- Ask your child to help you find everyday things.
- When you are in the house, say, “I can’t find the milk” and ask them to point to it
- You can do this with items all over the house!

### 43. TUBE TOWERS

- Collect used, clean toilet paper rolls and ask child to build a tall tower with them
- Ask them questions like, “How many rolls can you stack until the tower falls over? What can you do to help the tower stay up?”
- Talk about their ideas and what happens as they test them out

**44. SILLY SPEECH**

- Start by asking your child to choose a word
- Then say it together in different ways
- Use a high voice or a low voice; a loud voice or a soft voice; speak slowly or speak fast
- Have fun and keep it going back and forth!

**45. DANCING AND BAND**

- Play music from radio
- Hold child's hands and dance!
- Get child to move head, leg, arms to the rhythm of music
- Ask other members of the house to join in and pretend to be in a band. Use items like pot and spoon to make a drum or bottle with sand in it to be a shaker
- Have fun!

**46. WHAT WOULD YOU DO?**

- Ask questions like; "What would you do if you could...climb to the sky? Swim to the bottom of the sea? Run fast as the wind?"
- Invite child to take a turn asking you, "What would you do if..." questions

**47. PLAY AND SING AN ACTION SONG**

- As you sing song, touch the parts of the body named
- Get child to do actions too!  
*"Head, shoulders, knees and toes  
 knees and toes,  
 Head, shoulders, knees and toes  
 Knees and toes  
 Eyes and ears  
 And mouth  
 And nose  
 Head, shoulders, knees and toes"*

**48. SMALL TO BIGGER**

- Start by naming something small, like a pen, and ask child: "What's bigger than a pen?"
- She might answer, "A cup."
- Then it's your turn again: name something bigger than a cup, like a chair, and then go back to her for something even bigger
- See how long you can go back and forth!

**49. STORY SOUNDS**

- As you read or tell a story, encourage child to make sounds to go with what is happening
- He might bark like a dog or tap on the table like a knock at the door
- Ask him to find things around the house to use too, like a pot and spoon to bang like thunder in a rainstorm

5-6 YEARS



**ACTIVITIES FOR YOUNG CHILDREN**  
**(5 - 6 years old)**

### 1. HELP YOUR CHILD RECOGNISE THEIR NAME

- Draw your child's name in big letters in the sand
- Ask them to copy you
- They don't have to copy it perfectly
- Talk to your child about their name.
- What does it mean? Why did they get that name?

### 2. BIGGEST TO SMALLEST

- Find 5 different size leaves or sticks
- Ask child to find the biggest object
- Ask child to find the smallest object
- Ask child to put the objects from biggest to smallest
- Praise child when she is correct!

### 3. PRACTICE POSITIVITY

- Practice saying things in new ways with child
- Take turns saying something negative, then try to talk about the same thing positively
- For example, "I don't like loud noises" can become "I like quiet sounds."

### 4. REMEMBERING A STORY

- Tell your child a story about something that happened when they were younger
- Make the story as interesting as you can
- The next day ask your child if they remember the story you told them
- Ask them to tell you the story and help them use words like "then", "next" and "afterwards"



### 5. SIGN GAME

- When you're out and about, point out simple signs and ask child what she thinks they mean
- If she gets it wrong, remind her it's a good try, and ask her to keep trying
- Point out clues! (Someone is getting their hair cut inside, so the sign says "Haircuts")

### 6. DRAWING MYSELF

- Ask your child to draw themselves with a colour of their choice
- Ask them to write their name
- A child might not be able to write his/her name; whatever the child wrote must be acknowledged

### 7. TALK ABOUT FEELINGS

- Imitate the following emotions (happy, sad, scared, surprised, angry, bored)
- Talk about these feelings with your child
- Ask them what makes them happy, sad or angry
- Encourage them to say how they feel

**8. HELP CHILD COUNT FROM 1 TO 10**

- As often as you can count from 1 up to 10 with child - walking up and down stairs; objects, throws, fingers, people in room, plates on table
- Get child to repeat
- Don't worry if child cannot repeat very well, praise him for trying!

**9. HELP CHILD NAME BODY PARTS**

- Point at body parts that child already knows and ask child to name them
- Praise child when he is correct
- Then name different or new parts like – thumb, shoulder, wrist, ankle etc.
- Praise child when he repeats the name!

**10. CHOOSE A CHORE**

- Give child the opportunity to help you with daily chores
- Let him choose what he would like to do: use the broom, help put away the dishes, or wipe the table.
- Talk about what he is doing, like, "You're sweeping the floor to make it clean."

**11. SENSES GAME- FEEL**

- Talk with your child about senses and body parts
- Why do you have two hands? What can you do with them?
- Help your child to look for things in the house or outside which you can feel
- Praise child when she finds something!
- Ask them describe what it feels like

**12. MAKING PATTERNS – COLOUR**

- Find lots of bottle caps - 4 different colours
- Show caps to child and name the colours
- Ask child to repeat names
- Place caps in a line by colour sequence using 4 colours – yellow, red, white, blue
- Get child to continue the sequence
- Praise him for getting it correct!
- Try other colour sequences
- Have fun together!

**13. GREETING GAME**

- Help your child practice a polite way of greeting by playing a telephone game
- Use a long string and two small plastic containers or tins
- Make holes in the bottom of the container and put the string through the hole
- Tie a knot. Stand apart until the string gets tight
- Take turns speaking through the 'telephone'
- Pretend the phone is ringing and answer it politely
- Ask your child to answer the telephone and introduce themselves

**14. PRETEND TO BE A FARMER**

- Pretend to hold a shovel and dig in the ground
- Encourage child to imitate you
- Tell the child that today you are going to plant seeds
- Take a pretend seed from your pocket and plant it in the ground
- Get child to describe what happens to the seed
- Have fun!

**15. MAKING PATTERNS – SHORT AND LONG**

- Find 6 short and 6 long sticks
- Place one 'short' and one 'long' stick in front of child
- Describe the length of the sticks
- Get child to make a pattern with the sticks- short, long, short, long
- Praise child when he is correct!

**16. SENSES GAME- SMELL**

- Talk with your child about senses and body parts
- Why do you have a nose? What can you do with it?
- Help your child to look for things in the house or outside which you can smell
- Praise child when he finds something!
- Ask them describe what it smells like

**17. FAMILY STORIES**

- Share family photos with child
- You can take turns talking about your memories and stories about the events and people in the pictures
- Ask him to point out the details in the pictures that help him know what was happening

**18. PLAY SIMON SAYS**

- Say "Simon says stand on one foot"
- Child stands on one foot
- Say "Simon says wink your right eye"
- Child winks their right eye
- Keep going using your own ideas

**19. PLAY A MEMORY GAME**

- Make a set of memory cards by drawing two pictures that look the same
- Do this two more times so that you have six cards
- Each card has a matching card
- Put the cards face down and spread them out
- Each player tries to find a matching pair by turning up two cards
- If they do not match, then the cards are put back in the same place, face down
- If they do match, the player keeps them and gets to take another turn
- When all the cards have been paired up, the player with the most pairs of cards is the winner

**20. BELLY BREATHING**

- Help child learn to breathe deeply when feeling upset
- Have her close her eyes and put her hand on her belly to feel it go out when she breathes in
- When breathing out, her belly moves in
- Remind her to use Belly Breathing to help her calm down

**21. SENSES GAME- SEE**

- Talk with your child about senses and body parts
- Why do you have two eyes? What can you do with them?
- Help your child to look for things in the house or outside which you can see
- Praise child when she finds something!
- Ask them describe what it looks like

**22. PLAYFUL DINNER PREP**

- Try to prepare dinner in a new way
- Ask child, “What if we only used one arm to make dinner tonight?”
- See what you can do easily and what’s really hard
- Share ideas back and forth about how you manage with only one arm
- Then try, “What if you use your right arm and I use my left arm?”
- What is easier together?

**23. FAMILY STORIES**

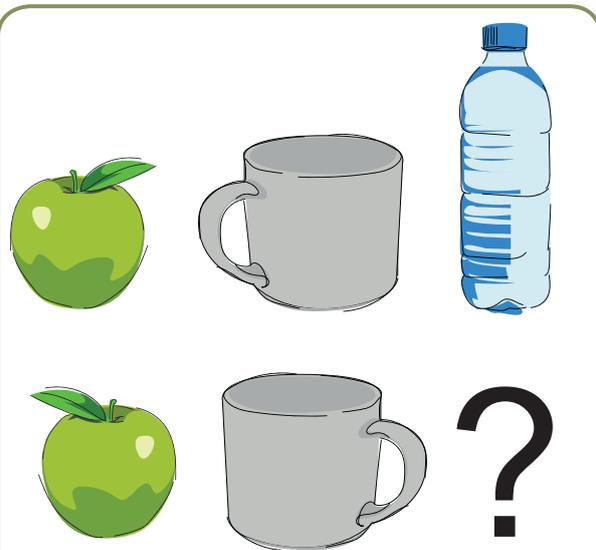
- Ask your child to draw a picture of the family they live with
- Choose one of the people they drew
- Tell them the story of when this person was born
- How long ago was it? Where were they born? What interesting happened in their life?

**24. “I SEE WITH MY LITTLE EYE” GAME**

- Look around the area and choose an object
- Once you have chosen your object, say “I see with my little eye...”, and then give a clue
- Your child guesses according to the clues you have given him.
- Praise the child if they get it right. Give them a turn to choose an object and give you a clue
- Examples of clues. “I see with my little eye”:
  - “something round, large and blue”
  - “something triangular”
  - “something growing that shows our season is summer”
  - “something that is high/low”
  - “something round and metal that is used for cooking”
  - “a food that tastes salty”

**25. TELL ME A TALE**

- Look for something you see that could start a story
- It could be a picture or an object
- Begin with “Once upon a time, there was a ... .”
- Encourage child to continue the story
- Take turns adding to it
- It doesn’t matter if the story makes sense, as long as you’re having fun!

**26. WHAT’S MISSING?**

- Choose three or four things, like a spoon, a pen, and a sock
- Invite child to look at the items and then close her eyes
- Take one away and say, “Open your eyes!”
- Can she remember what is missing?
- Take a turn to close your eyes and guess what she takes away
- Try adding an extra thing when she can easily remember three or four

**27. DOING THE DISHES**

- When you have a sink full of dishes, turn the chore into something fun
- As you scrub, ask Lala to talk about the shapes of each dish
- “What else is round like this bowl?”
- Have a conversation around her response
- Remember, there are no wrong answers!

**28. FACE OFF**

- Make a face that expresses a feeling
- Ask child to make a face that shows the opposite feeling
- If you make a happy face, he should make a sad face
- Chat about when he remembers people making these faces
- Draw a picture together with your silliest faces to stretch the moment!

**29. GUESS THE OBJECT**

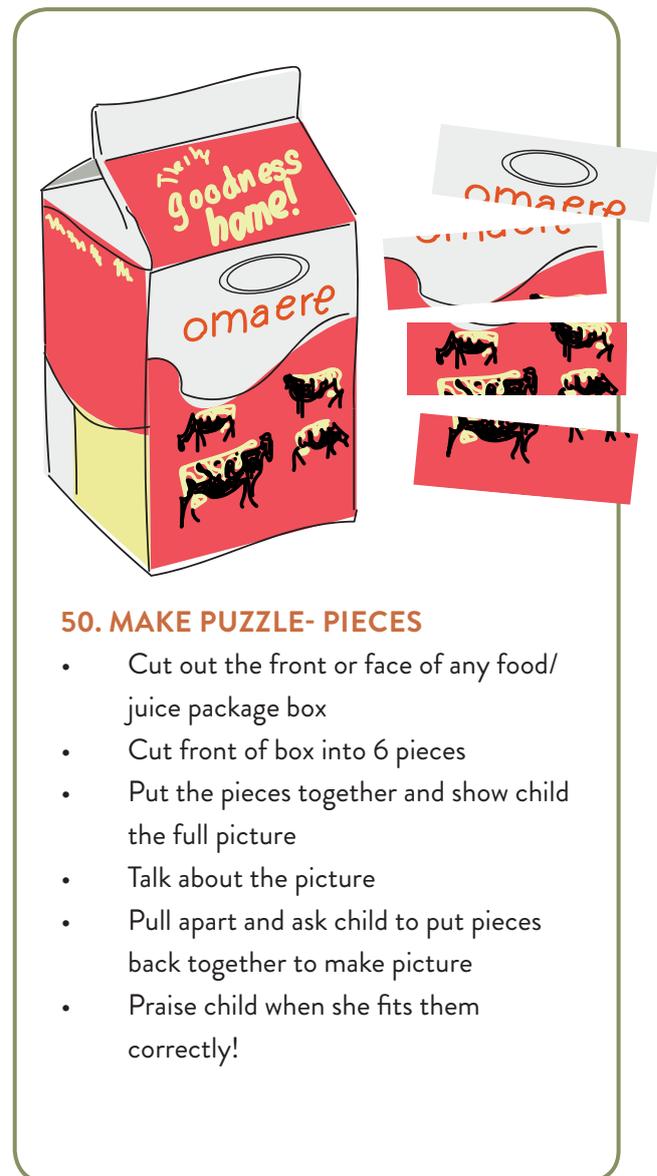
- Find some objects around the house that all feel different
- Example: spoon, cloth, ball
- Ask your child to close eyes and put 1 object in child’s hands.
- Ask your child what object he is holding. If he doesn’t know it, let him smell at the object
- Give them clues if he needs
- Let your child take the lead of the game
- You close your eyes and he chooses an object for you to feel and guess

**30. HOW MANY?**

- Cut an apple and ask child to guess how many seeds she thinks will be inside
- Or how many pieces of orange there will be after you peel it
- Count the seeds or segments together and compare that number with her guess
- What other foods can you use for this game?

**31. DREAM STORY**

- At bedtime, ask child: “What do you want to dream about tonight? Do you want to dream you’re going to a far-away place? Or doing something special?”
- Encourage him to tell you as many details as he can imagine
- Then share a Dream Story of your own

**50. MAKE PUZZLE-PIECES**

- Cut out the front or face of any food/ juice package box
- Cut front of box into 6 pieces
- Put the pieces together and show child the full picture
- Talk about the picture
- Pull apart and ask child to put pieces back together to make picture
- Praise child when she fits them correctly!

**51. PATH PREDICTOR**

- While on a walk pick a spot ahead of you and ask child to predict how many steps it will take to get there
- Then have him test this out
- Talk about what is happening, “You predicted that it would take 10 steps to the tree but it took 11. So close!”

**52. WEATHER TALK**

- When you come in from outside, have a chat with child about the weather.
- Were you hot or cold?
- Make sure you use simple sentences, but add bigger words, too.

**53. HELP CHILD KNOW GRANDPARENTS' NAMES**

- Ask child ‘what is granny’s name?’ and ‘what is grandpa’s name?’
- Praise his answers
- If they don’t have a granny or grandpa choose someone else in the family
- Tell child the names of both first and last names of parents
- Ask child to repeat the names
- Praise child when he repeats names!

