Learning together with Takalani Sesame
What you can do to help your child learn.

Early Childhood Development
Understand what Early Childhood Development is.

Fun at Home with
• Numbers and Counting
• Alphabet and Reading
• Life Skills
About Takalani Sesame

Takalani Sesame is a unique project which has been designed to help young South African children learn about numbers (Numeracy), letters (Literacy) and the world around them (Life Skills).

Takalani Sesame aims to prepare young children for the cognitive (thinking), social and emotional (feelings) demands of formal schooling and instill a life-long love and culture of learning through entertaining and fun programmes.

Takalani Sesame is a multi-lingual, multi-media project which includes television, community outreach programmes, research activities and radio.

Just as you get to know your child’s friends that (s)he invites home, you should familiarise yourself with the Takalani Sesame characters. Your child will identify with and relate to different aspects of the characters and will often recognise parts of themselves in the characters. As you get to know your child’s relationship with the characters, you will be more able to see the world through your child’s eyes.

The partners who have made this project possible

Takalani Sesame Characters

Moshe

Moshe is a huge four-year-old meerkat who speaks isiZulu and English. He is clever, innocent, gentle and always cheerful. Moshe cares about his neighbours and friends and shows his love with hugs, especially when words fail him.

Kupukeji is a bright-green baby worm who doesn’t talk at all. Zikwe found her while working on his taxi. Moshe fell in love with the little worm, so Zikwe gave Kupukeji to Moshe. She lives happily in a box in Moshe’s den with him.

Zikwe (called Zik by his friends) can often be found fixing the taxi in which he lives next to the Spaza Shop. He’s often impulsive and never sits still for long.

Kupukeji

Neno

Three-year-old Neno speaks English and Afrikaans, is full of energy and enthusiasm and loves to play. He struggles to keep up with the older characters but is proud of himself when he’s able to manage new tasks. He loves to help others and to be part of community activities.

Zuzu

Zuzu is a six-year-old who speaks Sesotho, Setswana and English. She’s determined, concentrates on what she’s doing and always tries her best. She loves drama and often stages plays in the old, abandoned barber shop or in the street.

Kami

Kami is an affectionate and happy 5-year-old who loves to have fun. She copes well with being HIV-positive and is a great storyteller with a soft spot for nature. Kami lives with Ma Dimpho, who adopted her.

On Takalani Sesame you will also find human characters - MaDimpho her husband Salie and their children, a daughter Tshidi and an adopted son Dumi. Also look out for O’m Karl and Leela.

The partners who have made this project possible

Sanlam

USAID

ABC

Education

Enrich your mind. Enrich your life.

www.sabceducation.com

DEPARTMENT OF EDUCATION

sesameworkshop.
Contents

Page 3-4: Learning together with Takalani Sesame
Some tips to help you use Takalani Sesame at home.

Page 5-6: Early Childhood Development
Understand your child’s growth and development.

Page 7-8: Fun at home with Numbers and Counting
Help your child learn to count, recognise and write numbers.

Page 9-11: Fun at home with Alphabet and Reading
Help your child learn the keys to reading.

Page 12-14: Fun at home with Life Skills
Help your child cope with everyday life by developing basic life skills.

Watch Takalani Sesame

SABC 2: 15:30 - 16:00 Monday to Friday
         07:00 - 07:30 Saturday and Sunday

SABC 1: 12:30 - 13:00 Monday to Friday

Listen to Takalani Sesame

Ukhozi FM: 09:30 Wednesday, Thursday, Friday & Saturday

Umhlobo Wenene FM: 09:30 Monday, Tuesday & Thursday

Motsweding FM: 09:15 Tuesday, Wednesday & Thursday

Thobela FM: 09:30 Monday, Tuesday & Thursday
This booklet has been designed to help you stimulate your child to have fun learning. By using this booklet and while you are watching Takalani Sesame on the TV, or listening to the radio, with your child, you will encourage your child to enjoy learning in fun and exciting new ways. Here are some steps to follow:

**Step 1** Watch or listen

- While you are watching Takalani Sesame on the TV or listening to the radio, ask open-ended questions – who, what, when, how, why – which encourage more than a ‘yes’ or ‘no’ answer.
- Help your child identify shapes, colours, numbers, letters etc.
- Explore the feelings of the characters and their own feelings to what is happening on the show.
- Encourage your child to sing, chant and dance along with the shows.

