



Childcare Worker **MANUAL**

2021

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sihleng'imizi
we care for families



**science
& technology**

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Contents

Introduction	1
Children's activities for Session 1	3
Children's activities for Session 2	5
Children's activities for Session 3	5
Children's activities for Session 4	6
Children's activities for Session 5	6
Children's activities for Session 6	7
Children's activities for Session 7	8
Children's activities for Session 8	10
Children's activities for Session 9	11
Children's activities for Session 10	12
Children's activities for Session 11	13
Children's activities for Session 12	13
Children's activities for Session 13	14
Children's activities for Session 14	15
Extra resources: games and stories	15

Introduction

Helping children succeed in their home, school, social relationships and all aspects of their wellbeing is the reason for the Sihleng'imizi Family Programme. Your role as the childcare worker in the team and the programme is extremely important. You are a professional in your own right, and will have had training in understanding and implementing the Sihleng'imizi Family Programme.



Your role and responsibilities

Your role is to support the facilitator in activities, and to especially focus on including the children in the programme. You and the facilitator must prepare for each session ahead of time, and also make sure that you have the necessary resources required for each of the children's activities.

The programme is designed for the **WHOLE** family to take part. But there are parts in the programme in most of the sessions where the children and adults are given separate activities to do. Your responsibility is to take the children to a different venue and facilitate the activities that align with each session.

It is essential that you and the facilitator are clear on how much time you will have, and when to return with the children.

When you do return, you will assist the children to give feedback to the adults about their experiences, and to show what they have made. You and the facilitator play an important role in demonstrating affirmation and praising of the children's efforts.

You and the facilitator are a team

This programme cannot succeed without a good team relationship between the facilitator and yourself. It is the facilitator's responsibility to work constructively with you. Similarly, the programme cannot succeed if the children are considered peripheral to the process. So, it is important that both you and the facilitator engage and consciously integrate the children.

A central feature of the Sihleng'imizi Family Programme intervention is that the family works as a unit both in the sessions and at home. It is critical that the children are integrated completely in the intervention process.

We are sure you will find some fun games and other activity ideas in the *Extra resources: Games and stories* section at the end of the manual.

We hope you will enjoy your role, your contribution – and have fun with the children!

Plan and prepare for each session with the facilitator



- You and the facilitator are a team. The success of each session lies with both of you because the children are essential participants in the programme.
- Schedule time before each session to go through the programme for that session together with your facilitator.
- Make sure you set a clear time frame for the children's sessions.
- Identify resources you will need over and above what is always to be brought to each session.
- Be sure to arrange with the facilitator on how to get the resources.
- From Session 3 for homework, families are asked to bring along a shoe-size cardboard box and 1 or 2 litre plastic bottles.

Resources

Make sure you know what specific resources you need for each of the children's sessions, and that you have enough for each child. The facilitator and you can discuss this when you prepare for the session.

List of resources you need at every session

- ☐ Games and story books for young children
- ☐ Felt pens (kokis) / crayons
- ☐ Colouring pages / paper for drawing
- ☐ Reward stickers
- ☐ Flip chart / chart paper
- ☐ Prestick (sticky stuff you use to stick things on the wall with)
- ☐ Pens / pencils

Time frames and time keeping are essential

The children's sessions are breakaway sessions from the main sessions where the adults do their own activities with the facilitator. The children's sessions are generally fairly short. Make sure you know how much time you have for each of the children's sessions. Keep a check on the time when you are with the children so that you pace yourself with their activities and stick to the agreed time. Discuss the time frame when you go through the programme with your facilitator before each session. After the children have had their breakaway session, they rejoin the big group, and usually tell about or show what they have done.

Reading is rewarding!

You may find opportunities here and there during the children's sessions, when they have completed their task, for reading and storytelling. Reading:

- stimulate children's imagination.
- helps children develop empathy.
- is a wonderful way families can bond through reading books together, or telling oral stories.
- helps children think of their own stories.

Reading resources and tips

You can find many lovely short and beautifully illustrated stories by African authors to read online on a phone, laptop, or tablet or download on paper for free here:

<https://bookdash.org/books/> and <https://www.nalibali.org/story-resources/multilingual-stories>.

When you read a story, stop every so often and ask the children things like:

- What do you think happens next?
- How many (apples, animals, anything in the story) can you see?
- How do you think such and such a character feels?
- Do you like how the story ended?

Engaging like this helps children to think deeper about the story.

Make up a story together

It can be lots of fun to make up a story together. Sit in a circle and ask one of the children to begin a story with just one phrase or sentence. The next child adds another phrase or sentence or two. You go around and around the circle until the story ends.



Examples for starting off –
it can often help to begin with,
"Once upon a time....":

- ...there was a very clever dog and
it went on a mission to find....
- ...there were two children who loved to....
- ...a child called won a competition
to go and play chess in....
- ...in a little village far away there was a group of
children who always solved mysteries together.....

Language

Keep touching base with the children when you do activities to make sure they understand. Use languages the children are most comfortable to speak, and encourage the children to help and affirm each other throughout. Bear in mind the age range in your group of children and assist them in the way they need for their developmental stage.

Session 1: Identify your family's strengths

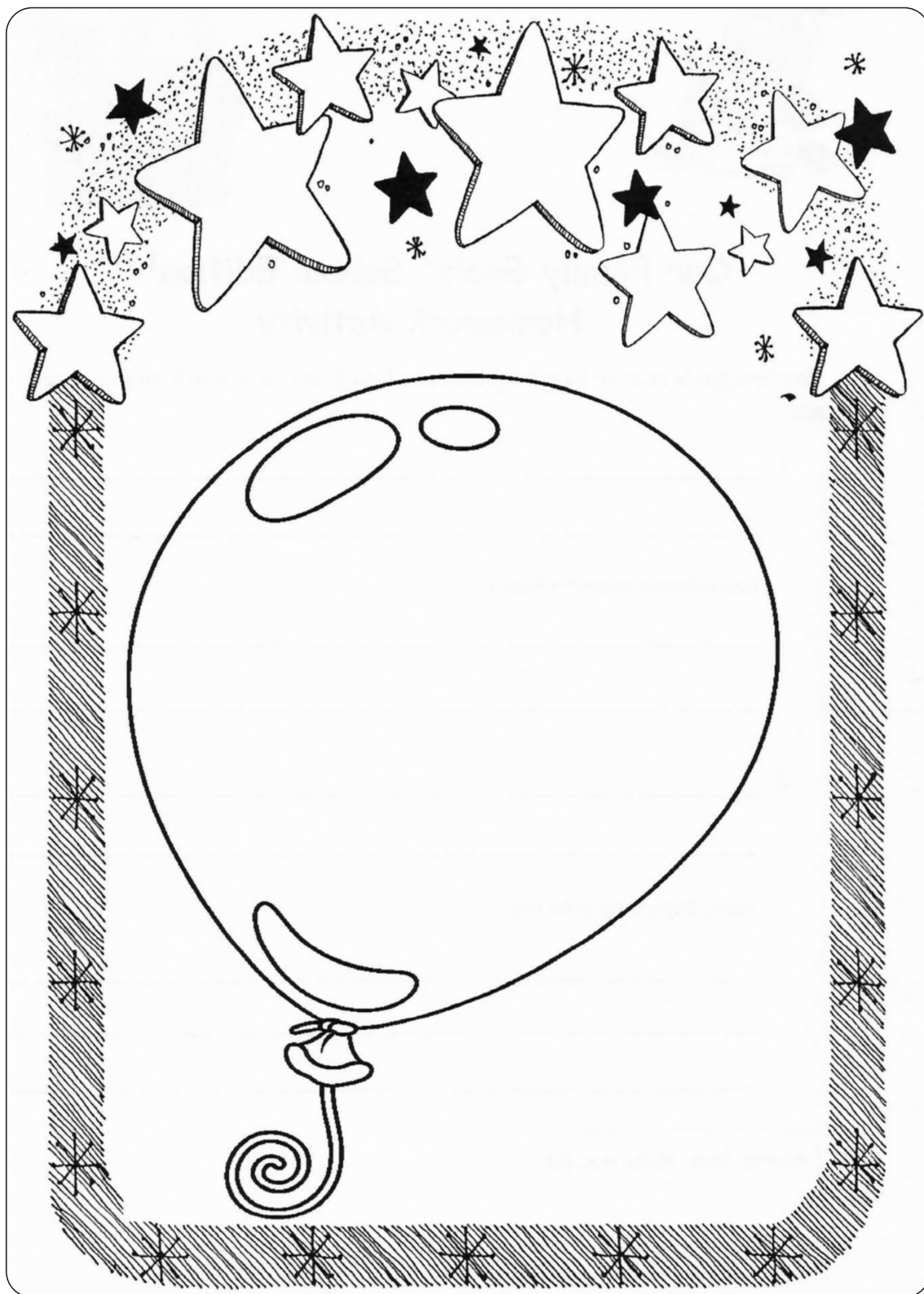
You need:

- Paper and things to draw with.