**54. FREE DRAWING**

- Give child paper and pens or crayons
- Give them lots of time to draw anything they want
- When they are finished, find somewhere to put the picture on the wall for everyone to see
- Let children draw often!

**55. TODAY’S TO-DO**

- Talk back and forth with child about the plans for the day
- Maybe you can chat about what you’re having for breakfast
- Where is she going for the day?
- What might you do together?
- Or what are you both excited to do today?

**56. RAINBOW WALK**

- On your next stroll, team up with child to find all the colours of the rainbow
- Have him point to something in nature and name the color— then you take a turn
- The grass is green. Leaves are red. The sun is yellow. What else?

**57. BATHTIME LEADER**

- As child gets older, encourage them to take the lead at bathtime
- Ask her: “What will you need for your bath? A towel? Clean clothes?”
- When she’s in the bath, you can ask, “What will you do first?”
- Invite her to choose which body part to wash and do it together

**58. WORD OF THE DAY**

- Come up with a word of the day, like “play.”
- As you and your child go through your day, point out moments or things you see that remind you of the word of the day.
- You might say, “Look, those dogs are playing!”
- Encourage her to find her own examples of the word of the day.

### 59. CALM DOWN KIT

- Use an empty shoebox or other container to make a “Calm Down Kit.”
- Have child put special items inside that help him feel secure and relaxed
- When he is feeling upset, remind him to use his kit
- He can decorate the box to make it his own

### 60. FREEZE FRAME

- Clap your hands and ask child to stop and freeze in a pose when you stop clapping
- When you begin clapping again, he should move, then stop in a different pose when the clapping stops
- First, clap slowly. Then get faster so he must keep changing poses
- Take turns, letting him be the clapper while you pose

### 61. SEASON STROLL

- Walking somewhere today?
- Talk to child about the seasons.
- Is it cold or warm? What clues do you see that tell you what season it is?

### 62. MEMORY MOMENTS

- Share a favorite family moment with child
- Say something like, “Remember the first time you tried the slide at the playground?”
- Talk about the memory and ask her how it felt and what she was thinking
- You might be surprised at what she remembers!

# CARING FOR CHILDREN WITH DISABILITIES

4.



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## UNDERSTANDING DISABILITY

What are disabilities? A disability can affect a person's mind or body and makes it more difficult for them to do some activities and interact with the world around them.

There are many types of disabilities, such as those that affect a person's:

- Vision
- Movement
- Thinking
- Remembering
- Learning
- Communicating
- Hearing
- Mental health
- Social relationships

Although "people with disabilities" sometimes refers to one group of people, people with disabilities can be very different from each other. Two people with the same type of disability can be affected in very different ways. Some disabilities may be hidden or not easy to see.

Children with disabilities have the same rights as all children. For example, every child has the right to go to school, to play and be protected from violence, and to be involved in decisions that affect him or her. There are many things that can prevent children with disabilities from participating in the same way as others, and most of these are imposed by society. A child in a wheelchair, for example, wants to go to school, too. But he or she may not be able to do so because the school has no ramp and the principal or teachers are not supportive. For everyone to be included, we need to change existing rules, attitudes and even buildings.

## PARENTS AND CARERS OF CHILDREN WITH DISABILITIES

There are some ways that carers of children with a disability are different to other carers. Carers or parents of children with a disability may have less time to spend with other members of their family, and less free time. This is because of the longer hours sometimes needed to care for a child with a disability. Caring for child with a disability can be more physically demanding, and can be more financially difficult, than caring for other people. All these effects can impact on the well-being of the carer or parent.

Raising a child with a disability can have positive effects on the family. Parents of children with a disability can feel that, since having their child, they have:

- Grown as a person
- Learned new things or skills
- Been able to put life into perspective
- Grown closer with their family
- Become more tolerant and accepting
- Become more determined to face up to challenges
- A greater understanding of other people.

It is important to take time to see the positive aspects of raising a child with a learning disability, even though sometimes it can feel difficult.

# ACTIVITIES FOR PARENTS OF CHILDREN WITH DISABILITIES

There are many things that can be done to improve the wellbeing of children with a disability and their families:

## 1. SPENDING TIME WITH PARENTS OR CARERS

In any family positive relationships improve the well-being of children. This is the same for children with disabilities. Positive relationships are helped if people just make time to spend with each other, just to enjoy each other's company, when there is no need to achieve anything or get somewhere. This can be by:

- spending time with the other person
- just having a chat
- being physically close
- doing an activity that the other person is good at
- doing something fun together

Many of the activities in this book can help support positive relationships between parents and children. Try them!

## 2. PLAYING WITH OTHER CHILDREN

Social relationships are important for everyone, and the same goes for children with a disability. Apart from having fun, when children spend time with other children a lot of learning takes place. They can learn how to take turns, how to share, how to ask nicely, how to negotiate. Playing with other children has a long lasting benefit on the social skills of children with a disability.

## 3. FAMILY ROUTINE

Family routine usually means to try and have regular sleep and wake up patterns. In older children, it means having regular meal and bedtime routines. Having some home life routines can make running family life easier. It means that parents and children know what's coming up and feel that they have some sense of control over their daily lives

## 4. LOOKING AFTER YOURSELF

Looking after your own well-being increases the well-being of your child with a disability. We know that, sometimes, the number of challenges you face can make looking after yourself feel like an impossible task. The simplest things, like eating healthily, getting enough rest, exercising regularly and spending time with loved ones can be the most difficult when caring for a child with a disability. But it is important to do these things to look after yourself.

# 5.

## STORIES

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## SHARING STORIES WITH YOUNG CHILDREN

The more words babies and young children hear when you talk, read, and sing, the more their brains grow. Reading stories to your child will give her the skills she needs to learn to read, write, and understand information as she grows. You can help your child learn to love reading. Read together or tell stories every day!

Read or tell stories to a new-born for a few minutes at a time. When he loses interest, stop reading or telling the story. As he gets older, read for longer. Make this a warm and loving time when the two of you can cuddle close together. Bedtime is an especially great time for reading together. Sharing stories with your children is fun and powerful!

**And did you know that it also has lots of other benefits too? Here are some of them:**

1. Stories help your children develop their imagination and creativity.
2. Stories help your children to develop their language and thinking, especially when they hear or read them in their home languages.
3. Stories provide examples to your children of how people meet the challenges that face them.
5. Even 15 minutes of reading with your children each day can expose them to 1 million written words in a year.
6. Being told stories and being read to at home are the things most likely to help make your children successful learners at school.
7. Children who have enjoyable storytelling and reading experiences at home are more likely to be motivated to read.
8. Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read.
9. Books contain many words that children are unlikely to encounter frequently in spoken language.
10. The single most significant factor influencing a child's early educational success is an introduction to books and being read to at home prior to beginning school.
13. Children who read a lot as opposed to watching television, develop longer attention spans.
14. When reading feels good to children, they become readers. We all repeat things that are pleasurable.
15. Children are more likely to continue to be readers in homes where books and reading are valued.

### READ OR TELL IT AGAIN AND AGAIN AND AGAIN

Your child will probably want to hear a favourite story over and over. Go ahead and read the same story for the 100th time! Research suggests that repeated readings help children develop language skills.

### KNOW WHEN TO STOP

If your child loses interest or has trouble paying attention, just put the book away for a while. Don't continue reading if your child is not enjoying it

Mary-Anne Hampton

Sam Wilson

Pippa Serritslev

# I want to!



*Every child should own a hundred books by the age of five. To that end, Book Dash gathers creative professionals who volunteer to create new, African story books that anyone can freely translate and distribute. To find out more, and to download beautiful, print-ready books, visit [bookdash.org](http://bookdash.org).*

Illustrated by Mary-Anne Hampton  
Written by Sam Wilson  
Designed by Pippa Serritslev  
Edited by Robert Plummer  
with the help of the Book Dash participants in Cape Town on 13 April 2019.

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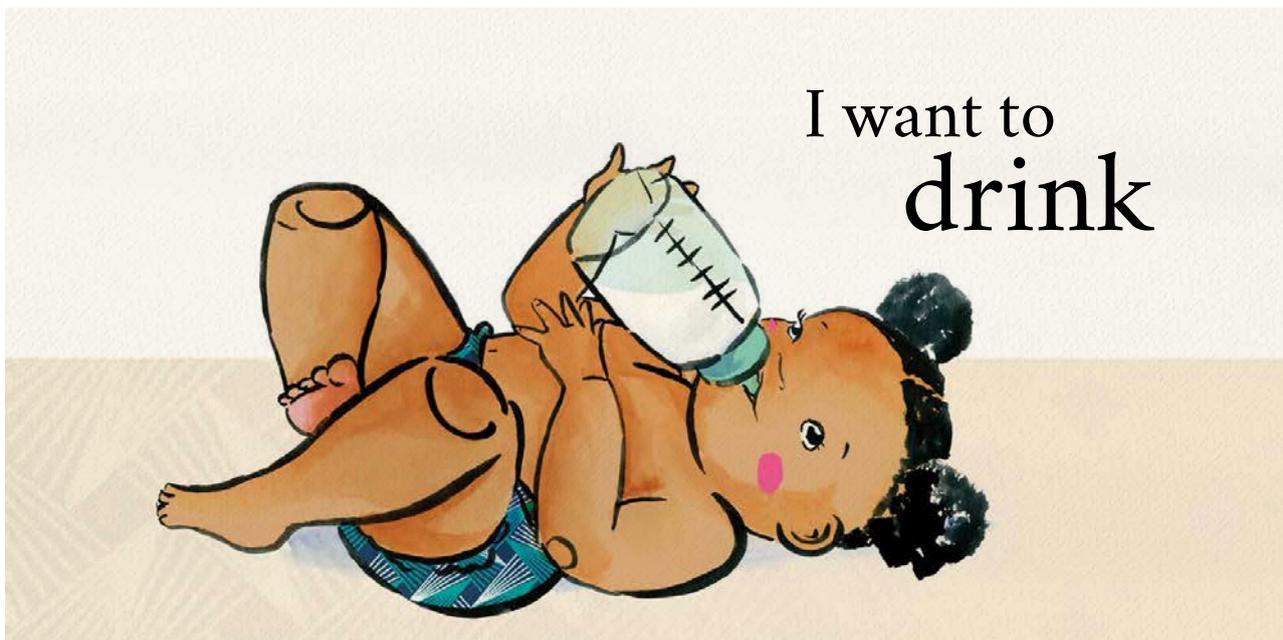
I want to  
**crawl**