**Step 2** Talk about it

- Have fun finding books and making up stories with your child related to the theme and content of the show.
- Ask your child to tell you what (s)he liked best about the show.
- Talk about what your child has learnt and how it’s relevant to his/her life.

**Step 3** Do activities

- Do an activity to reinforce and extend the learning that has taken place.
- The fun activities in this booklet (between pages 7 and 14) are good examples of the kind of activities you can do with your child, to complement the learning that has happened on Takalani Sesame.
As your child’s first teacher, you have the important responsibility of ensuring that your child gets a great start in life.

From birth, your child’s interaction with you and the outside world, is teaching him/her new things on an ongoing basis. A child learns more in the early years of life than at any other time of life, making your role crucial. You help your child to form a solid foundation upon which all subsequent education builds. It’s your interest, stimulation and interaction which show your child that learning can be both challenging and fun.

You are your child’s role model.

Your child learns from watching you, imitating you and interacting with you (both verbally e.g. through talking and non-verbally e.g. through play).

As your child’s parent, you are able to have quality, one-on-one intimate interaction with your child.

Because of your special relationship, you are the perfect person to help your child fulfill his/her unique potential and achieve his/her dreams as he/she grows up. Your role as teacher will be ongoing, not just until school, but long beyond it! When there are lessons to be learned beyond the scope of the classroom, you will still be there to reinforce, supplement and remediate your child’s learning.

The success of Takalani Sesame in promoting Early Childhood Development really depends on the involvement of parents.

As such, we encourage you to watch and listen to Takalani Sesame together with your child, to help make the early learning experience as enjoyable and rewarding as possible.
Early Childhood Development

Early Childhood is the period from birth to around nine years of age when the most rapid development in life occurs. Although individual children develop at their own pace, all children progress through an identifiable sequence of physical, cognitive, and emotional growth and change. (When looking at the table showing the Stages of development, remember that the ages at which each stage occurs are only approximate!)

### Did you know...

The brain is the last organ to be fully developed in a human body. Most of the brain development happens from 0 - 3 years of age. By the age of 2, your child’s brain has achieved 50% of its adult weight; and by the age of 6, the brain has grown to 90% of its adult weight.

<table>
<thead>
<tr>
<th>Approximate Age</th>
<th>What children do</th>
<th>What children need from you</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 - 3 months</td>
<td>Begin to smile</td>
<td>To be protected from danger</td>
</tr>
<tr>
<td></td>
<td>Follow people and objects with eyes</td>
<td>Healthy food</td>
</tr>
<tr>
<td></td>
<td>Focus on faces and bright colours</td>
<td>To be taken to the clinic</td>
</tr>
<tr>
<td></td>
<td>Reach, discover hands and feet</td>
<td>(for check-ups and immunisation)</td>
</tr>
<tr>
<td></td>
<td>Lift head and turn toward sound</td>
<td>To stimulate his/her senses</td>
</tr>
<tr>
<td></td>
<td>Cry, but often soothed when held</td>
<td>Stimulate co-ordination and balance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicate with him/her</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(e.g. talking and singing)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Warmth, caring, love and interaction</td>
</tr>
<tr>
<td>4 - 6 months</td>
<td>Prefer to be with parents and older siblings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeat actions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listen intently, respond when spoken to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Laugh, gurgle, imitate sounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explore hands and feet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Put objects in mouth</td>
<td></td>
</tr>
<tr>
<td>7 - 12 months</td>
<td>Remember simple events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify themselves, body parts, familiar voices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understand own name, other common words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Say first meaningful words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find hidden objects, put objects in containers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sit alone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creep, pull themselves up to stand, walk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May seem shy or upset with strangers</td>
<td></td>
</tr>
</tbody>
</table>