In the programme for Session 1, there is no separate session with the children. However, if you and your facilitator feel at any point during the session that the younger children (under 5-year olds) are becoming bored, disruptive or distracting the group's work, the children can do a drawing activity whilst the group discussions take place. If the children are a bit too noisy, you can reassess whether to go to another venue.

- 1) Give each child a blank page piece of paper and some things to draw with.
- 2) Ask them to draw a picture of their family.
- 3) Ask them to draw the types of things they like to do with their family members.

My hopes, dreams & goals



Session 2:

At home: Helping children do their best at school

The children will go with you to another venue before the parents and caregivers start their activity
Group discussion: Involvement in our children's education.

You need:

- A copy of the *Hopes, dreams and goals* picture for each child. (See previous page).
 - Things to write and draw with.
- 1) When you are all settled, first ask the children to say what things they enjoy learning about. Show interest and ask encouraging questions.
 - 2) Give each child their own copy of the *Hopes, dreams and goals* picture on the previous page. It is also in the Sihleng'imizi Family Workbook.
 - 3) Give the children things to write and draw with.
 - 4) Ask the children if they understand these terms: hopes, dreams and goals. Explain as necessary.
 - 5) Invite the children to draw their hopes, dreams and goals on the picture you have given them.
 - 6) Wrap up by asking them to chat about the things that keep them going when they are frustrated. And the things they do that help them stay positive. Affirm all their constructive inputs. Remember not to judge what the children say.
-

Sessions 3:

How to work in a cooperative way with your child's school

The children stay in the big group for the whole of Session 3. However, if you and your facilitator feel at any point during the session that the younger children (under 5-year-olds) are becoming bored, disruptive or distracting the group's work, here are some activity ideas. They might have to go to a separate venue.

Idea 1

- Ask which children go to school.
- Ask them to take turns to share a story about (a) what they like most about school, and (b) what they like least about school.
- Ask those children who don't yet go to school what they think happens at school.
- Ask all the children to chat about why it is important to go to school. If necessary, suggest some things to help them understand why it is important to go to school. Examples include: they will learn new things and new skills, they can make new friends, and they have time to play and have fun.

Idea 2

Ask the children to sing and act out songs they like. Prepare some fun songs for young children to teach them. Ask them to do movements and actions that go with the songs.

Session 4: Healthy meal and nutrition guidelines / Food preparation and personal hygiene

The children stay in the big group for the whole of Session 4. However, if some of the younger children need to do something else so the big group can focus, you could do reading, storytelling, singing or a fun physical activity with them.

Key elements of Session 4 are nutrition and healthy lifestyle, including the importance of regular exercise every day. If the facilitator and you feel that some children are being restless or distracting the group's progress, here are some ideas for what you could do with the children:

- Ask them to mime (act without speaking) types of sports and other physical exercises. The others must guess what they are doing. You can start off by demonstrating something yourself.
 - Ask them to sing a song and do the actions to show the correct way to wash their hands so they can wash germs away and stay nice and healthy.
 - Ask the children to use their hands to show which foods are healthy. The others have to guess what they are describing with their hands. For example, you could demonstrate the shape of a spinach leaf and ask the children to guess what vegetable it is.
-

Session 5: Developmental expectations of Grade R and Grade 1 children

All of the children will go with you for this session after the icebreaker.

You need

- Paper and things to draw with.

Ask the children to chat about, and then draw, all or some of these things, depending on your available time:

- What things are you interested in, and enjoy doing?
- What do you like to learn about in school?
- What do you like to learn about in the world?
- What do you like to do with other children? For example, what games do you enjoy playing?
- What kinds of physical activities do you like to do?
- What chores do you think children your age could be helping with at home?

You can do a reading / storytelling activity with the younger children if they need to have something to do while the adult group is busy.

Session 6: Strengthening communication with children and family members

The children will all go with you to play a game.

You need:

- A copy of the *Family communication* game for each child
- Things to write and draw with.

- 1) Explain that this is a game where you think about the main person who looks after you. Then you think of some special things you know about them. Tell the children what the four questions are (see the table).
- 2) Give an example from your own life to help the children understand. You will need to assist children who can't yet write. It doesn't matter how children who can write spell things, just so long as it is understandable.
- 3) Ask the children to now think about the person they want to answer the questions about.
- 4) Explain that when they go back to join the big group, they will share what they said in the game with their family. It will be fun to see whether they were accurate in what they said.

Family communication game for children

Answer these questions about the one main person who looks after you. It could be your mom, dad, granny, aunt, uncle or another caregiver.

What is their favourite food?	Who is their best friend?
What is their favourite thing to do as a family?	What is something they do well that you can praise them for?

Session 7: How to manage difficult behaviour

In this session, all the children will go with you to make and decorate Mood Balls and Calm Down Boxes. Both objects are very important because we ask families to use them throughout the programme. Families can earn reward stickers for this. It is especially important to discuss making them in the limited time with your facilitator. Completing their Cool Down Box is part of Session 7's homework. Please bring along your own examples of a Mood Ball and Calm Down Box.

Time alert!

You will most likely find the children are very enthusiastic about making their own Mood Ball and Cool Down Box. Please be extra mindful of the time frame your facilitator has given for this activity. Before you begin, explain to the children that they will be able to complete their boxes at home.

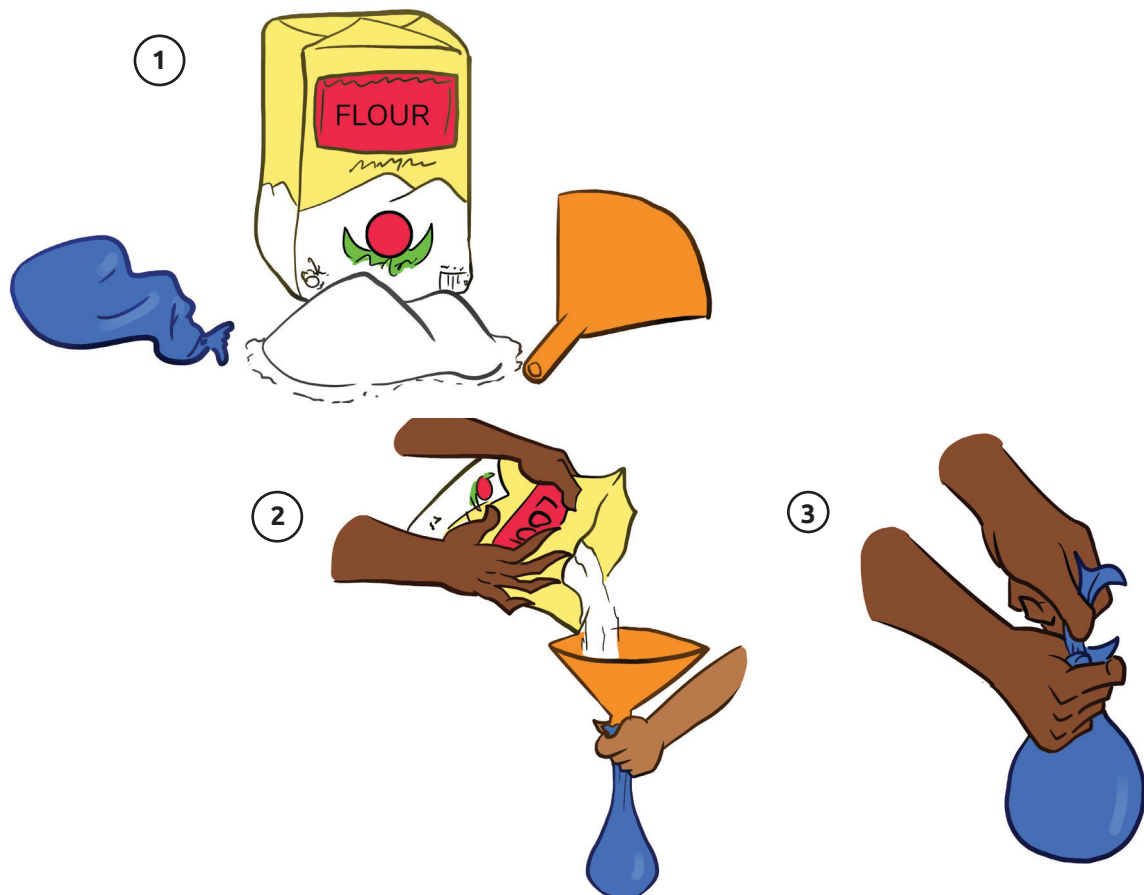


Mood Ball

Example of a Mood Ball

For the Mood Ball you need:

- A Mood Ball that you prepared before the session.
- A balloon for each child.
- If the opening of the balloon is quite small, you might need a funnel to help pour the filling into it.
- A safe filling for the Mood Ball such as flour, small beans or dry mealie-meal.
- Something, such as string, to tie the Mood Ball's opening, if it is difficult to tie it.



- 1) Ask the children to sit in a circle. Go around the circle and ask each child to say whether they ever get difficult feelings. For example, do they ever feel frustrated, angry, irritated or another emotion that isn't a happy one? Give an example of your own to start off with and then ask them to share their own (don't spend too long on this).
- 2) Show them your Mood Ball and explain that it is a really special thing that they will also make for themselves and it will belong to them. Say that when they have those difficult feelings, they can squeeze the Mood Ball to help release stress and other difficult feelings.
- 3) Give each child what they need to make their Mood Ball and they can start making them.
- 4) Assist the children who might find it difficult to pour in the filling, or to tie their Mood Ball nice and securely.
- 5) Say, "Let's use our Mood Balls now!" Make a fun thing of squeezing yours using appropriate facial expressions. Ask them to join you in practising using their Mood Balls.
- 6) Say that families can earn reward stickers when they use their Mood Balls.

4



Calm Down Box

Example of a Calm Down Box

For the Calm Down Box you need:

- A Calm Down Box you have made, decorated very simply, with a couple of items in. You don't want your Calm Down Box to look way out of the realm of what the young children are likely to be able to make. Write your name on your Calm Down Box.
- A shoe box size cardboard box for each child. You and the facilitator would have started to request families to bring them in since early in the programme.
- Things to draw on and decorate the boxes with and to stick things on them. Examples include: nontoxic paints, crayons, glue, magazines, ribbon, glitter, buttons, shells, empty chip packets or sweet wrappers, bottle tops (preferably not alcohol ones), and wrapping paper (brown or coloured)
- Child-friendly scissors.



- 1) Show the children your Calm Down Box. Lift the lid and show them the things that calm you that you have put inside. One thing could be a photo of someone looking happy. Explain that the things you put inside help you to feel calmer when you have difficult feelings.
- 2) Tell the children that they are each going to make their very own special Calm Down Box. Ask them, "When do you think your Calm Down Box will come in useful for you?"
- 3) Explain that a Calm Down Box is a perfect way to help us feel better. It can:
 - help us calm down from having a tantrum.
 - keep us busy and creative while we are waiting for something.
 - help us feel less upset when we have difficult feelings, such as when we are frustrated, angry, left out or sad.
- 4) Ask the children to start decorating their Calm Down Box. Ask them to write their name on their Calm Down Box. You might need to help the very young children do this. Say that it will be their own unique and special Calm Down Box.
- 5) Say that in the coming week, together with their parent / caregiver's help, they need to find things to put into their Calm Down Box. A Calm Down Box should have in it things that are nice to look at, touch, smell, or listen to. Ideas could be a smooth stone, a soft cloth, a pretty smelling flower, a special photograph, or something they might have been awarded for doing well. Other good ideas to include are things that require concentration, like books, colouring pencils, Play-Do, and puzzles. We calm down when we breathe deeply, so blowing bubbles can help too.
- 6) When the time is up, take the children back to the big group where they will have an opportunity to show what they have made. The children can also say what they have to do with their Calm Down Box for homework with their parent / caregiver.



Session 8: Negative behaviour management using the cool down corner

All the children will go with you for this activity.

You need

- Paper and things to draw and colour in with.
 - A copy for each child of the illustration at the bottom of the page.
- 1) Say, "All children misbehave and make mistakes sometimes. When we know the rules in our family and we break them, we must expect a consequence. A consequence is when, because someone did something negative, like breaking a rule, they are likely to receive discipline as a result of it. The discipline is a consequence. Think of a rule at school and what happens – what is the consequence – when someone breaks it?"
 - 2) Say that the adults are doing an activity about rules and discipline. You want the children to do a drawing with three panels.
 - The first panel shows a way that you misbehave at home.
 - The second panel shows what punishment you think you should get for that misbehaviour.
 - The third panel shows an idea on how to prevent doing that misbehaviour in the first place.
 - 3) If there is time, ask the children to explain their drawings to each other. Remember to affirm their efforts.
 - 4) If you have any time left, give the children each a copy of this drawing to colour in here, or at home.



Session 9:

Ways to promote positive behaviour and ways to resolve conflict

All the children will come with you to do this activity.

You need

- A copy of the outline on this page for each child.
- 1) Sit in a circle and say, "Today we're going to talk about friendship. Let's go around the circle and end this phrase: 'A good friend is someone who...'"
 - 2) Give each child the outline to draw and write on. Ask them to write and draw a picture to show the different things that make a person a good friend. Whilst the children are busy with the activity, you can read the story you will find in the *Extra resources* to them. It is called *The best, best friend* written by Jude Daly.

What makes a good friend?



Session 10: Redefining family rules and consequences

All of the children will accompany you to do an activity while the parents / caregivers discuss rules and consequences.

You need

- A copy of the illustrated story for each child to follow.
 - Colouring pencils / crayons.
- 1) Give each child a copy of the illustrated story. Sit in a story-telling circle.
 - 2) Read the story to the children, and ask them to say what happens in the story. Also ask:
 - a) What do you think the father asked his children to do before the picture story begins?
 - b) Did the children do what their father asked, do you think?
 - c) What reward did the children get for playing nicely, as their father asked them to?
 - d) Do you think Special Time is a nice reward? Why?
 - e) What would be an okay consequence for the father to give the children if they didn't let him work?
 - f) How do you feel when you get punished for doing something against the house rules?
 - g) How do you feel when your parent / caregiver notices your good behaviour and you get a reward for it?
 - 3) If there is time, put out the stationery and invite the children to colour in their pictures.



Session 11:

Doing a household budget

All the children will go with you to do a drawing activity.

You need

- Three pieces of paper for each child – before the session, write the following headings on each of the three pieces of paper in each child's set:
 - 1) Not expensive.
 - 2) Quite expensive.
 - 3) Very expensive.
 - Magazines, adverts for different things ranging from essentials to luxury goods from shopping catalogues.
 - Child-friendly scissors.
 - Glue.
 - Things to draw and colour in with.
- 1) Tell the children that the adults are talking about family budgets. Explain that budgets are how we work out how much money comes in to a family, and how much money must be spent on different things.
 - 2) Give each child their three pieces of paper with the different headings. Say that you would like them to make pictures of things that are not expensive, are quite expensive and that are very expensive on the different pieces of paper.
 - 3) Chat with the children as they think about what to draw, or cut out and stick in the different categories.
 - 4) Encourage them and praise them if they are doing well. Say that they will have a chance to show what they have done to the big group.