I want to  
**climb**

I want to  
**eat**





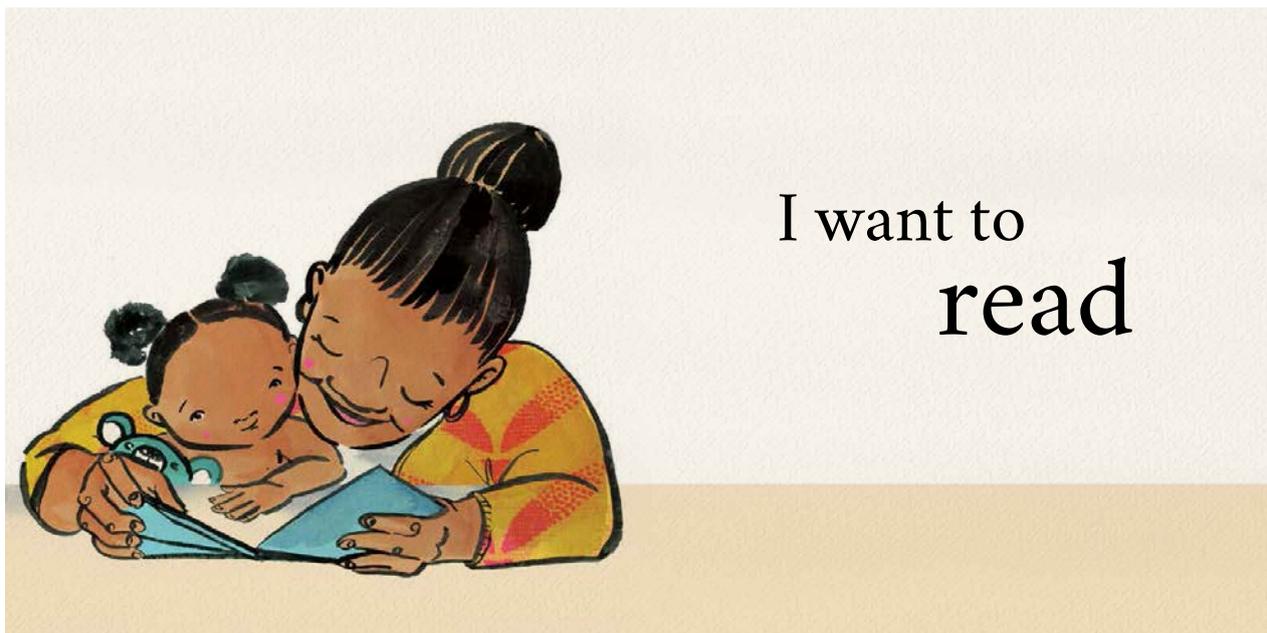
I want to  
draw



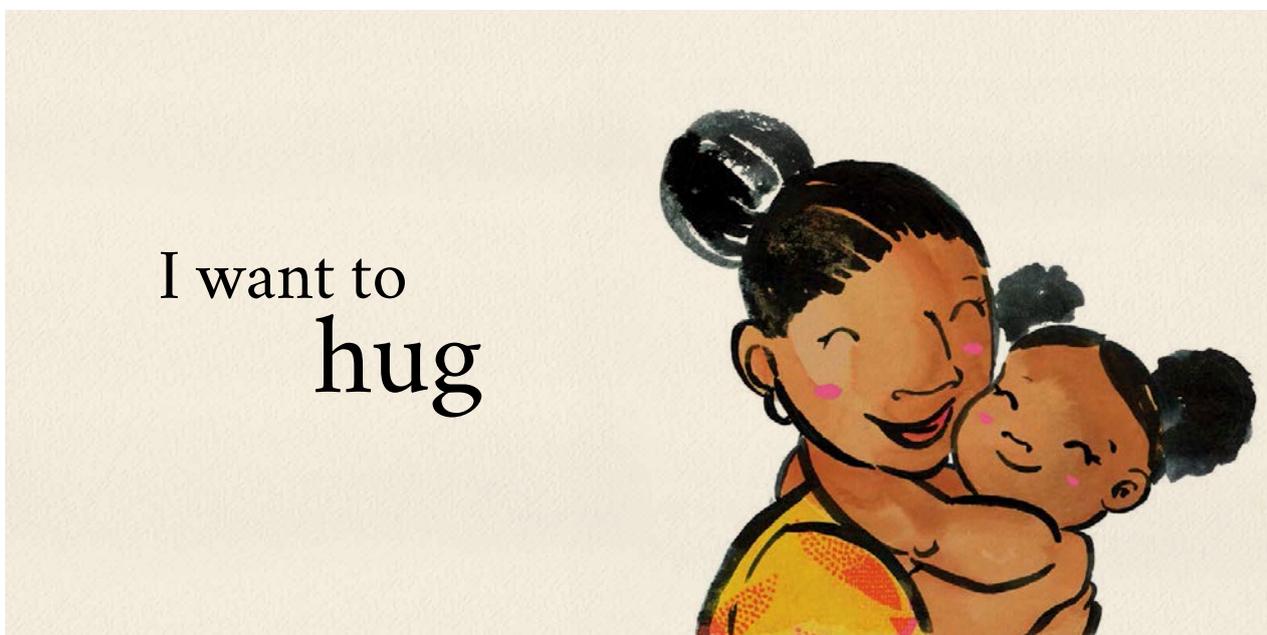
I want to  
splash

I want to  
go to  
Mama

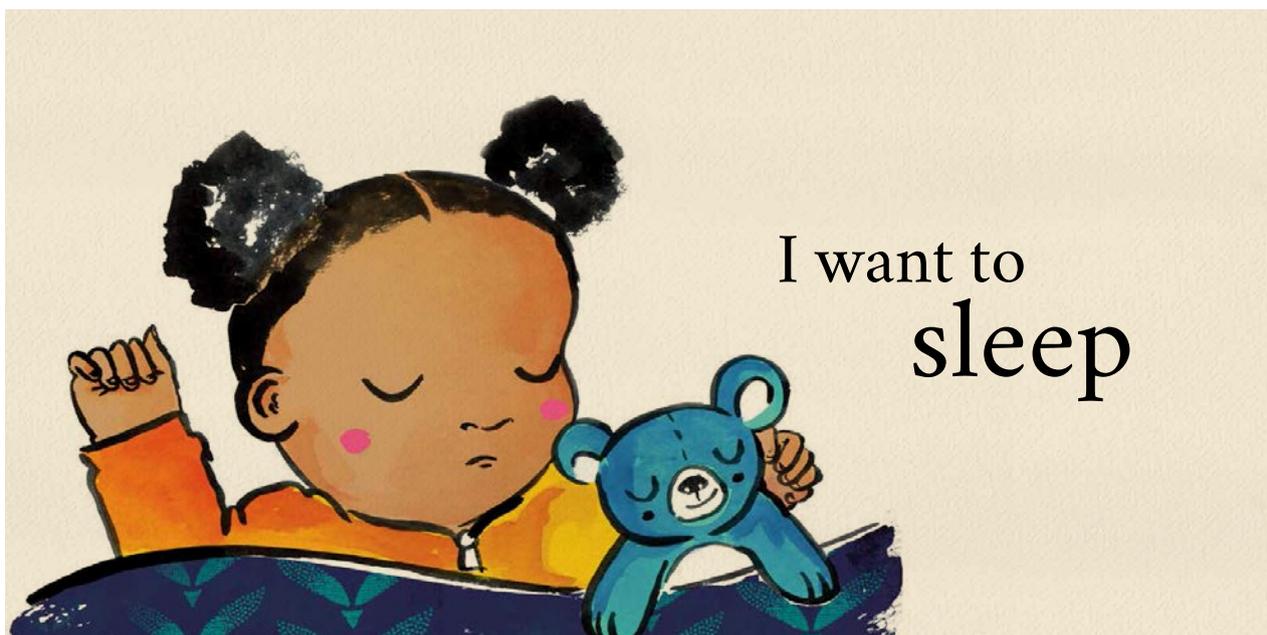




I want to  
read



I want to  
hug



I want to  
sleep

Megan Lötter • Jacqui L'Ange • Marteli Kleyn

# SHONGOLELE'S shoes



Every child should own a hundred books by the age of five. To that end, BookDash gathers creative professionals who volunteer to create new, African story books that anyone can freely translate and distribute. To find out more, and to download beautiful, print-ready books, visit [bookdash.org](http://bookdash.org).

Illustrated by Megan Lötter

Written by Jacqui L'Ange

Designed by Marteli Kleyn  
with the help of the Book Dash  
participants in Cape Town on 5  
March 2016.

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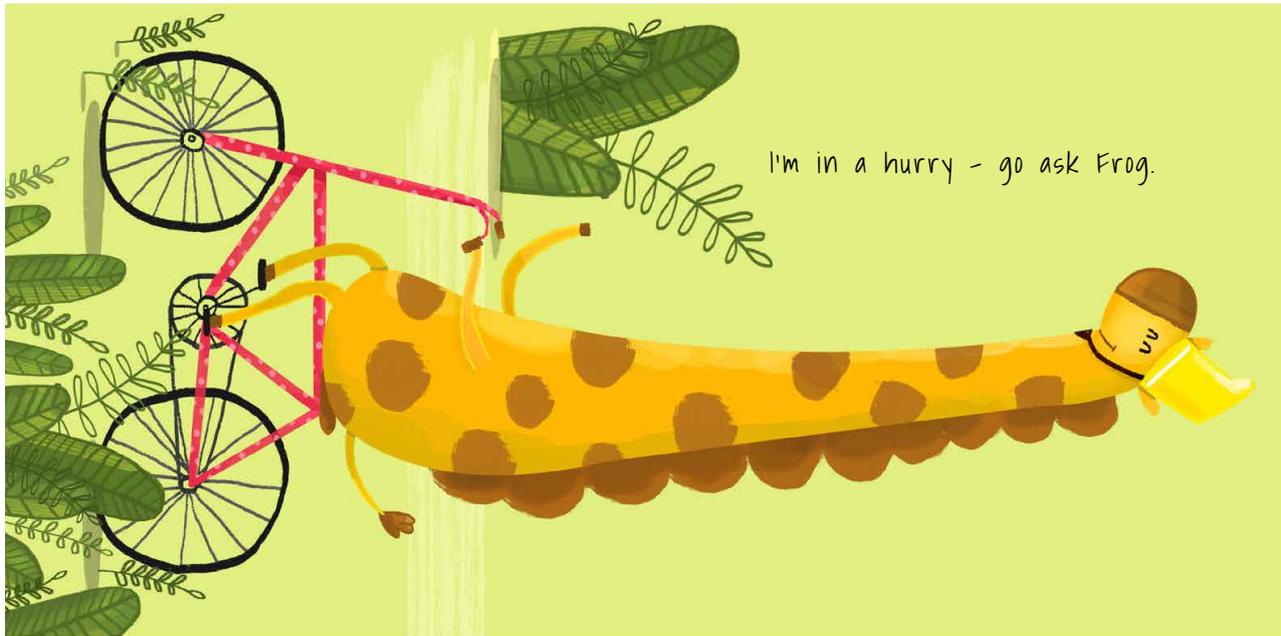
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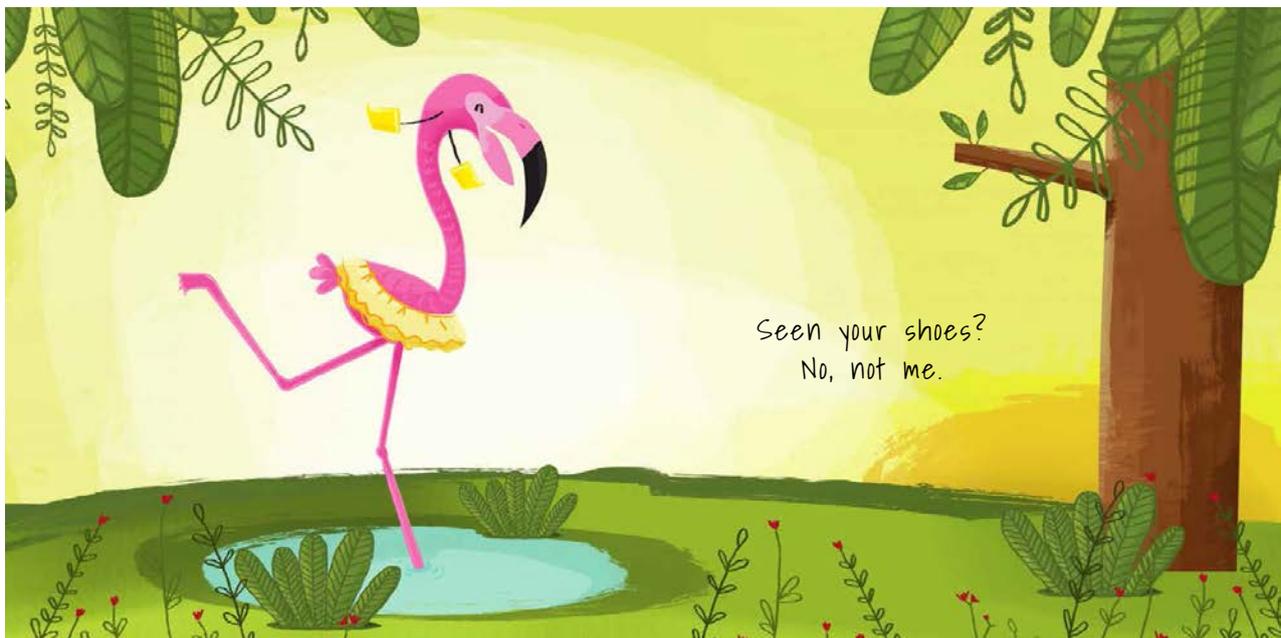




I'm in a hurry - go ask Frog.



Shoes? How many?  
Go ask Flamingo.



Seen your shoes?  
No, not me.







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Illustrated by Lauren Nel

Written by Melissa Fagan

Designed by Stefania Origgi with the help of the Book Dash participants in Cape Town on 5 March 2016.

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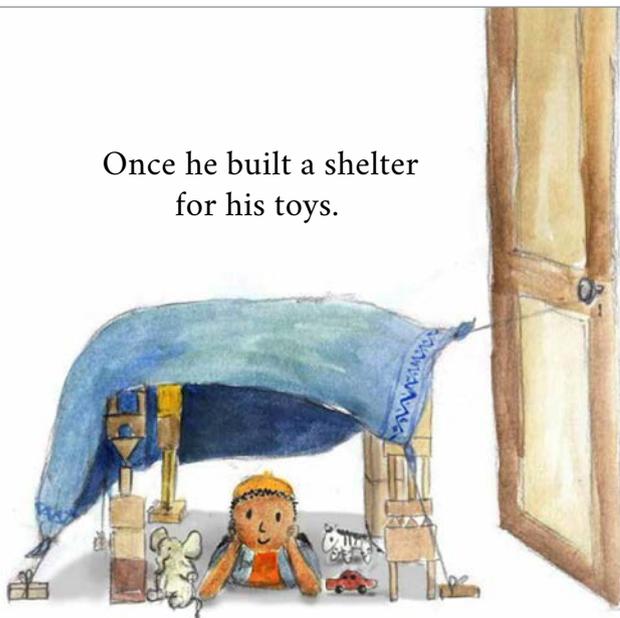
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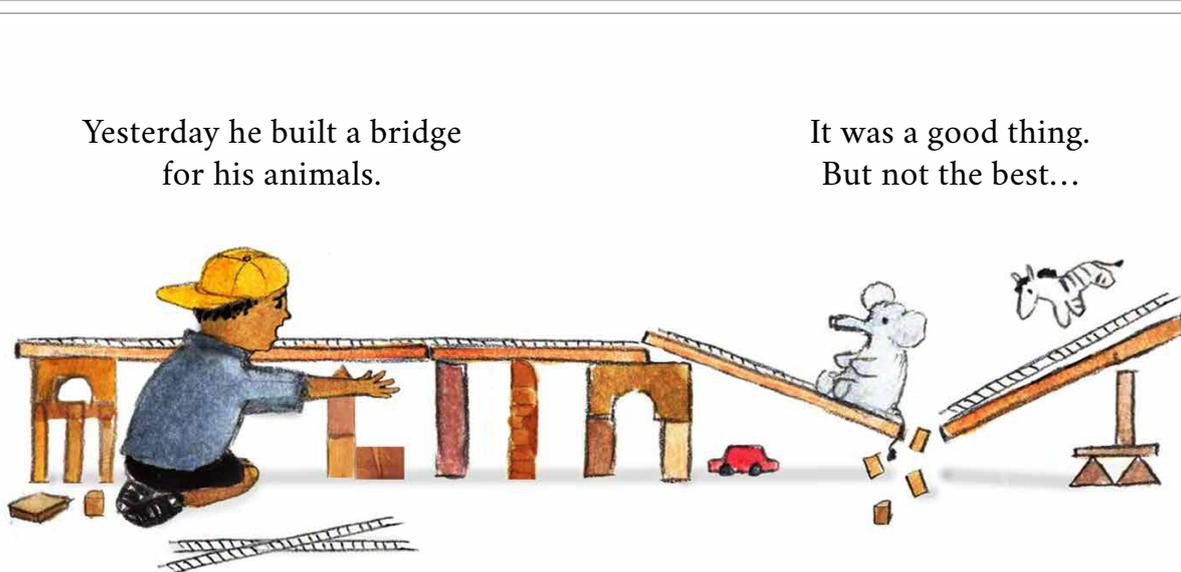
Paul loves to build things.  
He dreams of building  
the best thing ever.



Once he built a shelter  
for his toys.