### Approximate Age | What children do | What children need from you
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 - 3 months</td>
<td>Begin to smile</td>
<td>To be protected from danger</td>
</tr>
<tr>
<td></td>
<td>Follow people and objects with eyes</td>
<td>Healthy food</td>
</tr>
<tr>
<td></td>
<td>Focus on faces and bright colours</td>
<td>To be taken to the clinic</td>
</tr>
<tr>
<td></td>
<td>Reach, discover hands and feet</td>
<td>(for check-ups and immunisation)</td>
</tr>
<tr>
<td></td>
<td>Lift head and turn toward sound</td>
<td>To stimulate his/her senses</td>
</tr>
<tr>
<td></td>
<td>Cry, but often soothed when held</td>
<td>Stimulate co-ordination and balance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicate with him/her</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(e.g. talking and singing)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Warmth, caring, love and interaction</td>
</tr>
<tr>
<td>4 - 6 months</td>
<td>Prefer to be with parents and older siblings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeat actions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listen intently, respond when spoken to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Laugh, gurgle, imitate sounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explore hands and feet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Put objects in mouth</td>
<td></td>
</tr>
<tr>
<td>7 - 12 months</td>
<td>Remember simple events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify themselves, body parts, familiar voices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understand own name, other common words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Say first meaningful words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find hidden objects, put objects in containers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sit alone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creep, pull themselves up to stand, walk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May seem shy or upset with strangers</td>
<td></td>
</tr>
<tr>
<td>Approximate Age</td>
<td>What children do</td>
<td>What children need from you</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>1 to 2 years</td>
<td>Imitate adults</td>
<td>In addition to the above, support in:</td>
</tr>
<tr>
<td></td>
<td>Speak and understand words and ideas</td>
<td>Acquiring motor skills (co-ordination and balance), language, and thinking skills</td>
</tr>
<tr>
<td></td>
<td>Enjoy stories and experimenting with objects</td>
<td>Developing independence</td>
</tr>
<tr>
<td></td>
<td>Walk steadily, climb stairs, run</td>
<td>Learning self-control</td>
</tr>
<tr>
<td></td>
<td>Assert independence “No!”</td>
<td>Opportunities for play and exploration</td>
</tr>
<tr>
<td></td>
<td>Prefer familiar people</td>
<td>Play with other children</td>
</tr>
<tr>
<td></td>
<td>Recognize ownership of objects “Mine!”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop friendships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Solve problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Show pride in accomplishments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Like to help with tasks</td>
<td>Begin ‘make believe’ play</td>
</tr>
<tr>
<td></td>
<td>Begin ‘make believe’ play</td>
<td></td>
</tr>
<tr>
<td>2 to $3\frac{1}{2}$ years</td>
<td>Enjoy learning new skills</td>
<td>In addition to the above, opportunities to:</td>
</tr>
<tr>
<td></td>
<td>Learn language rapidly</td>
<td>Make choices</td>
</tr>
<tr>
<td></td>
<td>Always on the go</td>
<td>Engage in dramatic play</td>
</tr>
<tr>
<td></td>
<td>Gain better control of hands and fingers</td>
<td>Read increasingly complex books</td>
</tr>
<tr>
<td></td>
<td>Are easily frustrated</td>
<td>Sing favorite songs</td>
</tr>
<tr>
<td></td>
<td>Act more independently, but still are dependent</td>
<td>Work simple puzzles</td>
</tr>
<tr>
<td></td>
<td>Act out (mimic) familiar scenes</td>
<td></td>
</tr>
<tr>
<td>3$\frac{1}{2}$ to 5 years</td>
<td>Have a longer attention span</td>
<td>In addition to the above, opportunities to:</td>
</tr>
<tr>
<td></td>
<td>Act silly, boisterous, may use ‘bad’ language</td>
<td>Develop fine motor skills (e.g. catching a ball or drawing with crayons)</td>
</tr>
<tr>
<td></td>
<td>Talk a lot, ask many questions “Why?”</td>
<td>Continue expanding language skills by talking, reading, and singing</td>
</tr>
<tr>
<td></td>
<td>Want to play with adult things (e.g. make-up)</td>
<td>Learn cooperation by helping and sharing</td>
</tr>
<tr>
<td></td>
<td>Better expression of feelings (through dramatic play)</td>
<td>Experiment with prewriting and prereading skills (e.g. learn to hold crayon or page through a book)</td>
</tr>
<tr>
<td></td>
<td>Like to play with friends, do not like to lose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Share and take turns sometimes</td>
<td></td>
</tr>
<tr>
<td>5 to 9 years</td>
<td>Grow curious about people and the world “How?”</td>
<td>In addition to the above, opportunities to:</td>
</tr>
<tr>
<td></td>
<td>Learn to read and write</td>
<td>Develop numeracy, reading and writing skills</td>
</tr>
<tr>
<td></td>
<td>Gain more confidence in physical skills</td>
<td>Develop problem-solving skills</td>
</tr>
<tr>
<td></td>
<td>Use words to express feeling and to cope with emotions</td>
<td>Practice teamwork</td>
</tr>
<tr>
<td></td>
<td>Greater interest in and understanding of grown-up activities</td>
<td>Praise and encourage child to help them develop a sense of competency and self worth.</td>
</tr>
<tr>
<td></td>
<td>Become more outgoing, play cooperatively</td>
<td>Practice questioning and observing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Acquire basic life skills</td>
</tr>
</tbody>
</table>