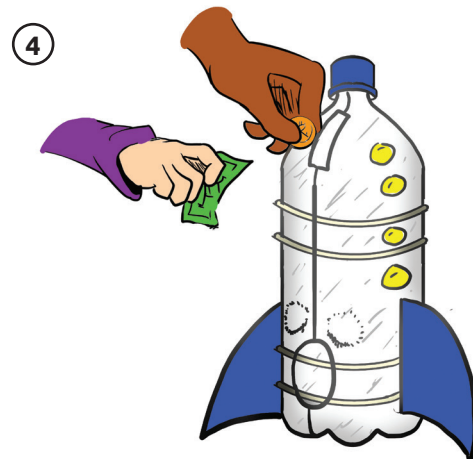
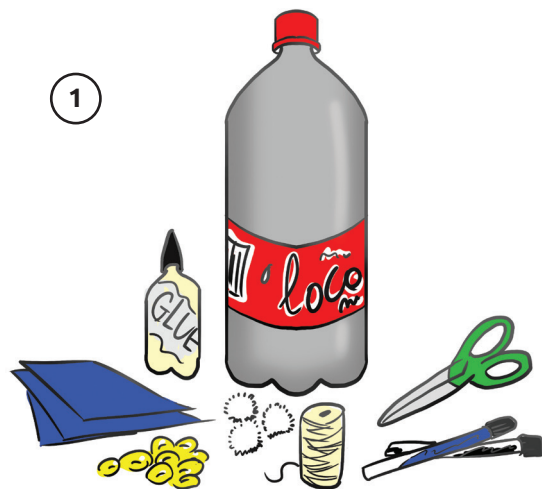
Session 12:

Ways to save money and make a family savings plan

All the children will leave with you for this activity.

You need

- To have already made a very simple money savings container to show the children, or show them the pictures on the page.
 - The plastic bottles with lids that everyone has been collecting. They must be clean and dry.
 - Coloured paper to wrap around the middle of the bottle.
 - Corks for the feet, if any children choose to make an animal.
 - Glue and sticky tape.
 - Things to draw with, such as felt pens.
 - Things to decorate the savings container with, much the same as for the children's Calm Down Boxes.
- 1) Explain that they are going to use the bottles to make savings containers.
 - 2) Either show the children the savings container you made, or show them the pictures on the page. Show how coins and notes get put in through a slit that you will cut out of each child's bottle. Explain that they will use it with their families at home to slide in coins and notes for savings.
 - 3) Give each child a bottle and ask them to strip off the label and to make their own savings container. Say they can decorate it however they would like to. Say their own savings container will be special.
 - 4) When the time is up, ask all the children to give each other a round of applause. Say you are sure that the adults are going to be very impressed to see their creativity.



Session 13:

How to get and use social support services

All the children will accompany you to complete an activity about their support systems.

You need

- A copy of the support system form for each child, in addition to the general resources you bring for each session.
- 1) Say, "All of us, even older children, teenagers, adults and elders, need help every so often when we face a challenge." Ask them if they agree. Give an age appropriate example of someone or somewhere you go to when you need a particular type of support.
 - 2) Say that you are going to read through a form. It asks who they can trust to ask for help them if they ever need it for the different challenges you will read out one by one.
 - 3) Also mention that if they ever get lost they should approach a policeman, or someone who resembles a mother or granny.

Potential child at risk

If, whilst doing this activity, you find there are children unable to provide a go-to person, alert the facilitator.



Support System

Who can I call when...

I'm feeling lonely:

I need some company:

I need someone to talk to:

I need someone to encourage me to get out of the house and do something fun:

I need someone to remind me to follow my self care plan:

Who I need to contact if I ever get lost:

Other:

Session 14:

Social support & Evaluate the programme

This is the final session and there is no separate children's activity.

Extra resources

Games

Here are some ideas for games to play with children, if there is time after they have completed their activity, or with the children under five years of age who might not manage sitting with the big group all the time. If you have children three years or under, who might put objects in their mouth, rather don't play the game *Kudoda or Button, button, who's got the button?*

Red light, green light

With enough room, this game can easily be played inside. One person is the traffic light at one end, and the other players are at the other end. When the traffic light faces the group, he or she says, "Red light!" and everyone must freeze. The traffic light then turns his or her back and says, "Green light!" while the group tries to get as close to the traffic light as possible. The traffic light turns around quickly, again saying, "Red light!" If anyone is spotted moving, they have to go back to the starting place. The first person to tag the traffic light wins and gets to be the next traffic light.

Kudoda

There are a few variations of this game, all which need at least three players to make it fun. The game is all about quick fingers. In Kudoda, players sit in a circle around a wooden or metal bowl filled with 20 to 30 small stones or marbles. The first player picks up one of the stones and throws it up in the air. Before it drops down, the player tries to pick up as many other stones in the bowl as they can. After all players have had a chance, the stones are counted and the one who collects the most is the winner.

Nyama-nyama-nyama

"Nyama!" is what you have to shout out when the leader in the game mentions an animal that can be eaten. In nyama-nyama-nyama you stand in a circle, with a leader in the middle. The group jumps up each time an animal is named. So the leader might say: "Potatoes! Horse! Rice! Chicken!" The other children jump when "chicken" is said.

Skipping

This game starts from the ankle, working all the way up to the neck. All you need is a skipping rope. Two players hold each end of the rope. They swing the rope in a circle motion often while singing a song. A third player jumps in the middle, skipping as the rope turns. The two players on each end start swinging the rope low, which is easy for the jumper, then gradually progress by lifting the rope higher and higher – to the knee, thigh, then waist, until the third player can't jump high enough. A fourth player can also be introduced, which makes it more challenging.

Red rover

Divide everyone into two teams. Each team forms a long line. The two teams should be around 20 or so feet apart. Each team holds hands and they face each other. The teams take turns to call out, "Red Rover, Red Rover, let <insert child's name> come over!" That child leaves their team's line and runs as fast as they can toward the other line where they try to break through the team's held hands. If they break through, they get to take someone back to their own team. If they don't, they join the new team. When a team only has one person left, that person tries to break through the other team. If they do not, then their team loses. If they do, they gain a player and the game continues.

Button, button, who's got the button?

Played inside or outside, the group sits or stands in a circle. Each player holds their hands together in front of them. One person takes the button and goes around the circle, pretending to put the button in someone's hands. They actually put the button in another person's hands, but they continue the rest of the way around the circle, pretending to put it in everyone else's hands. Then, going around the circle, each player tries to guess who actually has the button.

Before each person's guess, the group asks together, "Button, button, who's got the button?" Then the player can state their guess. Once the player with the button is finally correctly guessed, that person gets to distribute the button during the next round.

Because a button is used in this game, be sure that all the children playing are old enough so as to not choke on the button. In another version of this game, one child stands in the middle of the circle, and the button gets passed around the backs of the rest of the group. Those without the button pretend to pass it. When the passing stops, the player in the middle has to guess as to who actually has the button.

Stand up!

Children stand back to back in pairs and link arms. One bends down so that the other lies flat on her back, with her legs in the air. Then they return to the middle, and the other bends down. Still linking arms, each pair sits on the floor. Now, without letting go of their arms, they try to stand back up again!

My favourite things

You need: A piece of paper divided into four sections for each child, colouring pens and pencils.

Ask the children to draw, one in each section: their favourite toy, food, person and animal. When they have finished, ask the children to sit in a circle with all the pictures in the middle. Can they guess whose picture is whose?

Never have I ever

Children sit around in a circle and put ten fingers out in front of them to keep score. One child starts by saying, "Never have I ever...." and then states something that they have never done. If any of the other children have done that particular thing, then they must turn one finger under. Play continues until someone has turned all 10 fingers down. Then they are out.

It won't take long before children realise that the idea "Never have I ever" is something that they haven't done but lots of other children have. For example, "Never have I ever been on an airplane" or "Never have I ever worn pink" or "Never have I ever eaten meat".

Puzzle it out!

You need

- Magazines or newspapers.
- Cardboard.
- Child-friendly scissors.

Make your own puzzle! Cut a picture out of a magazine or newspaper – or draw your own. Glue the picture onto a piece of cardboard and draw lines on it to divide it into the number of pieces you want your puzzle to have. Now cut along the lines. Mix up the pieces and do your puzzle, or give it to a friend to build.

Story seeds

These stories only have the beginning written. After listening to the beginning of the story, the children make up the rest of the story.¹

Cat catty

Here's a silly little story to read and act out like a play, with 3 or more parts.
The ending is left open for you to finish yourselves.

One day a mouse went to visit a cat and can you guess what the cat was doing?
She was sitting and sewing...

The mouse said:

What are you doing Cat Catty, Cat Catty,
What are you doing Cat Catty Cat Cat? The cat answered proudly:
I'm sewing pyjamas, Mouse Mousie, Mouse Mousie,
I'm sewing pyjamas Mouse Mousie, Mouse Mouse!