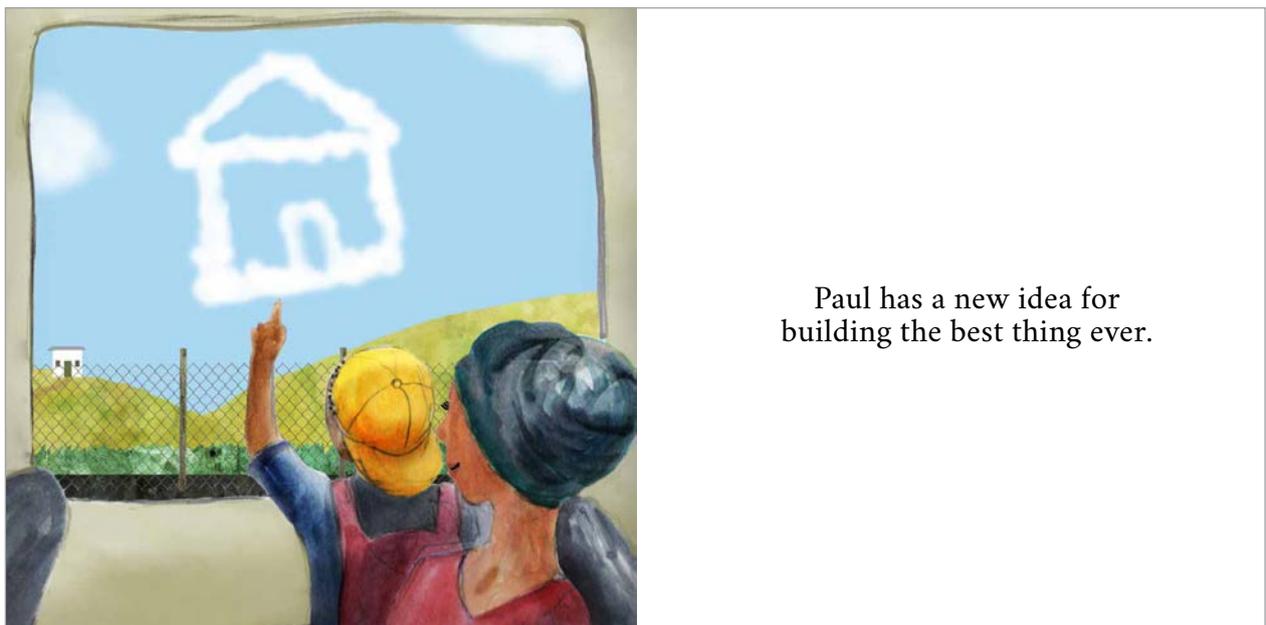


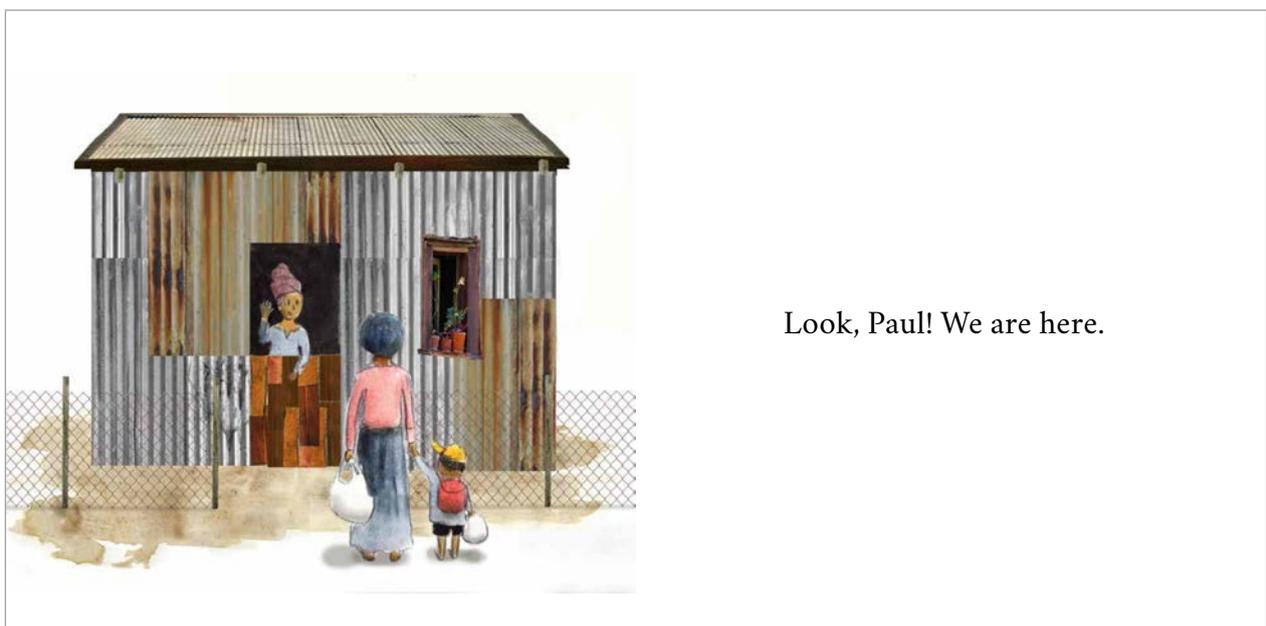
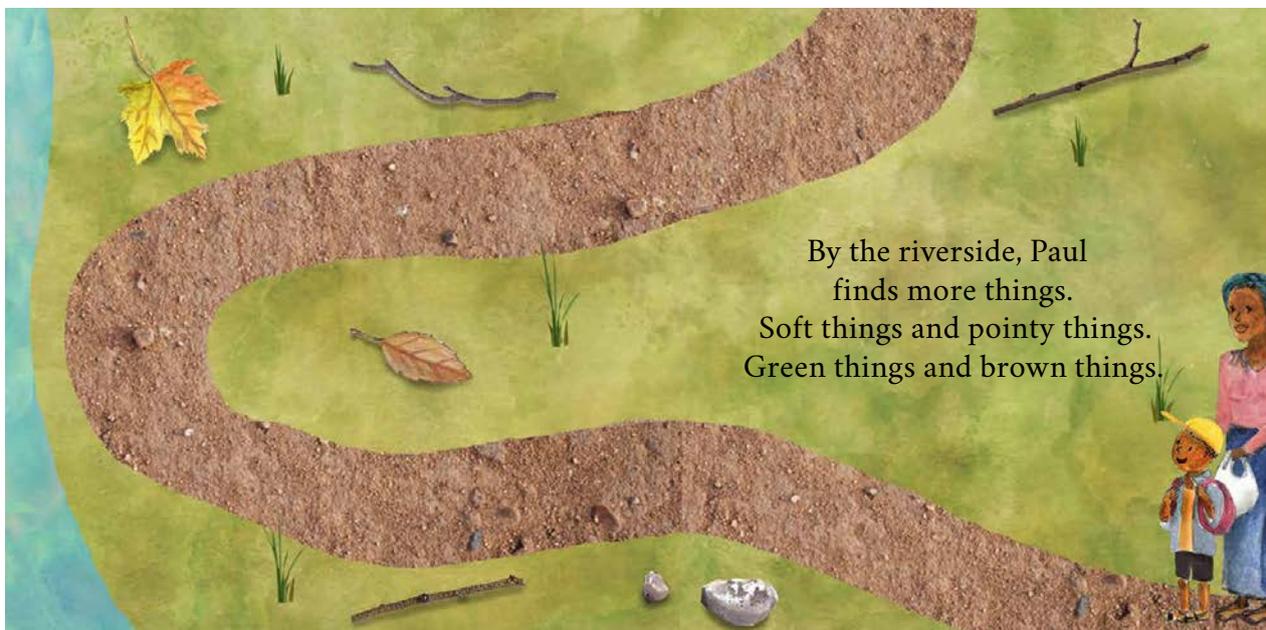
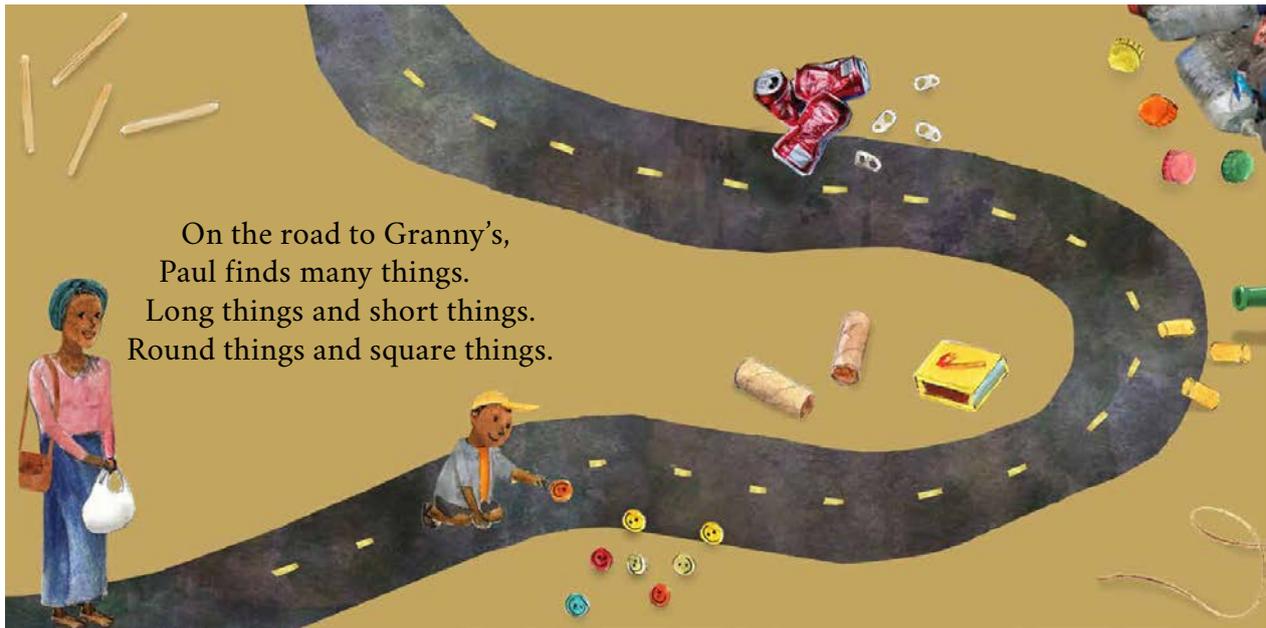
But it wasn't the  
best thing ever.



Yesterday he built a bridge  
for his animals.

It was a good thing.  
But not the best...







While Granny bakes for  
the hungry travellers...

Paul builds.



Granny! Granny! says Paul.  
The world is full of toys.  
Look what I can build.



Oh, Paul, laughs Granny. A new  
house for me.

This is the best thing ever!

Karen Lilje Michelle Preen Wilna Combrinck



# The lost laugh



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Written by Michelle Preen  
Designed by Wilna Combrinck

Edited by Helen Moffett  
with the help of the Book Dash  
participants in Cape Town on 2  
December 2017.