The mouse laughed and said:

I can't wait to see them Cat Catty, Cat Catty,
I can't wait to see them Cat Cattie, Cat Cat!

The cat replied, with just a hint of anger in her voice:
You're laughing at me Mouse Mousie, Mouse Mousie
You're laughing at me Mouse Mousie Mouse Mouse!

The mouse laughed again, pointing at the cat and squeaking:

A cat in pyjamas Cat Catty, Cat Catty
A cat in pyjamas Cat Catty, Cat Cat!

At that moment, the cat stopped sewing and ... **what do you think happened next?**

Thandi's new hairstyle

One day, Thandi went to school feeling a bit shy. Her older sister had put braids in her hair. Thandi really liked them but she was worried that the other children would stare at her because she looked different. First, a boy came up to her and tugged at one of her braids.

"What are these?" he asked laughing.

Thandi felt like crying. Just then Zulfah and David ran up to her.

Zulfah said, "Oh, Thandi, you look..." **What did Zulfah say next? What happened next?**

1 These seed stories are from Nal'ibali <https://www.nalibali.org/story-resources/multilingual-stories>.

Animal rescue

Early one rainy morning, David woke up to the sound of “Miaow, miaow, miaow” outside the window. He woke up his dad and together they went outside to look. They saw a tiny, thin, black kitten hiding up a tree.

“She looks very scared and weak,” said David.

The kitten looked at David and miaowed even louder.

“I think she might be hurt,” said David’s dad. “Let’s get the ladder and...” **What happened next?**

The giant cabbage

One day Zinthle’s granny sat and watched Zinthle picking tomatoes in their garden.

“Here, Granny, taste this,” said Zinthle handing her grandmother a round, red tomato. “I grew it myself!”

“Thank you, Zinthle, you really have green fingers,” said Granny.

Zinthle laughed. “I don’t think so, Granny. I just use Uncle Lazola’s growing recipe.”

“Oh yes,” said Granny. “Your uncle is very proud of his recipe! Have I ever told you the story of Uncle Lazola’s giant cabbage?”

“No,” answered Zinthle. “Can you tell me now?”

“Alright,” replied Granny. “One Saturday morning Uncle Lazola bought a packet of cabbage seeds...”

What happens next?

A silly thing to do

One rainy break time, all the children had to stay inside the classroom. After they had finished eating, some of the children decided to make up a new hip hop dance together.

It was fun until Themba said, “Hey, I know, let’s dance on the desks!”

He jumped onto a desk and... slipped right off onto the floor!

“Ow, ow, my ankle,” cried Themba. “It’s burning!”

Themba’s friends ran off quickly to find their teacher... **and ...**

Stories

The best, best friend²

Author: Jude Daly

Illustrator: Magriet Brink and Leo Daly

Layla loved jigsaw puzzles. She loved everything about them – from the picture on the box to the moment when she fitted the last piece in its place. She even liked the sound and the feeling of the pieces as she shifted them around on the table. So every Saturday morning, when Layla’s mother took her to the library to change her library books, Layla also took out a puzzle.

Now, the librarian kept all the puzzles on a shelf behind her desk and each Saturday when Layla asked if she could look for a puzzle to borrow, the librarian would say, “Wow, Layla, but you are puzzle mad!” And Layla didn’t mind at all because she WAS puzzle mad!

Most Saturdays after the library, Shireen, Layla’s best friend, came over to play. Well, she was almost Layla’s best friend, except for one thing – Shireen had to be the best at everything.

One Saturday morning, Layla borrowed a puzzle of an African fish eagle from the library. The picture showed the bird high up in the sky with its wings spread wide and a fish in its claws. The puzzle had more pieces than any puzzle Layla had ever done. And not only that, the pieces were also smaller than any puzzle Layla had done. Layla could not have been happier! But Shireen was not at all happy because all Layla wanted to do was start the puzzle.

“I don’t want to do a boring puzzle,” said Shireen. “Let’s rather play shop-shop.”

“Okay,” said Layla, “and then we’ll do my puzzle.”

“I’ll be the shopkeeper,” said Shireen, “because I’m best at being the shopkeeper, and you can be my customer.”

Soon Layla had spent all her money. Then Shireen said, “Let’s play hospitals.”

“No,” said Layla. “I played shop-shop. Now let’s do my puzzle.”

But for some reason, Shireen still did not want to do the puzzle, so she said, “Let’s play hospitals now and then we can do the puzzle after lunch.”

And so that’s what they did.

“I’ll be the doctor,” said Shireen.



² This story is from Nal’ibali <https://www.nalibali.org/story-resources/multilingual-stories> [Accessed 22.10.2020]

"No, you were the shopkeeper," said Layla. "I'll be the doctor."

"But you can't be," said Shireen, "because I'm best at being the doctor."

So, Shireen was the doctor and Layla was the sick person!

When Doctor Shireen started to examine the sick person, she tickled the sick person and the sick person got the giggles and wouldn't lie still. So Doctor Shireen shouted, "Keep still or I won't play with you anymore."

But before Doctor Shireen could get any more cross, Layla's mother called them for lunch.

"I hope you girls are having a good time," said Layla's mother.

"Yes," said Layla who was about to bite into her yummy roti filled with peanut butter, grated carrots and sultanas. "After lunch we are going to do my puzzle."

"I don't want to do your puzzle," said Shireen.

"But you promised," said Layla.

"Well, now I don't want to. I want to do some colouring in," said Shireen.



By now, Layla was tired of Shireen's "I-am-the-best-at-everything" talk and cross with her for breaking her promises. Nothing was going to stop her from doing the puzzle. So after lunch, Layla gave Shireen a colouring-in book and some crayons so that Shireen could colour in while she did the puzzle. But there was only one picture left to be coloured in in the colouring-in book and Shireen soon finished it. Then she held it up to show Layla and said, "You're so slow!"

"That's because this puzzle is hard," said Layla.

"I bet I could do it faster than you," said Shireen.

"Okay," said Layla, "when I have finished it, you can try doing it and then let's see!"

"Okay," said Shireen, "but only if I want to."

Once Layla had finished the puzzle, she broke it up. She put all the pieces back into the box except for the piece with the eagle's eye on it. And then she gave the box to Shireen.

"Here you go," she said, "your turn now."

"I don't feel like it," said Shireen.

"But you promised!" said Layla.

"No, I didn't!" Shireen shouted. "I said only if I wanted to and I don't want to."

"Maybe you don't want to because you can't do puzzles," said Layla.

"I can!" Shireen shouted back. "I'm the best at puzzles!"

"So do it then," said Layla.

Shireen grabbed the box from Layla. "I will," said Shireen, "but only if you go and play outside. I'll call you once I've finished it." Layla went outside and drew some pictures in the sand with a stick while, inside, Shireen opened the puzzle box and started turning the puzzle pieces picture-side up. Outside, Layla found a piece of old rope and tied it around the loquat tree so that when Shireen was finished with the puzzle they could play skipping. But inside, Shireen was struggling to fit the pieces of the puzzle together. She wished that she had not said that she was the best at puzzles. Quickly, she broke

up the bit of the puzzle she had managed to do and put all the pieces back into the box. Then she ran outside and called to Layla who by now had climbed high up in the loquat tree, "I've finished!"

"All of it?" asked Layla.

"Yip," said Shireen and she began climbing up into the tree.

"Stop!" Layla shouted back. "I'm coming down to see."

"But I have packed the puzzle away already," said Shireen.

"Why?" asked Layla.

"So that you don't have to pack it away later," replied Shireen.

"Oh," said Layla, "but what about this piece?" She held up the piece with the eagle's eye on it that she had kept.

Shireen went very quiet. She sat in the tree feeling foolish.

After a little while, Layla shouted, "Hey, guess what, I found some ripe loquats. Do you want some?"

"Yes, please," said Shireen in a teeny little voice.

Layla climbed down to the lower branch where Shireen was sitting and handed her some. And there they sat, eating loquats and seeing how far they could spit the pips.

Shireen spat the furthest.

"You're the best," said Layla.

"And you," said Shireen, "are the best, best friend."

IsiZulu

ULayla wayewathanda amaphazili akhipha umfanekiso othile. Wayethanda konke nje ngawo – kusukela esithombeni esisebhokisini ukuya esikhathini lapho efaka ucezu lokugcina endaweni yalo. Wayethanda nomsindo kanye nendlela okuzwakala ngayo izingcezu lapho ezinyakazisa etafuleni. Ngakho-ke njalo ngoMgqibelo ekuseni, lapho umama emhambisa emtatsheni wezincwadi ukuze ayoshintsha izincwadi zakhe zasematsheni wezincwadi, uLayla wayethatha nephazili.

Manje-ke, umsizi wasematsheni wezincwadi wayegcina wonke amaphazili eshalofini elingemuva kwedeski lakhe futhi njalo ngoMgqibelo lapho uLayla ecela ukuboleka amaphazili, umsizi wasematsheni wezincwadi wayethi, "Ncinci, Layla, kodwa uyazifela ngamaphazili!" NoLayla wayengenandaba ngoba WAYEZIFELA ngawo!

IMigqibelo eminingi ngemva kokuya emtatsheni wezincwadi, uShireen, umngani omkhulu kaLayla, wayezodlala. Empeleni, wayecisheabe ngumngani kaLayla omkhulu, ngaphandle kwento eyodwa – uShireen kwakumele kube nguye ohamba phambili ezintweni zonke.

Ekuseni ngomunye uMgqibelo, uLayla waboleka iphazili yeNkwazi yase-Afrika emtatsheni wezincwadi. Lesi sithombe sasikhombisa inyoni iphezulu esibhakabhakeni ivule amaphiko ibambe inhlanzi ngamazipho ayo. Iphazili yayinezingcezu eziningi kunamaphazili uLayla ake wawenza. Kwakungekhona lokho kuphela, izingcezu zazizincane kunazo zonke ezamaphazili uLayla ake wawenza. Wayengajabule nje uLayla! Kodwa uShireen wayengathokozile neze ngoba into nje uLayla



ayefuna ukuyenza kwakungukuqala ukwenza iphazili.

“Angifuni ukwenza iphazili eyenza isithukuthezi,” kusho uShireen. “Okungcono masidlale ukuthenga esitolo.”

“Kulungile,” kusho uLayla, “sizobe sesenza iphazili yami.”

“Ngizoba umninisitolo,” kusho uShireen, “ngoba ngimuhle kakhulu ekubeni umninisitolo, wena-ke ungaba yikhasimende lami.”

Kungaphelanga sikhathi eside uLayla wayesesebenzise imali yakhe yonke. UShireen wabe esethi, “Make sidlale izibhedlela.”

“Cha,” kusho uLayla. “Ngidlalile ukuthenga esitolo. Manje masenze iphazili yami.”

Noma kunjalo uShireen, ngesizathu esingaziwa, wayengafuni ukudlala iphazili, ngakho-ke wathi, “Make sidlale izibhedlela manje bese senza iphazili ngemva kwesidlo sasemini.”

Benza kanjalo-ke.

“Ngizoba ngudokotela,” kusho uShireen.

“Ngeke, ubungumninisitolo,” kusho uLayla. “Yimi ozoba ngudokotela.”

“Angeke ukwazi,” kusho uShireen, “ngoba mina ngifanele kakhulu ukuba ngudokotela.”

Ngakho-ke, uShireen waba ngudokotela uLayla waba isiguli!

Lapho uDokotela uShireen eqala ukuxilonga isiguli, wakitaza isiguli isiguli sabe sesiqala ukugigitheka, singasakwazi ukulala singanyakazi. Ngakho-ke uDokotela uShireen wasithethisa wathi, “Yeka ukunyakaza, uma ungayeki angeke ngisadlala nawe.”

Kodwa ngaphambi kokuba uDokotela uShireen athukuthele nakakhulu, umama kaLayla wababizela isidlo sasemini.

“Ngiyethemba ukuthi ninesikhathi esimnandi mantombazane,” kusho umama kaLayla.

“Yebo,” kusho uLayla owayesezoluma urothi wakhe omnandi ofakwe ibhotela lamantongomane, izaqathi eziqhahleziwe namasulthana. “Sizokwenza iphazili yami ngemva kwesidlo sasemini.”

“Angiyifuni iphazili yakho,” kusho uShireen.

“Kodwa bewethembisile,” kusho uLayla.

“Yebo kunjalo, angisafuni-ke manje. Ngifuna ukuhlobisa ngombala,” kusho uShireen.

Ngalesi sikhathi, uLayla wayesekhathale uShireen othi, “Ngimuhle ekwenzeni yonke into” futhi wayemthukuthelele ngokwephula izithembiso. Ayikho into eyayizomvimba ukuthi enze iphazili. Ngakho-ke ngemva kwesidlo sasemini, uLayla wanikeza uShireen incwadi yokuhlobisa ngemibala ukuze uShireen ahlobise izithombe ngombala ngesikhathi yena enza iphazili. Kodwa kwakusele isithombe esisodwa esizofakwa umbala kanti uShireen wasiqeda kungaphelanga sikhathi. Wase esiphakamisela phezu ukuze akhombise uLayla wase ethi, “Awuve wenza kancane!”

“Yingoba le phazili inzima,” kusho uLayla.

“Ngingayenza ngokushesha ukudlula wena,” kusho uShireen.

“Kulungile,” kusho uLayla, “uma sengiyiqedile, ungazama ukuyenza ngokushesha, sizoke sibone-ke!”

“Kulungile,” kusho uShireen, “kodwa ngizokwenza lokho kuphela uma ngithanda.”



Lapho uLayla eseqede iphazili, wayihlukanisa. Wabuyisela zonke izingcezu ebhokisini ngaphandle kocezu olunehlo lenkwazi kulo. Wase enikeza uShireen ibhokisi.

“Nanso-ke,” kusho yena, “sekuyithuba lakho manje.”

“Angithandi ukuyenza,” kusho uShireen.

“Kodwa wethembisile!” kusho uLayla.

“Cha, angizange!” kumemeza uShireen. “Ngithe kuphela uma ngithanda kanti-ke angifuni.”

“Mhlawumbe awufuni ngoba awukwazi ukwenza amaphazili,” kusho uLayla.

“Ngiyakwazi!” kuthetha uShireen. “Ngiphambili kakhulu ekwenzeni amaphazili!”

“Yenze-ke phela,” kusho uLayla.

UShireen wagxavuna ibhokisi kuLayla. “Ngizoyenza,” kusho uShireen, “kodwa kuphela uma uhamba uyodlala phandle. Ngizokubiza uma sengiqedile.”

ULayla waya ngaphandle wase edweba izithombe esihlabathini ngenduku, ngesikhathi, endlini, uShireen evula ibhokisi lephazili wase eqala ukuphendula izithombe zibe ngaphezulu.

Phandle, uLayla wathola intambo endala wase eyibophela esihlahleni sikamalukwata ukuze uma uShireen eseqede iphazili bezodlala umdlalo wokugxuma. Kodwa endlini, uShireen wayehluleka ukuhlenganisa izingcezu zephazili ndawonye. Wayefisa sengathi ngabe ubengashongo ukuthi uphambili kakhulu ekwenzeni amaphazili. Ngokushesha, wahlakaza izingcezu ezimbalwa zephazili abekwaze ukuyenza wase ebuyisela zonke izingcezu ebhokisini. Wase egijima eya phandle eyomemeza uLayla owayesegibele wayofika phezulu esihlahleni sikamalukwata ethi, “Sengiqedile!”

“Yonke?” kubuza uLayla.

“Yebo,” kusho uShireen, wase eqala ukukhwela emthini.

“Yima!” kumemeza uLayla. “Ngiyehla ngizobona.”

“Kodwa sengiyibekile iphazili,” kusho uShireen.

“Ngoba?” kubuza uLayla.

“Ukuze ungabuyiseli zonke izingcezu wedwa kamuva,” kuphendula uShireen.

“Bala bo,” kusho uLayla, “kodwa manje uthini ngalolu cezu?” Waphakamisa ucezu olunehlo lenkwazi aluginile.

UShireen wathula wathi du. Wahlala esihlahleni ezibona ubuwula.

Ngemva kwesikhashana, uLayla wamemeza wathi, “Ake ubheke, bona ukuthi ngitholeni, ngithole amalukwata avuthiwe. Uyawafuna?”

“Yebo, ngiyawacela,” kusho uShireen ngezwi elincane kakhulu.