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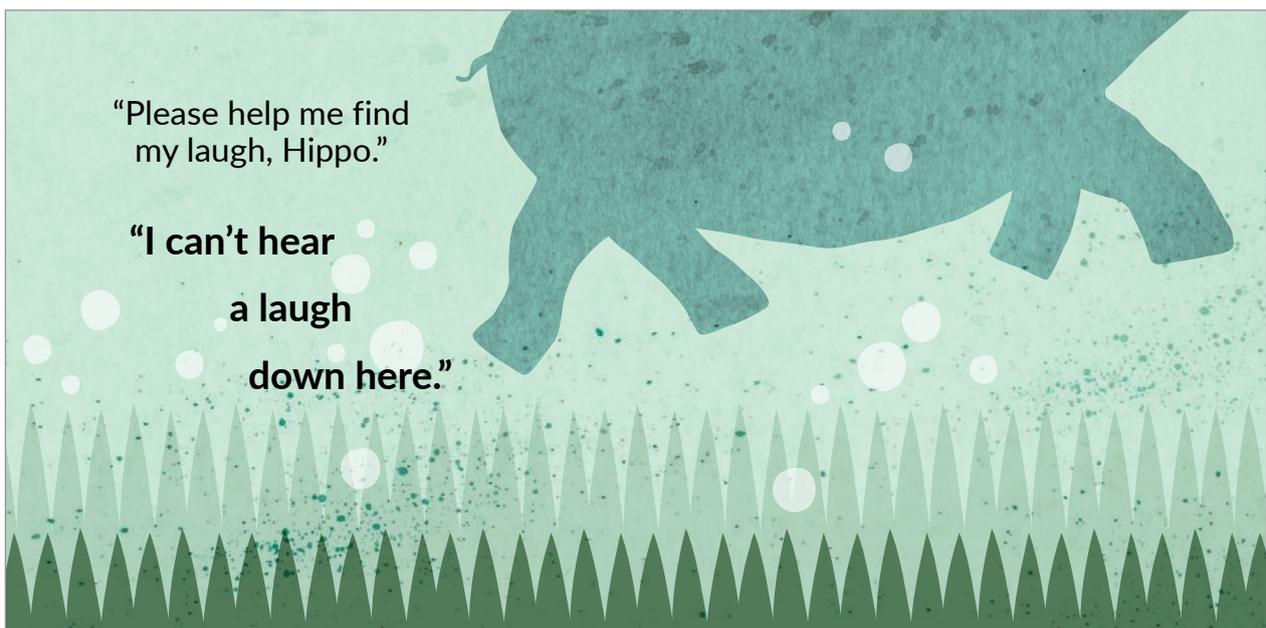
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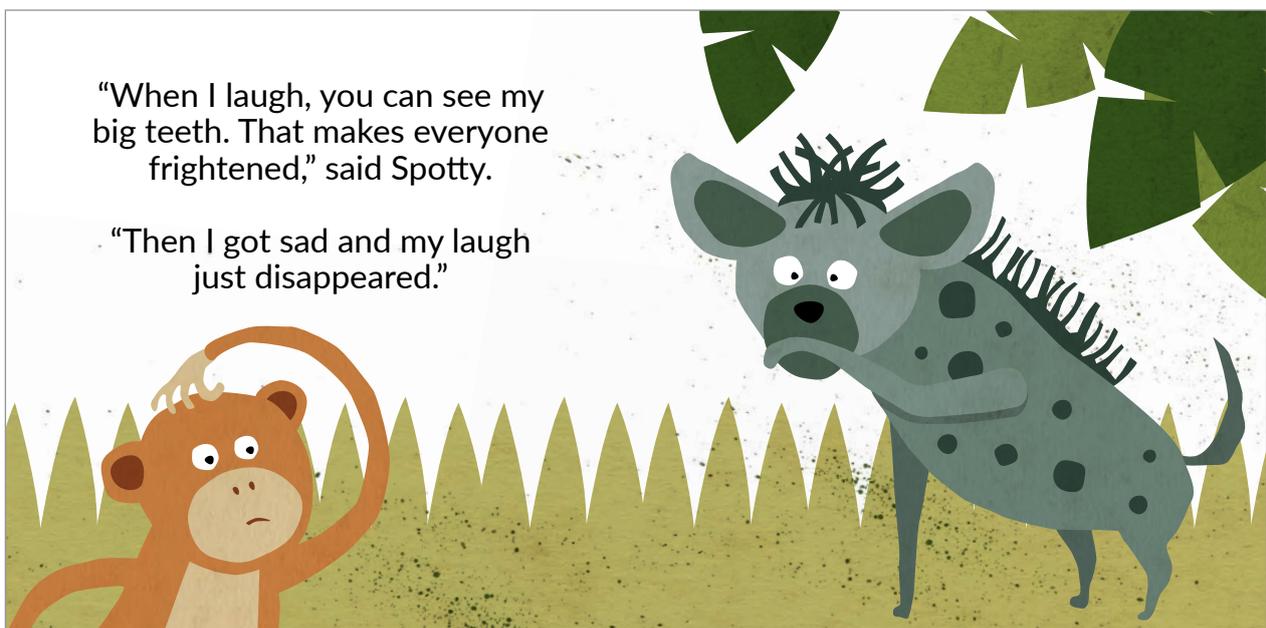
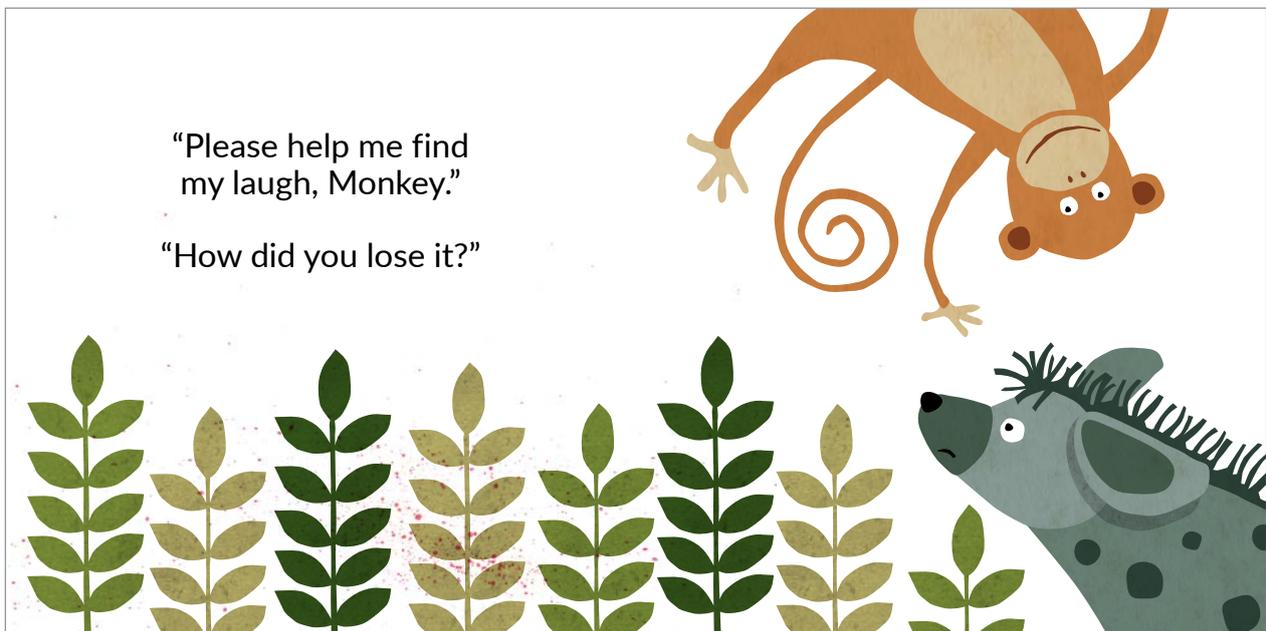
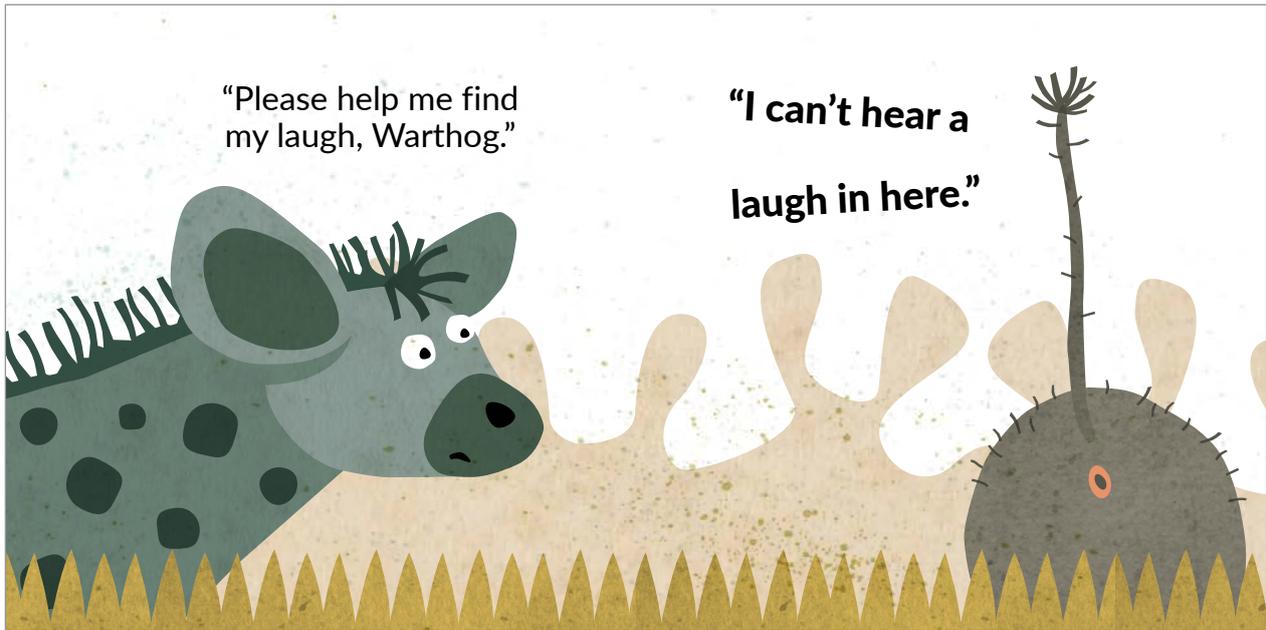
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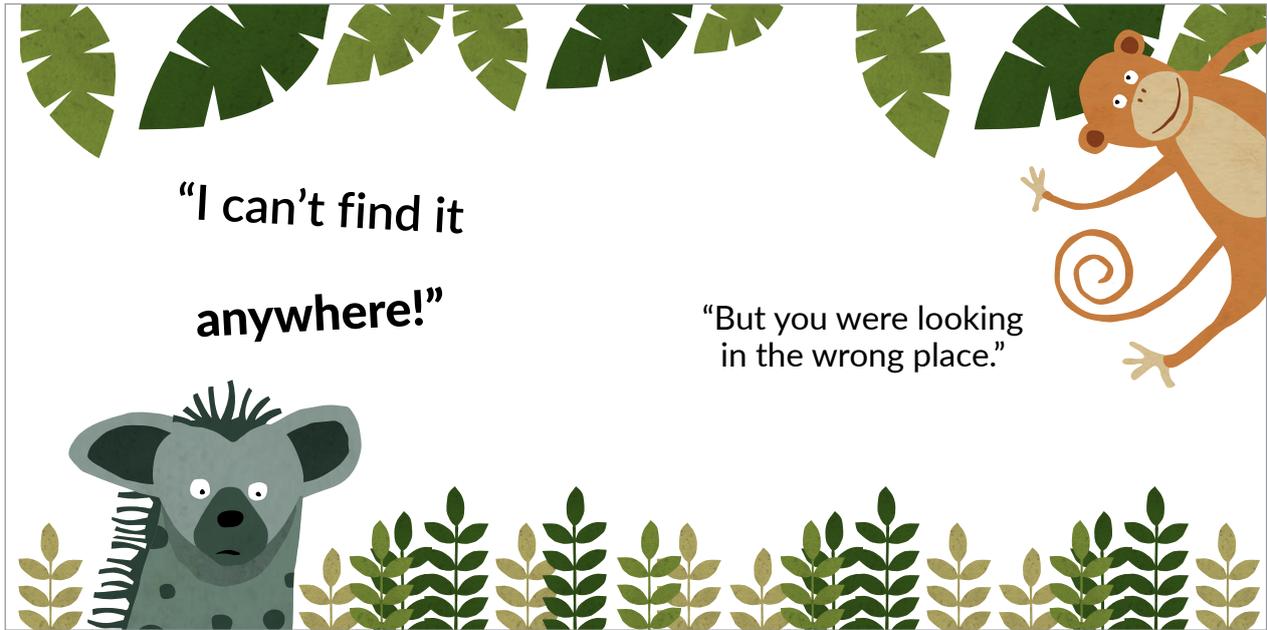
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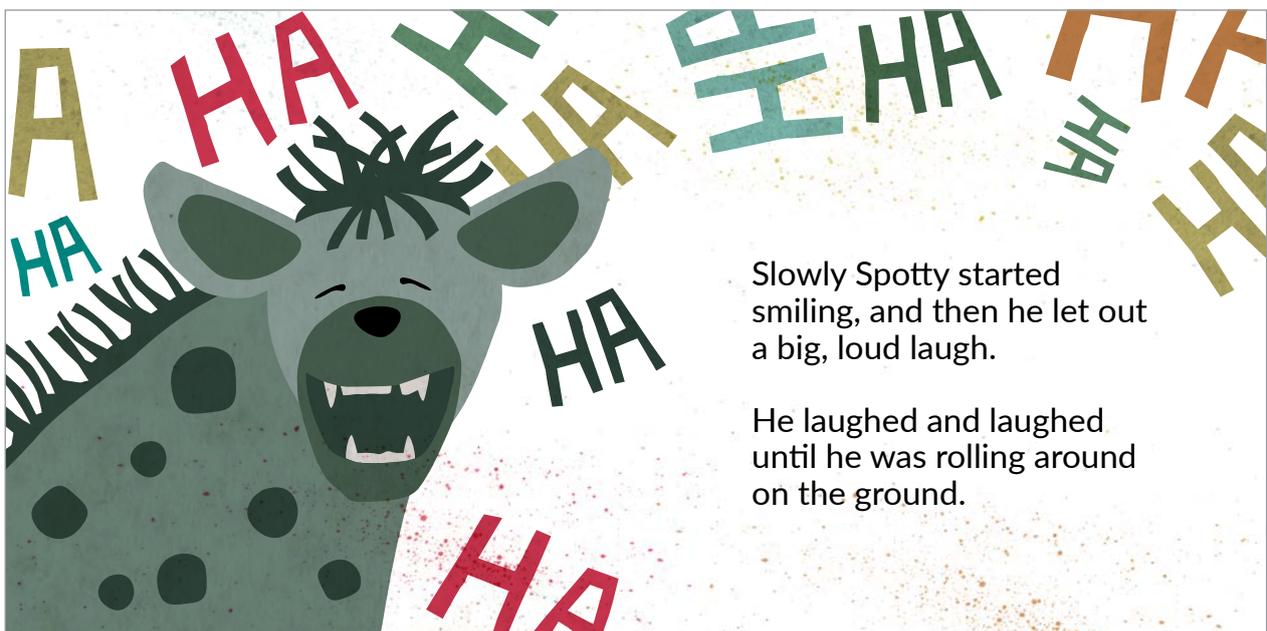
"I can't find it  
anywhere!"

"But you were looking  
in the wrong place."



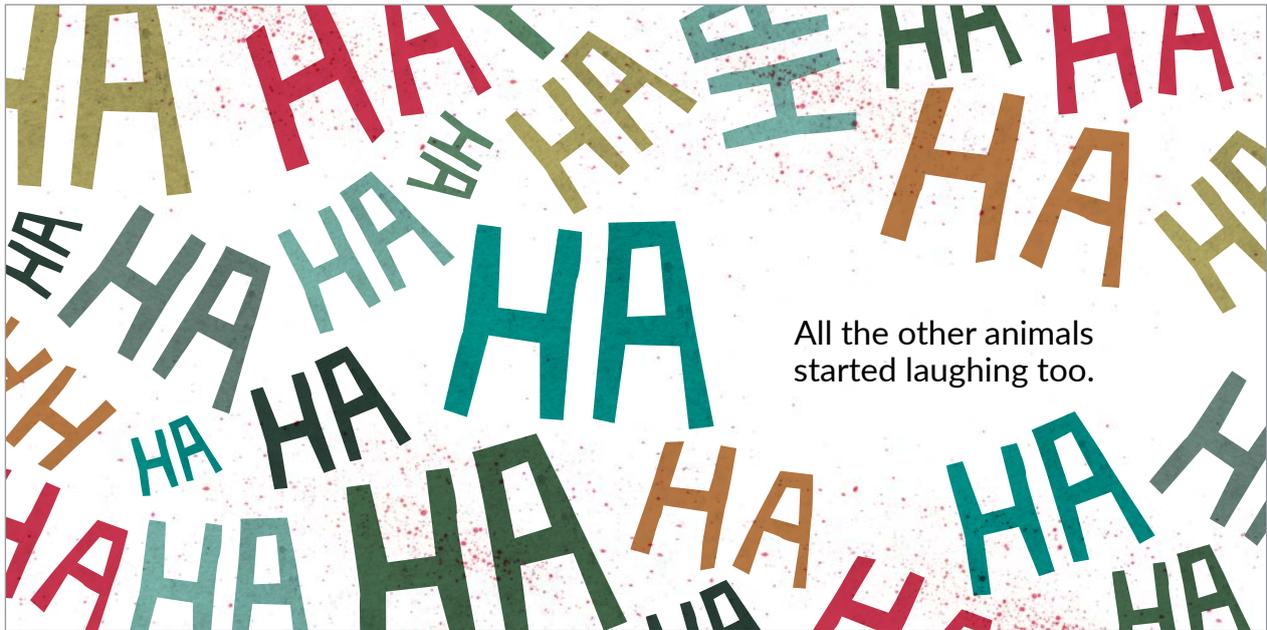
Monkey  
jumped  
out of the tree  
and picked up  
a feather.

Then she began to tickle  
Spotty all over.

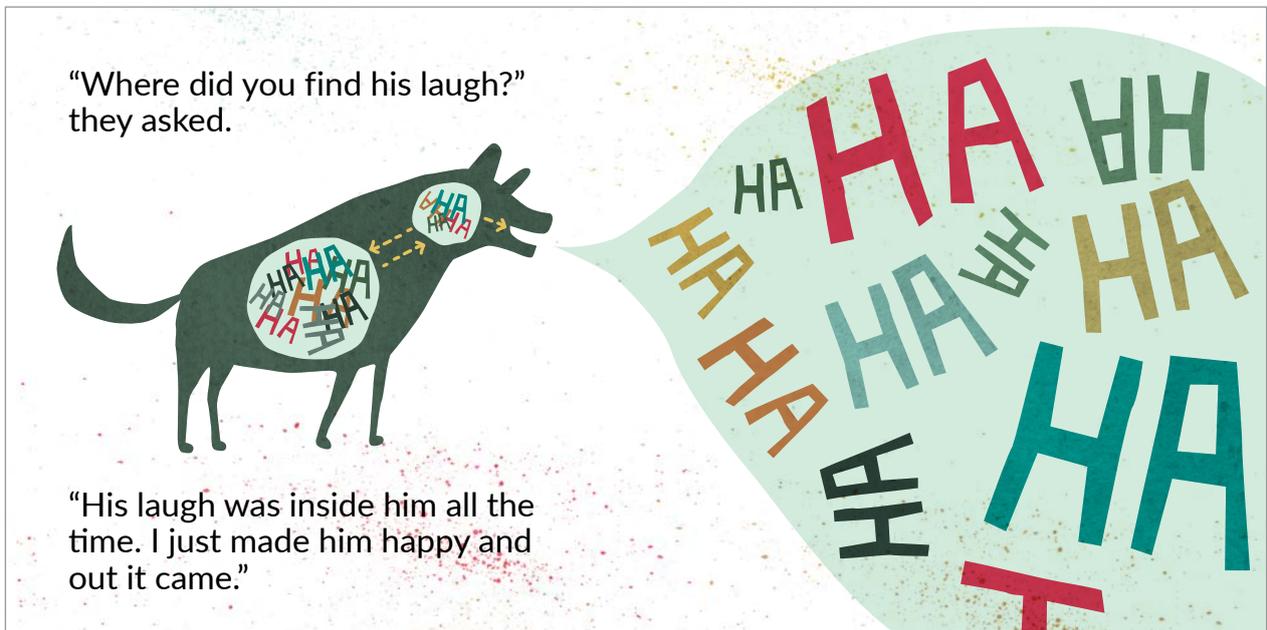


Slowly Spotty started  
smiling, and then he let out  
a big, loud laugh.