ULayla wehlela egatsheni elingezansana lapho kuleli khona uShireen wase emnika amanye. Base behlala lapho, bedla amalukwata, futhi bebhoka nokuthi bangaziphimisa ziye kude kangakanani izindumbuluzi.

UShireen waziphimisa zaya kude nakakhulu.

“Ungumpetha,” kusho uLayla.

“Kanti wena,” kusho uShireen, “ungumngani omkhulu ukudlula bonke abanye.”

SeSotho

Layla o ne a rata di phazele tsa jigsaw. O ne a rata tsohle mabapi le tsona – ho tloha ka setshwantsho se lebokosong ho isa ho motsotso oo a kenyang karolwana ya ho qetela moo e lokelang. Hape o ne a rata le modumo le kamoo dikarolwana tseo di utlwalang ka teng ha di ntse di eya kwana le kwana tafoleng. Kahoo ka Moqebelo o mong le o mong hoseng, ha mme wa Layla a mo isa laeaboraring ho ya nka dibuka tse ntjha a siya tsa kgale, Layla Jwale, mosebetsi wa laeaboraring o ne a boloka diphazele tsohle shelofong e kamora deske ya hae, mme ka Moqebelo o mong le o mong ha Layla a botsa hore na a ka batla phazele eo a ka e adimang, mosebetsi wa laeaborari o ne a re, “Helang, Layla, o fela o hlanyetsa diphazele!” Mme Layla o ne a se na taba hobane o ne a HLILE a hlanyetsa diphazele!

Ka Moqebelo e mengata kamoraho kgutla laeaboraring, Shireen, motswalle wa Layla wa hlooho ya kgomo, o ne a tla ho tla bapala. Tjhe, kwana e ne e batla e le motswalle wa hlooho ya kgomo wa Layla, ntle feela le nthwana e le nngwe – Shireen o ne a rata ho hlahella ka pele dinthong tsohle.

Hoseng ha Moqebelo o mong, Layla a adima phazele ya ntsu ya tlhapi ya Afrika laeaboraring. Setshwantsho se ne se bontsha nonyana e hodimo marung ka mapheo a yona a phatlaletse mme e tshwere tlhapi ka dinala tsa yona. Phazele eo e ne ena le dikotwana tse ngata ho feta phazele efe kapa efe eo Layla a kileng a e etsa. Mme ha se seo feela, dikotwana di ne di le nyane haholo ho feta tsa phazele efe kapa efe eo Layla a kileng a e etsa. Layla o ne a thabile haholo! Empa Shireen o ne a sa thaba hohang hobane seo Layla a neng a se batla feela e ne e le ho qalella ka phazele.

“Ha ke batle ho etsa phazele e tenang,” ha rialo Shireen. “Ha re bapale mabenkele.”

“Ho lokile,” ha rialo Layla, “mme kamora moo re tla etsa phazele ya ka.”

“Ke tla ba monga lebenkele,” ha rialo Shireen, “hobane ke tswa pele ha ke le monga lebenkele, mme wena o ka ba moreki wa ka.”

E se kgale Layla o ne a rekile ka tjhelete ya hae kaofela. Yaba Shireen o re, “Ha re bapale sepetlele.”

“Tjhe,” Layla a araba. “Ke bapetse lebenkele. Jwale ha re etse phazele ya ka.”

Empa ka lebaka le itseng, Shireen o ne a ntse a sa batle ho etsa phazele, kahoo a re, “Ha re bapale sepetlele hona jwale mme re ka bapala phazele kamora dijo tse motsheare.”

Yaba ba etsa jwalo.

“Ke tla ba ngaka” ha rialo Shireen.

“Tjhe, o ne o le monga lebenkele,” ha rialo Layla. “Ke tla ba ngaka.”

“Empa o keke wa kgona,” ha rialo Shireen, “hobane ke tswa pele ka ho ba ngaka.”

Kahoo he, Shireen ya eba ngaka mme Layla ya eba motho ya kulang!

Ha Ngaka Shireen a qala ho hlahloba motho ya kulang, a tsikinyetsa mokudi mme mokudi a keketeha mme a sa kgone ho se sisinyeha. Yaba Ngaka Shireen o a omana, “Tlohela ho sisinyeha hoseng jwalo ha ke sa tla bapala le wena.”

Empa pele Ngaka Shireen a ka omana hape, mme wa Layla a ba bitsa ba tlo ja.

“Ke tshepa hore le bapala ha monate,” ha rialo mme wa Layla.

“Ee,” ha rialo Layla pele a loma roti ya hae e kentsweng pinabatha, dihwete tse kereitilweng le disultana. “Kamora dijo mona re ilo etsa phazele ya ka.”

“Ha ke batle ho etsa phazele ya hao,” ha rialo Shireen.



"Empa o ntshepitsitse,"
ha araba Layla.

"Ha ke sa batla he. Ke batla ho
kenya mebala ditshwantshong."
Ha rialo Shireen.

Jwale Layla o ne a se a kgathetse
ke ho utlwa Shireen a bolela kamoo
a tswang pele ka teng nthong tsohle,
mme a kgenne hobane Shireen a sa
phetise ditshepiso tsa hae. Ho ne
ho se letho le ka mo thibelang ho
etsa phazele. Kahoo kamora dijo tsa
motsheare, Layla a fa Shireen buka
ya ditshwantsho le dikerayone hore
Shireen a tle a kenye mebala ha yena a
ntse a etsa phazele ya hae. Empa ho ne
ho ena le setshwantsho se le seng feela se setseng se sa kenngwang mebala bukeng mme Shireen a
qeta ka pele. Yaba o phahamisa buka ho bontsha Layla mme a re, "O lenama haholo!"



"Ke hobane phazele ena e thata," ha rialo Layla.

"Ke nahana hore nka e etsa kapele ho feta wena," ha rialo Shireen.

"Ho lokile," ha araba Layla, "ha ke e qeta o ka nna wa iteka mme re tla bona!"

"Ho lokile," ha rialo Shireen, "feela haeba ke a batla."

Eitse ha Layla a qeta phazele, a e heletsa hape. A kenya dikotwana tsohle ka hara lebokoso ntle le
sekotwana se le seng se nang le leihlo la ntsu. Mme yaba o fa Shireen lebokoso.

"Ke eo," a rialo, "sebaka sa hao ke seo."

"Ha ke batle ho e etsa," ha rialo Shireen.

"Empa o ntshepitsitse!" ha rialo Layla.

"Tjhe, ha ke a o tshepisa!" Shireen a omana. "Ke itse feela haeba ke a batla, mme jwale he ha ke
batle."

"Mohlomong ha o batle hobane ha o kgone ho etsa diphazele," ha rialo Layla.

"Ke a tseba!" Shireen a omana le yena. "Ke tswa pele diphazeleng!"

"E etse he," Layla a mo qala.

Shireen a hlotha lebokoso ho Layla. "Ke tla e etsa," ha rialo Shireen, "empa ha feela o ka ya bapala ka
ntle. Ke tla o bitsa ha ke qetile."

Layla a ya ka ntle mme a taka ditshwantsho santeng ka thupa ha ka tlung, Shireen a bula lebokoso la
phazele mme a qala ho phethola dikotwana tsa phazele a di shebisa hodimo.

Ka ntle, Layla a fumana sekotwana sa thapo ya kgale mme a e fasella sefateng sa loquat hore e tle
e re ha Shireen a qetile ka phazele ba kgone ho bapala kgati ka yona. Empa ka tlung, Shireen o ne a
thatafallwa ke ho aha dikotwana mmoho ho bopa setshwantsho sa phazele. O ne a lakatsa eka a ka be
a sa ka a re o tswa pele diphazeleng. Ka potlako, a heletsa bonyane ba phazele eo a neng a se a e entse
mme a kgutlisetsa dikotwana tsohle ka lebokosong. Yaba o mathela ka ntle mme a hoeletsa Layla eo
nakong ya jwale a neng a palame hodimo sefateng sa loquat, "Ke qetile!"

"Kaofela ha yona?" ha botsa Layla.

"Ehlile," ha rialo Shireen, mme a qala ho palama sefateng.

"Butle!" Layla a araba a hoeletsa. "Ke a theo ha ke tlo e bona."

"Empa ke se ke pakile diphazele ka lebokosong hape," ha rialo Shireen.