He laughed and laughed  
until he was rolling around  
on the ground.

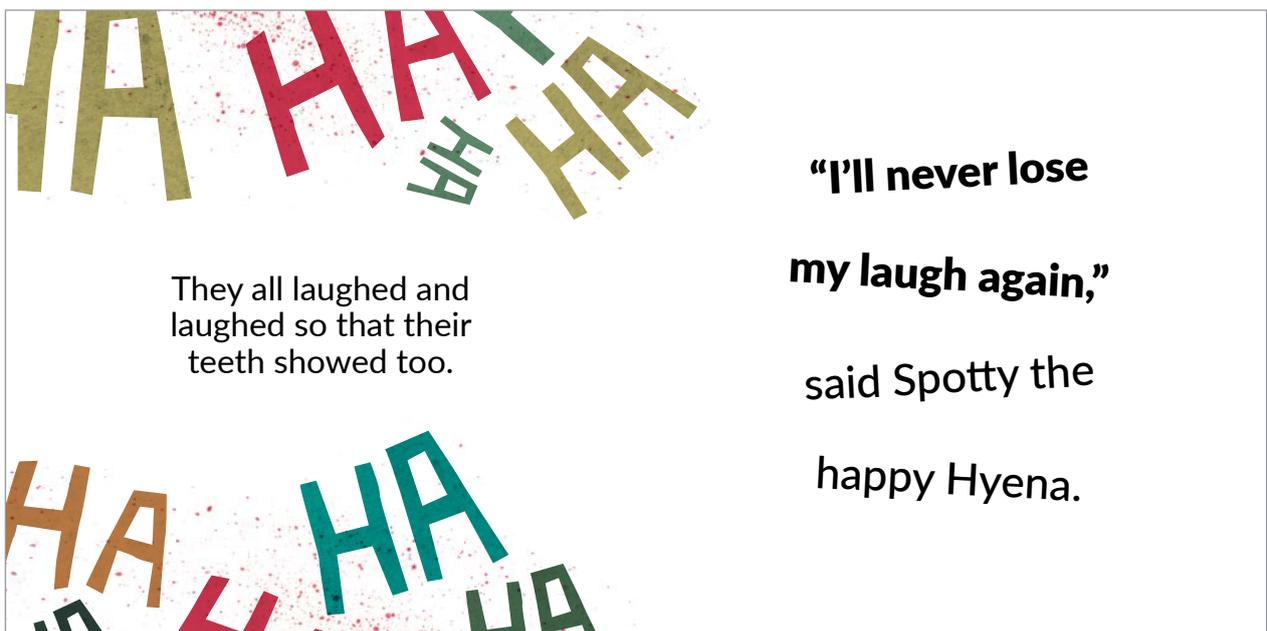


All the other animals started laughing too.



"Where did you find his laugh?" they asked.

"His laugh was inside him all the time. I just made him happy and out it came."



They all laughed and laughed so that their teeth showed too.

**"I'll never lose my laugh again,"**  
said Spotty the happy Hyena.



# THE VERY TIRED LIONESS

Imile Wepener • Maren Bodenstein • Nathan McKay



*Every child should own a hundred books by the age of five. To that end, Book Dash gathers creative professionals who volunteer to create new, African story books that anyone can freely translate and distribute. To find out more, and to download beautiful, print-ready books, visit [bookdash.org](http://bookdash.org).*

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Written by Maren Bodenstein

Designed by Nathan McKay

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There was once a very old  
and very tired lioness.

She was so tired that  
she slept all day.  
**And all night.**



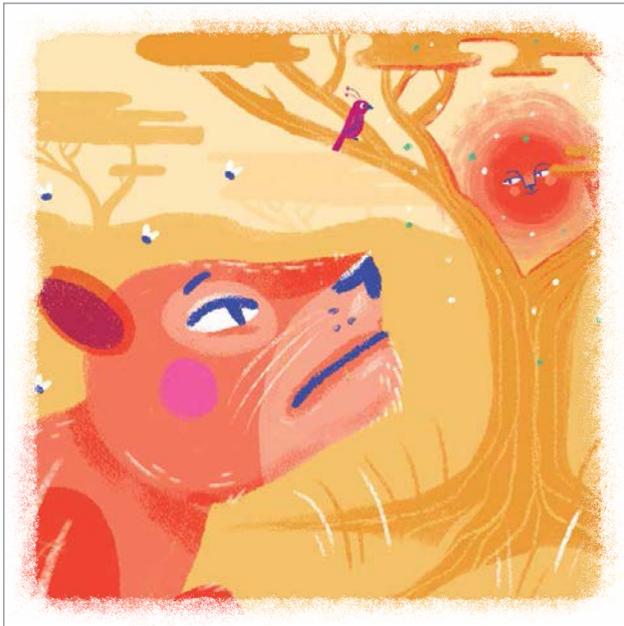
**"Come and hunt with us,"**  
said her sisters and daughters.

But the lioness was  
**too tired.**

**"What's wrong with her?"**  
asked the young impalas.  
**"Don't go too close,"** warned their  
mothers. **"She might eat you."**

But the lioness just  
flicked her ears to  
**chase away the flies.**





One day the lioness woke up with a strange feeling that **something was watching her.**

When she looked up she saw a boiling roiling creature in the tree.

**"Who are you?"** asked the lioness.

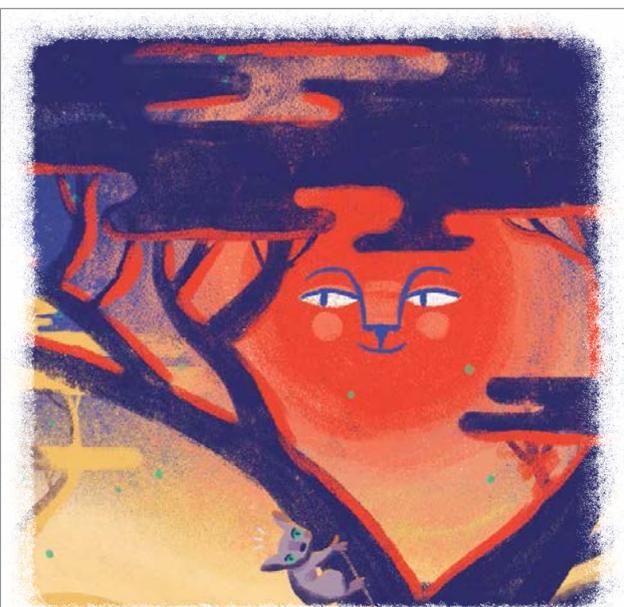
"I am the sun.  
**I have come to fetch you."**

**"Go away,"**  
grumbled the lioness.  
**"I want to sleep."**



When the lioness opened her eyes again, the sun was still in the tree.  
**"Can't you see, you are making us all hot and thirsty?"**

**"It's getting late,"**  
said the sun.  
**"Follow me."**



So the lioness slowly  
**got up and followed the sun.**

**“Happy hunting,”** called her sisters  
and daughters after her.

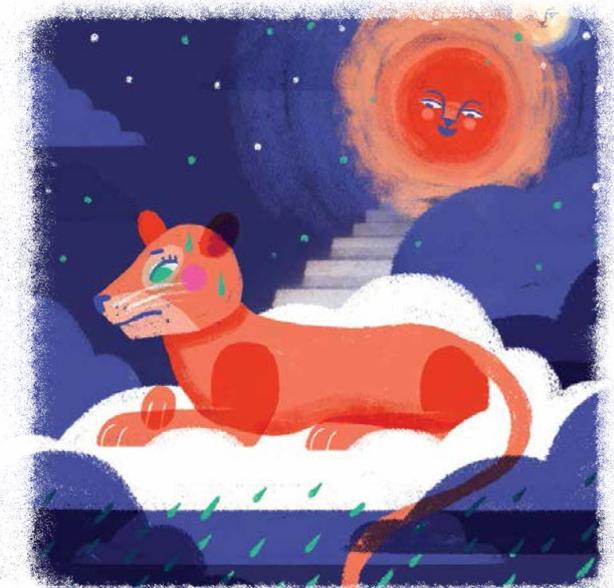
**“See you! See you!”** chirped the bird.



But the lioness didn't  
**hear anything.**

She just climbed higher  
and higher and higher  
**into the sky.**

**“Phew, it is far,”**  
said the lioness.





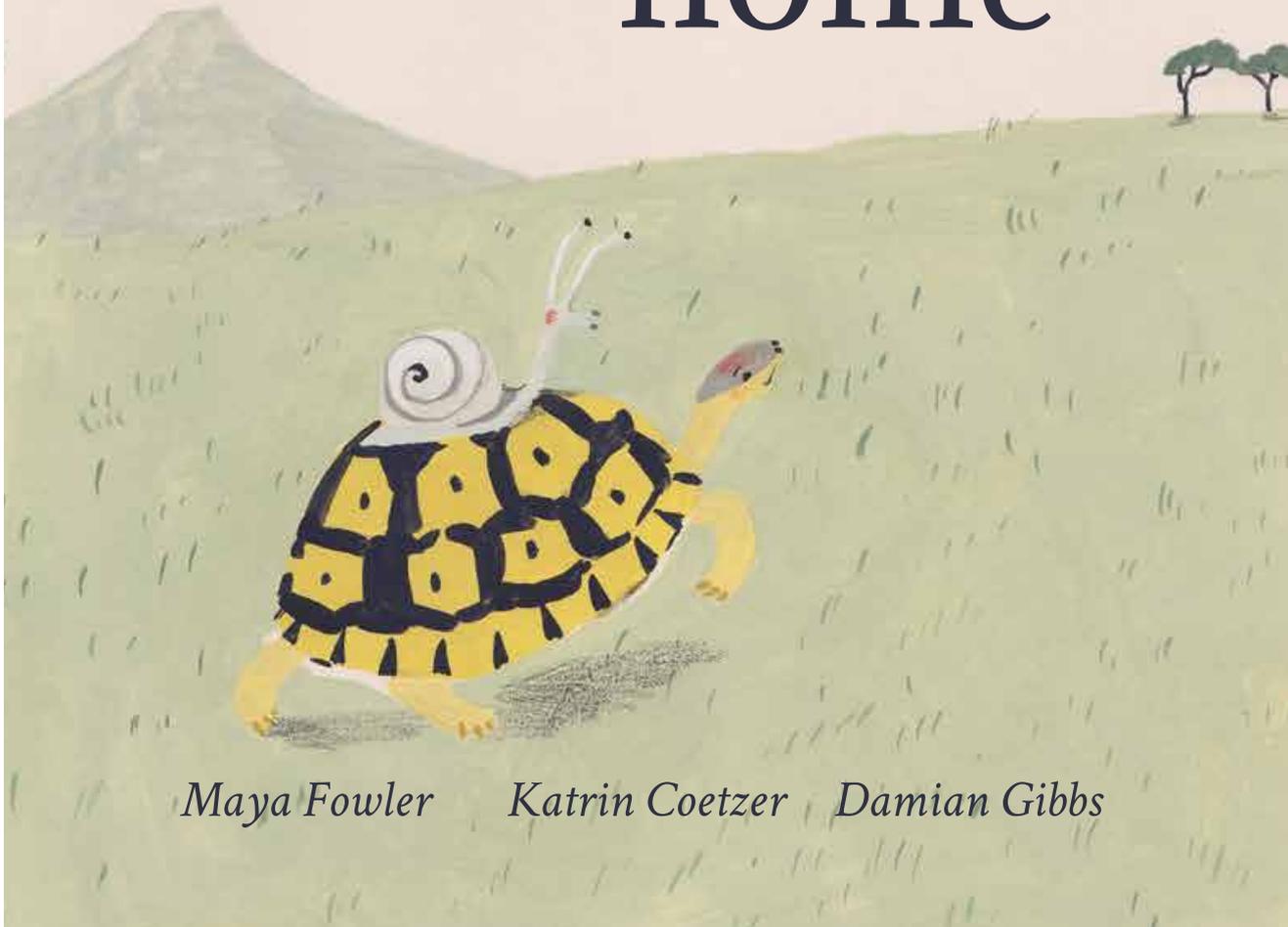
"Not too far to go anymore,"  
said the sun.  
"You can rest when we get there."

And so the lioness came  
**to stay with the sun.**  
All day she lay lazily  
**in its warmth.**



But at night, when the sun  
was asleep, **she looked down**  
at the beautiful world  
**she had left behind.**

# Tortoise finds his home



*Maya Fowler    Katrin Coetzer    Damian Gibbs*



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Illustrated by Katrin Coetzer  
Written by Maya Fowler  
Designed by Damian Gibbs

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with the help of the Book Dash  
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One day Tortoise was walking through the veld. He was searching and searching. He gazed into the distance and squinted at the grass.