"Hobaneng?" ha botsa Layla.

"Hore o tle o se ke wa di paka ka bowena ha morao," ha araba Shireen.

"Oo," Layla a araba, "empa o reng ka sekotwana see?" A phahamisa sekotwana se nang le leihlo la ntsu ho sona seo a neng a se bolokile.

Shireen a thola. A dula sefateng a ipona e le sephoqo.

Kamora nakwana, Layla a hoeletsa, "Hela, o a tseba keng, ke fumane diloquats tse butswitseng. Na o a di batla?"

"Ee, ke a di kopa," ha rialo Shireen ka lentswe le lesesane.

Layla a theohela lekaleng le tlase moo Shireen a neng a dutse teng mme a mo fa tse ding. Mme ba dula moo, ba eja diloquats mme ba sheba hore ba ka tshwella dithotse tsa tsona bohole bo bokae.

Shireen a tshwella hole ho feta.

"Ke wena ya tswang pele ka ho fetisisa," ha rialo Layla.

"Mme wena," ha rialo Shireen, "o motswalle wa nnete, wa hlooho ya kgomo."

Afrikaans

Layla is dol oor legkaarte. Alles oor legkaarte is vir haar lekker – van die prent op die boks tot die oomblik wanneer sy die laaste stukkie in sy plek pas. Sy hou selfs van die geluid wat die stukkies maak en hoe dit voel as sy dit op die tafel rondskuif. Elke Saterdagoggend wanneer Layla se mamma haar biblioteek toe vat om nuwe boeke uit te neem, neem Layla ook 'n legkaart uit.

Die bibliotekaresse hou al die legkaarte op 'n rak agter haar lessenaar, en elke Saterdag wanneer Layla vra of sy na die legkaarte kan kyk sodat sy nog een kan uitneem, sê die bibliotekaresse: "Sjoe, Layla, maar jy is omtrent dol oor legkaarte!" En Layla gee glad nie om nie, want sy is REGTIG dol oor legkaarte!

Die meeste Saterdag nadat hulle by die biblioteek was, kom Shireen, Layla se beste maat, by haar speel. Wel, sy is byna Layla se beste maat, behalwe vir een ding – Shireen moet altyd die beste met alles wees.

Een Saterdagoggend neem Layla 'n legkaart van 'n Afrikavisarend by die biblioteek uit. Die prent wys hoe die voël hoog in die lug vlieg met sy vlerke wyd uitgesprei en 'n vis in sy kloue. Die legkaart het meer stukke as enige legkaart wat Layla nog ooit gebou het. En nie net dit nie, die stukke is ook kleiner as enige legkaart wat Layla al gebou het. Layla is blyer as bly! Maar Shireen is glad nie gelukkig nie, want al wat Layla wil doen, is om die legkaart te begin bou.

"Ek wil nie 'n vervelige legkaart bou nie," sê Shireen. "Kom ons speel liever winkel-winkel."

"Goed," sê Layla, "en daarna kan ons my legkaart bou."

"Ek sal die winkelier wees," sê Shireen, "want ek is die beste daarmee, en jy kan dan by my kom koop."

Sommer gou het Layla al haar geld uitgegee. Toe sê Shireen: "Kom ons speel hospitaal-hospitaal."

"Nee," sê Layla. "Ek het winkel-winkel gespeel."



Kom ons bou nou my legkaart.”

Maar om een of ander rede wil Shireen steeds nie die legkaart bou nie, en daarom sê sy: “Kom ons speel nou hospitaal-hospitaal en dan kan ons die legkaart na middage te bou.”

En dit is toe wat hulle doen.

“Ek sal die dokter wees,” sê Shireen.

“Nee, jy was die winkelier,” sê Layla. “Ek sal die dokter wees.”

“Maar jy kan nie,” sê Shireen, “want ek is die beste daarmee.”

Toe is Shireen die dokter en Layla die pasiënt!

Toe Dokter Shireen die pasiënt begin ondersoek, kielie sy haar, en die pasiënt begin giggel en wil nie stil lê nie. Toe skree Dokter Shireen: “Lê stil of ek speel nie verder met jou nie.”

Maar voordat Dokter Shireen nog kwater kan raak, roep Layla se mamma hulle vir middage te.

“Ek hoop julle meisies speel lekker,” sê Layla se mamma.

“Ja,” sê Layla, wat net ’n hap wil vat van haar heerlike roti met grondboontjebotter, gerasperde wortels en sultanas. “Na middage te gaan ons my legkaart bou.”

“Ek wil nie jou legkaart bou nie,” sê Shireen.

“Maar jy het belowe,” sê Layla.

“Wel, nou wil ek nie meer nie. Ek wil inkleur,” sê Shireen.



Teen hierdie tyd is Layla moeg vir Shireen se praatjies dat sy die beste met alles is, en sy is kwaad vir Shireen omdat sy nie haar beloftes hou nie. Niks gaan haar keer om haar legkaart te bou nie. Na middage te gee Layla toe vir Shireen ’n inkleurboek en kleurkryte sodat sy kan inkleur terwyl Layla haar legkaart bou. Maar daar is net een prentjie in die inkleurboek oor om in te kleur en Shireen is sommer gou klaar daarmee. Sy hou dit op om vir Layla te wys en sê: “Jy’s so stadig!”

“Dis omdat hierdie legkaart moeilik is,” sê Layla.

“Ek is seker ek kan dit vinniger as jy doen,” sê Shireen.

“Reg,” sê Layla, “wanneer ek klaar is, kan jy dit probeer en dan sal ons sien!”

“Goed,” sê Shireen, “maar net as ek wil.”

Toe Layla die legkaart klaar gebou het, breek sy dit op. Sy pak al die stukkies terug in die boks, behalwe vir die stukkie met die arend se oog daarop. En toe gee sy die boks vir Shireen.

“Hierso,” sê sy, “dis nou jou beurt.”

“Ek voel nie lus om dit te doen nie,” sê Shireen.

“Maar jy het belowe!” sê Layla.

“Nee, ek het nie!” sê Shireen. “Ek het gesê net as ek wil, en ek wil nie.”

“Dalk wil jy nie omdat jy nie legkaarte kan bou nie,” sê Layla.

“Ek kan!” skree Shireen terug. “Ek is die beste met legkaart bou!”

“Doen dit dan,” sê Layla.

Shireen gryp die boks by Layla. “Ek sal,” sê Shireen, “maar net as jy buite gaan speel. Ek sal jou roep as ek klaar is.”

Layla gaan buitentoe en teken prente in die sand met 'n stok terwyl Shireen die legkaartboks oopmaak en begin om die legkaartstukkies om te draai sodat die prent na bo wys.

Buite vind Layla 'n ou stuk tou en bind dit om die lukwartboom sodat hulle kan touspring wanneer Shireen klaar is met die legkaart. Maar binne sukkel Shireen om die legkaartstukkies inmekaar te pas. Sy wens sy het nie gesê dat sy die beste met legkaarte is nie. Sy breek vinnig die deel van die legkaart op wat sy klaar gebou het en pak al die stukkies terug in die boks. Toe hardloop sy buitentoe en roep vir Layla wat tot hoog bo in die lukwartboom geklim het. "Ek is klaar!"

"Met die hele legkaart?" vra Layla.

"Jip," sê Shireen en sy begin die boom klim.

"Stop!" skree Layla. "Ek gaan afklim om te kom kyk."

"Maar ek het al klaar die legkaart weggepak," sê Shireen.

"Hoekom?" vra Layla.

"Sodat jy dit nie later hoof weg te pak nie," antwoord Shireen.

"O," sê Layla, "maar wat van hierdie stukkies?" Sy hou die stukkies met die arend se oog op.

Shireen is skielik baie stil. Sy sit in die boom en voel afgehaal.

Na 'n rukkie sê Layla: "Haai, raai wat, ek het ryp lukwarte gekry. Wil jy ook hê?"

"Ja, asseblief," sê Shireen met 'n dun stemmetjie.

Layla klim af na die laer tak waar Shireen sit en gee vir haar van die lukwarte. En so sit hulle in die boom en lukwarte eet en kyk hoe ver hulle die pitte kan spoeg.

Shireen spoeg die verste.

"Jy's die beste," sê Layla.

"En jy," sê Shireen, "is die beste, beste maat."