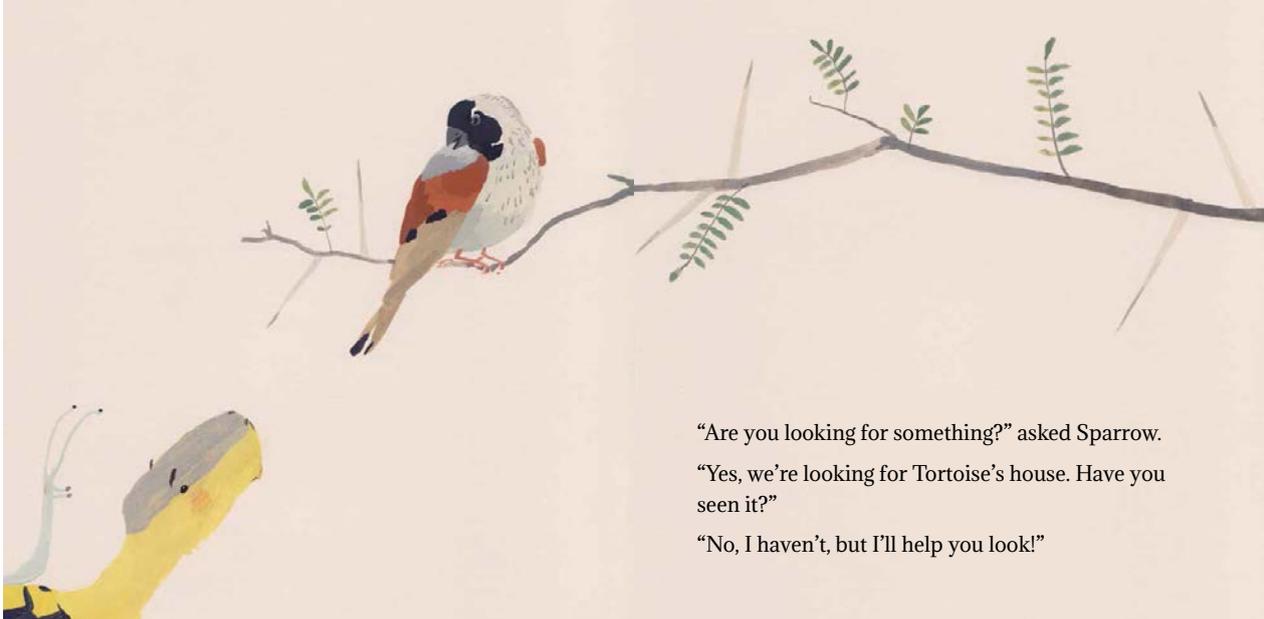
“Are you looking for something?” Snail asked.  
“Yes, I’m looking for my house. Have you seen it?”



“No, I haven’t, but I’ll help you look!”  
Snail climbed onto Tortoise’s shell.  
Tortoise walked on with Snail on his back.  
They looked and looked, but there was no sign of a house.



“Are you looking for something?” asked Sparrow.  
“Yes, we’re looking for Tortoise’s house. Have you seen it?”  
“No, I haven’t, but I’ll help you look!”



Sparrow flapped his wings and whizzed away.

“You’re going too fast!” called Tortoise.

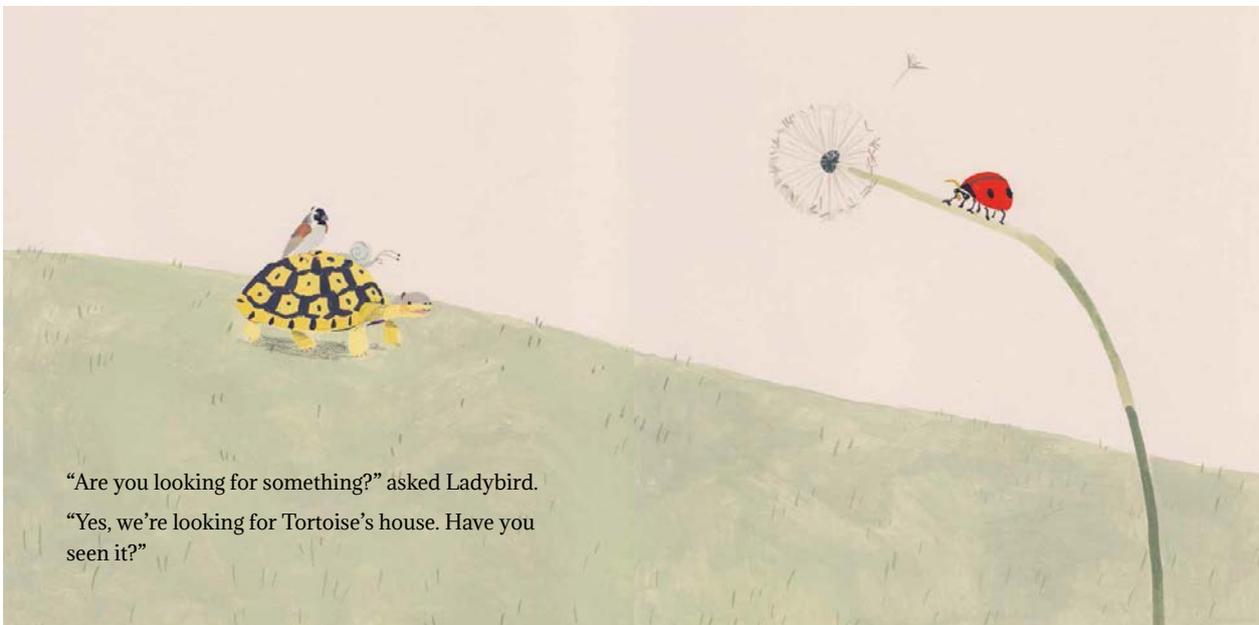
“Alright, then I’ll hop on too.”

Tortoise walked on with Snail and Sparrow perched on his shell. They looked and looked, but there was no sign of a house.



“Are you looking for something?” asked Ladybird.

“Yes, we’re looking for Tortoise’s house. Have you seen it?”



“No, I haven’t, but I’ll help you look!”

Ladybird hopped onto Tortoise’s shell. Tortoise walked on with Snail and Sparrow and Ladybird sitting on his back.

They looked and looked, but there was no sign of a house.

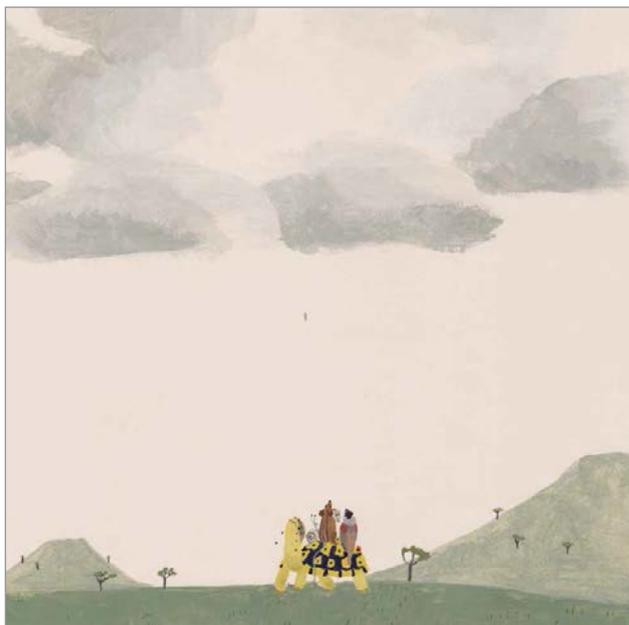
A breeze started to blow.

“Are you looking for something?” asked Mouse.  
“Yes, Mouse, I’m looking for my house. Have you seen it?”  
“No, I haven’t, but I’ll help you look!”



Mouse jumped onto Tortoise’s back.  
Tortoise walked on with Snail and Sparrow and  
Ladybird and Mouse on his back.

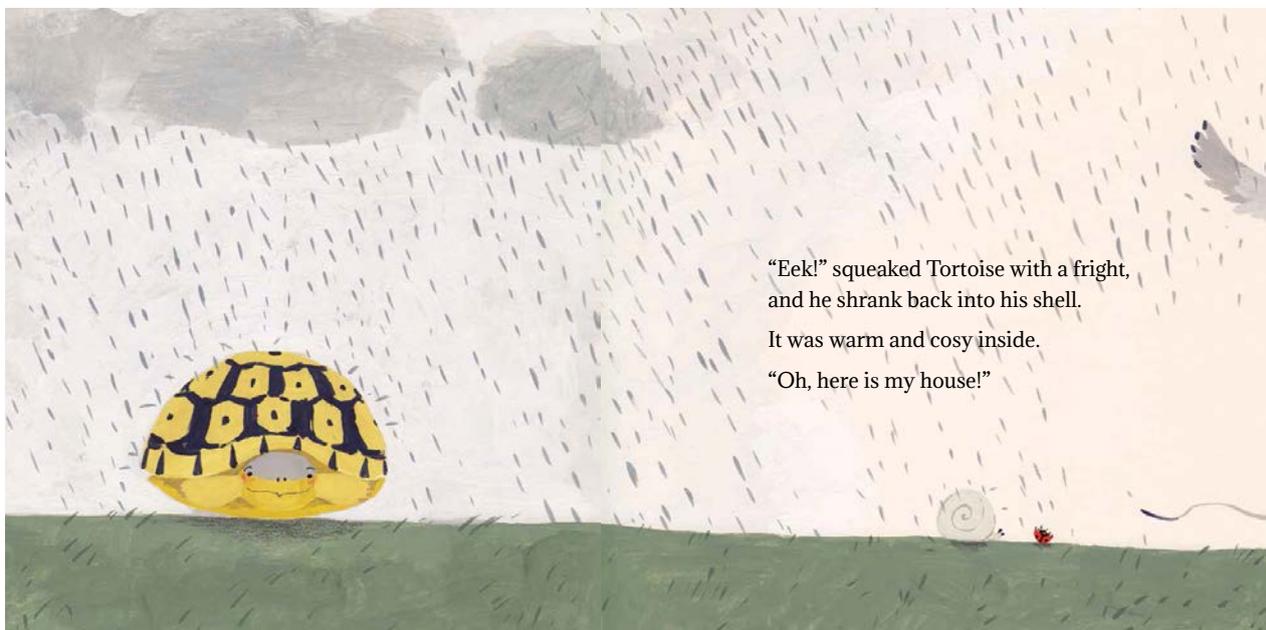
They looked and looked, but there was no sign  
of a house.  
The wind swept the leaves off the ground and  
swirled them around Tortoise.



The wind got stronger and stronger.  
The sky turned dark.  
“Oh, where is my house?” Tortoise sighed.  
Thunder roared in the hills. Lightning flashed  
in the distance. Drip, drip came the rain.  
“Oh, where is Tortoise’s house?” asked Snail  
and Sparrow and Ladybird and Mouse.



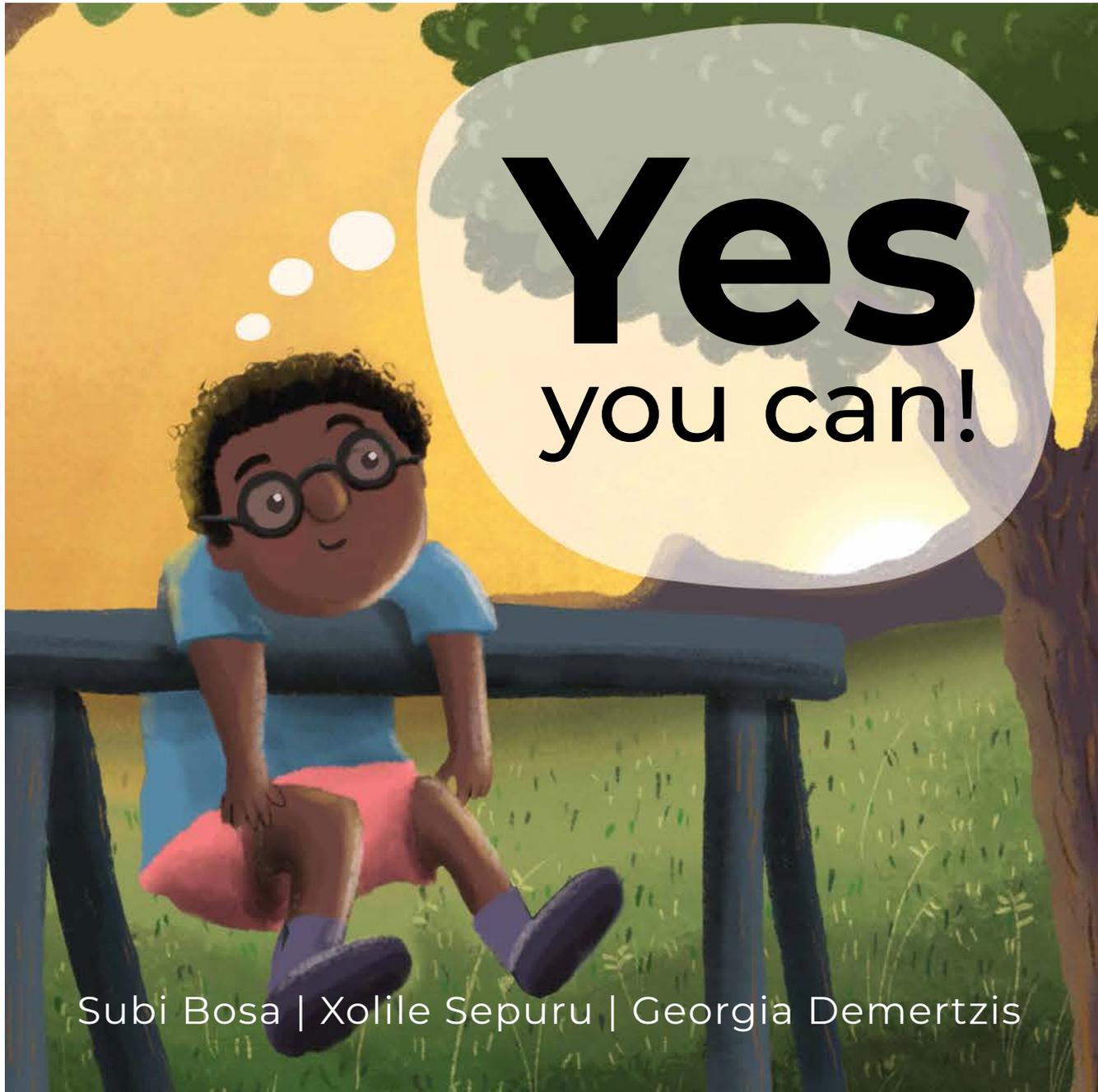
The wind whirled and whipped and  
blew Snail and Sparrow and Ladybird  
and Mouse right off Tortoise's back.



"Eek!" squeaked Tortoise with a fright,  
and he shrank back into his shell.  
It was warm and cosy inside.  
"Oh, here is my house!"



"Oh, here is Tortoise's house!"



Subi Bosa | Xolile Sepuru | Georgia Demertzis



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Written by Maren Bodenstein

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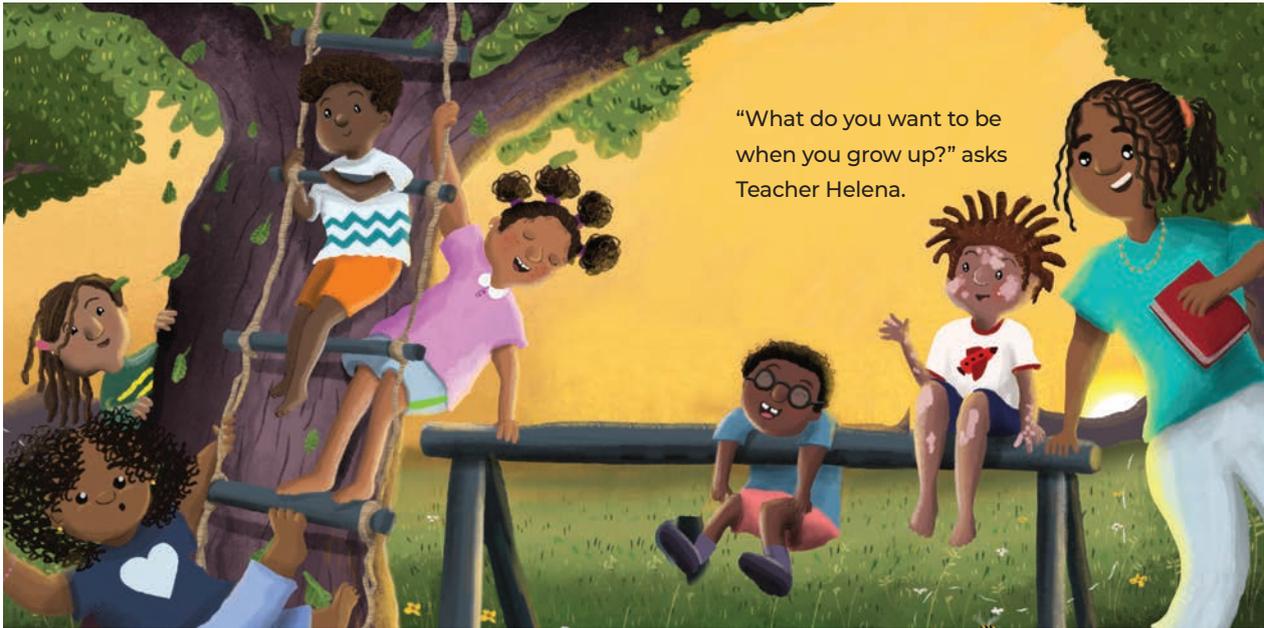
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“What do you want to be when you grow up?” asks Teacher Helena.



Paul shouts,  
“I want to be a cook!”



I love helping my mom bake and cook at home.”

Memory says, “No! That’s a **girl’s** job. My mom does all the cooking at home.”

“Yes he **can**, Memory. You can be anything you want to be,” says Teacher Helena.



The class chants,  
“**Yes you can!**”



Helvi says,  
**“I want to build houses**  
like my dad.”

The illustration shows a man with a large, dark, curly beard and a blue shirt with a white heart, hanging upside down. To his right, a woman in a yellow construction suit and hard hat is digging in the dirt with a shovel. There are three blue circles of varying sizes between the man and the woman.



“No you can’t, that’s **dangerous!**” yells Simon.

“Yes she **can**, Simon, as long as she loves it,” replies Teacher Helena.

The class chants,  
**“Yes she can!”**

The illustration shows a group of children playing on a treehouse structure. A girl is climbing, another is sitting on a beam, and a boy is sitting on a bench. A teacher is standing nearby. A small circular inset shows a boy with spiky hair, Simon, looking angry.

Elia says,  
**“I want to be a nurse.”**



The illustration shows a girl with glasses sitting on a wooden bench. To her right, a circular inset shows a nurse in blue scrubs and a cap, running and holding a clipboard. The background is a sunset landscape with trees and hills.



The class bursts out laughing.

“What is so funny?” asks Teacher Helena.



Memory replies, “Nurses are **girls.**”

“There are male nurses too,” says Teacher Helena.

“So class, can Elia be a nurse?”

The class booms,  
**“Yes he can!”**



**“I want to be an artist**

and draw pretty pictures,” says Alina.



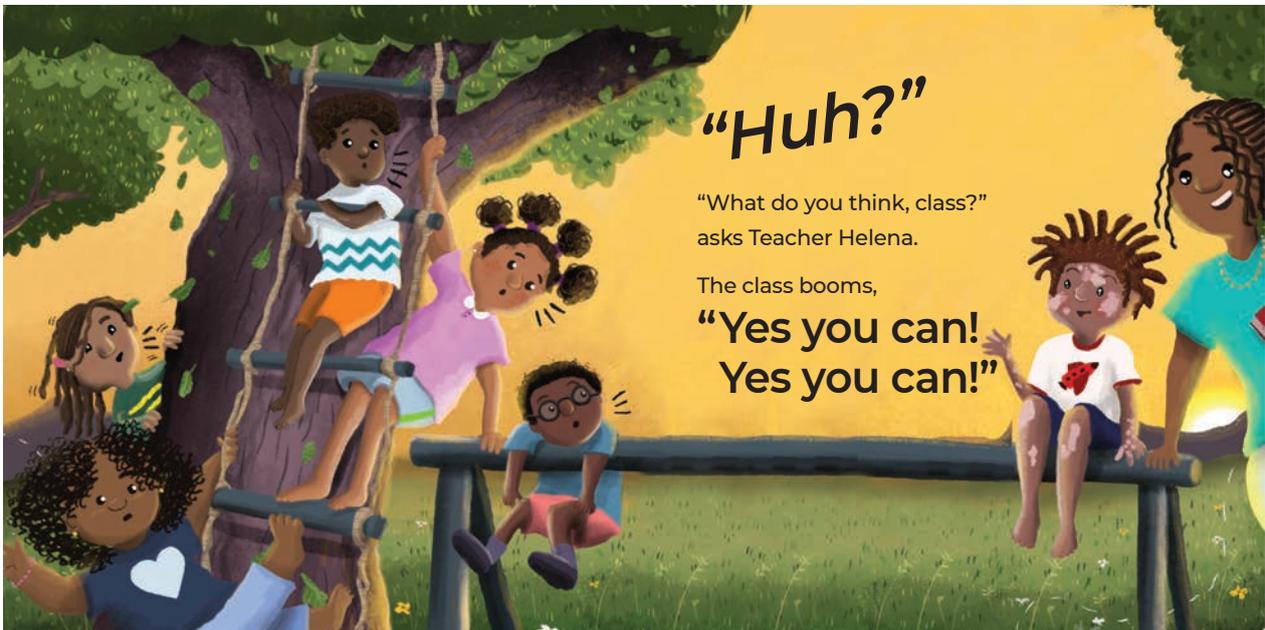
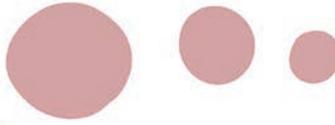
“That’s not a **real** job,” says Paul and rolls his eyes.



“That sounds lovely, Alina!” replies teacher Helena.  
“Can Alina be an artist?”

**“Yes she can!”**  
shouts the class!

“I want to be an alarm clock,” says Simon.



“Huh?”

“What do you think, class?” asks Teacher Helena.

The class booms,

“Yes you can!  
Yes you can!”

Memory hasn't shared what she wants to be when she grows up.

What do **you** think she could be?



# Whose shoe is this?

Alicia van Zyl  
Siphiliselwe Makhanya  
Khuty Ngqayimbana



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Written by Siphiliselwe Makhanya  
Designed by Khuty Ngqayimbana  
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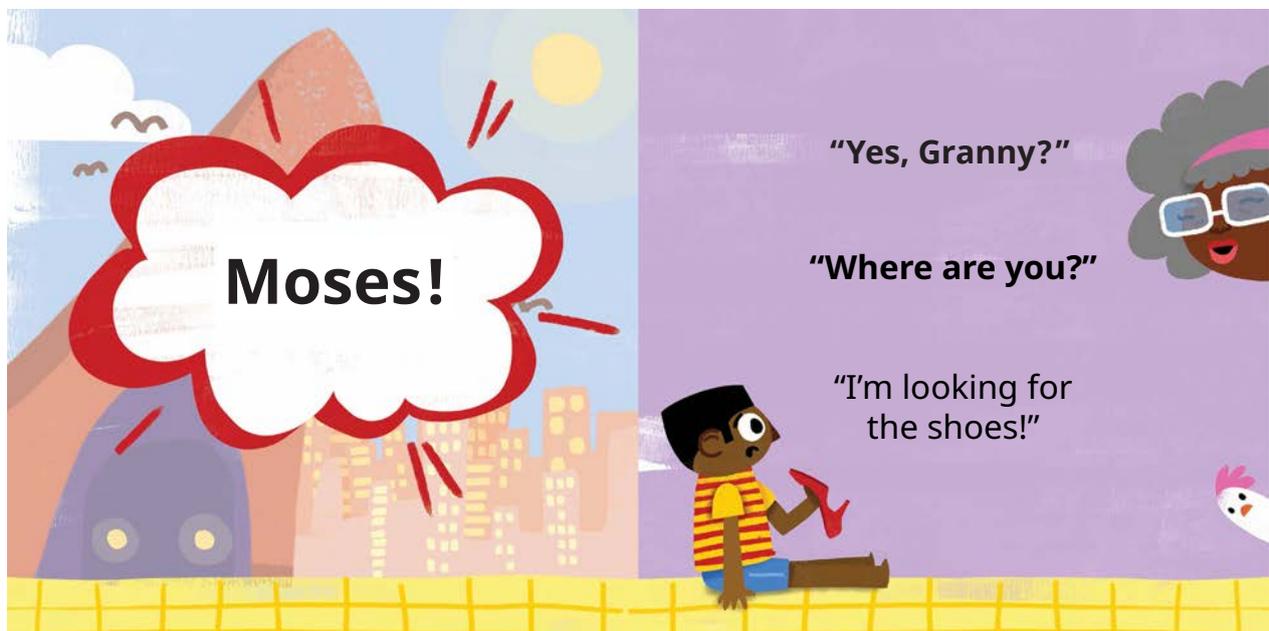
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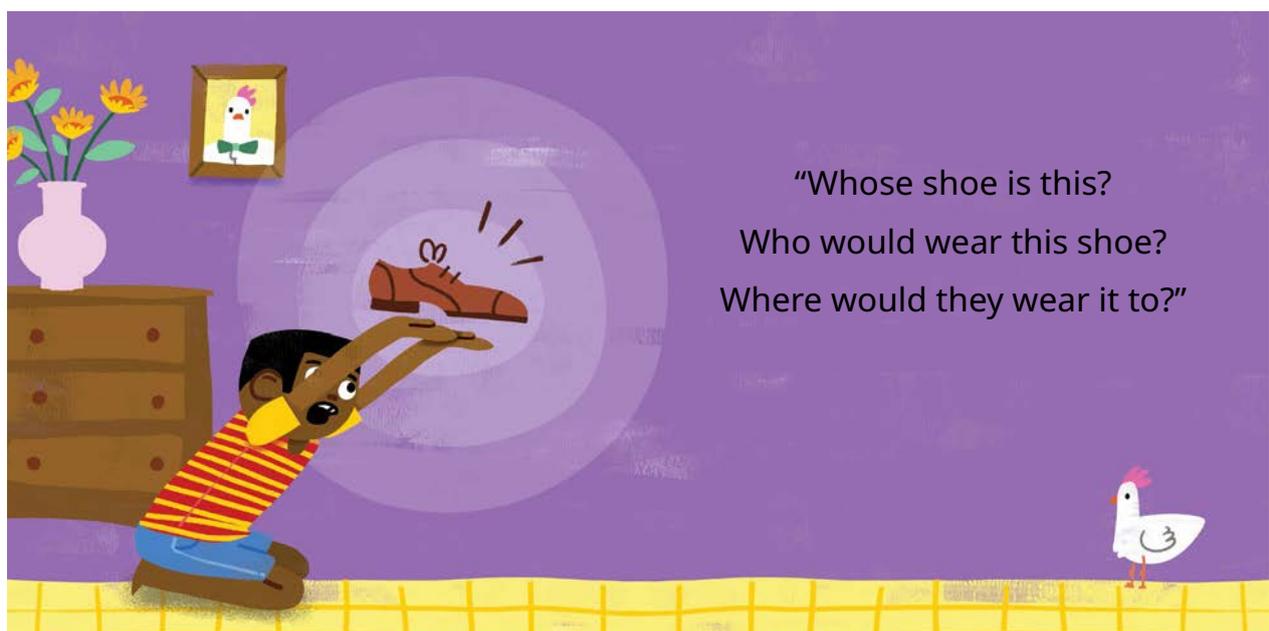




"Yes, Granny?"

"Where are you?"

"I'm looking for  
the shoes!"



"Whose shoe is this?  
Who would wear this shoe?  
Where would they wear it to?"

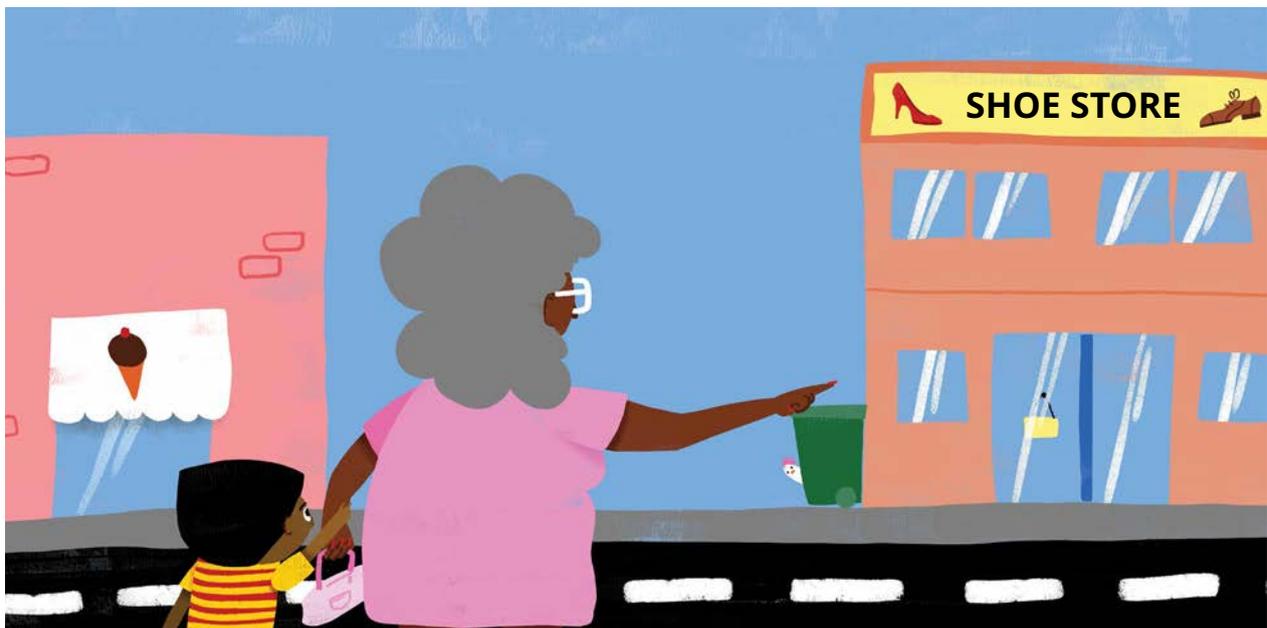




**"Let's look for them together.  
Please fetch the broom."**



*With Granny's help, Moses finally finds the shoes.*







20 Nachtigal Street, PO Box 40723 Ausspannplatz, Windhoek, Namibia  
E b.weber@dw-namibia.org T +264 61 24 0140

Dw DEVELOPMENT WORKSHOP  
**CHILDREN**