**DEPARTMENT OF EDUCATION**

The Department of Education has long recognised the importance of providing access to education for young children before they reach Grade 1, and *Takalani Sesame* is one of the central programmes that the Department Of Education is supporting to promote Early Childhood Development.

**Did you know...**

About 40% of young children in South Africa grow up in conditions of poverty and deprivation. As a result, most are at risk of infant death, low birth-weight, stunted growth, poor adjustment to school, increased repeating of school grades and school dropout. At this time, only 1 in 6 young children in South Africa are enrolled in any form of preschool education.
Takalani Sesame television and radio shows have some wonderful ways of helping your child to learn numbers, counting and mathematical knowledge and skills. Each episode focuses on a number and features numeracy activities related to the show’s theme.

The activities presented in this section are designed to help you and your children apply basic mathematical concepts in your daily lives. By engaging your children in some of the activities presented here, you can help children to explore their familiar surroundings through the use of numbers, shapes and logical reasoning.

Patterns and relationships:
- Discuss the events of the day with your children: “first we eat breakfast, then you go to school, then we will go to the shops”. You could be more specific and say: “In the morning we get up. In the evening we go to bed.” This will help your children understand the sequence of events as a pattern.
- Help your child find patterns in pictures, as well as in movement and in recurring events such as the days of the week or the seasons of the year. (See picture below.)

Number Concept:
- Practice counting. Ask children to count to a specific number, or count real objects or activities e.g. telephone poles along the road until you arrive at your destination, or to count each spoonful of breakfast as your child eats.
- Numbers are also used to describe quantities (e.g. count how many eggs are in a carton and explain the concept of “dozen or half dozen”) and relationships (for example, use numbers to describe similarities and differences, e.g. how do we tell the difference between an insect and a spider?)
- Sing songs that rhyme, repeat, or have numbers in them. Songs reinforce patterns in words and sound, and are playful ways for your child to practice language and numeracy skills.
- Talk about the different things people use numbers for - like finding things, naming things, or giving out other information like prices, keeping score in a game, or finding a house or street address. Ask your child to look for numbers in their environment, like the numbers on street signs, storefronts, or license plates.

Patterns and relationships:
- Discuss the events of the day with your children: “first we eat breakfast, then you go to school, then we will go to the shops”. You could be more specific and say: “In the morning we get up. In the evening we go to bed.” This will help your children understand the sequence of events as a pattern.
- Help your child find patterns in pictures, as well as in movement and in recurring events such as the days of the week or the seasons of the year. (See picture below.)

Number Concept:
- Practice counting. Ask children to count to a specific number, or count real objects or activities e.g. telephone poles along the road until you arrive at your destination, or to count each spoonful of breakfast as your child eats.
- Numbers are also used to describe quantities (e.g. count how many eggs are in a carton and explain the concept of “dozen or half dozen”) and relationships (for example, use numbers to describe similarities and differences, e.g. how do we tell the difference between an insect and a spider?)
- Sing songs that rhyme, repeat, or have numbers in them. Songs reinforce patterns in words and sound, and are playful ways for your child to practice language and numeracy skills.
- Talk about the different things people use numbers for - like finding things, naming things, or giving out other information like prices, keeping score in a game, or finding a house or street address. Ask your child to look for numbers in their environment, like the numbers on street signs, storefronts, or license plates.
Shapes and Space:

- Ask your child to identify and describe the different shapes, highlighted on Takalani Sesame. Get them to draw them in the air with their finger, and to draw them on paper.
- Use things in the home which they can touch and manipulate, e.g. boxes and containers, or cutting their sandwiches into different shapes and letting them fit them together.
- Let your child climb in and out of boxes, on or around furniture, going under, over, around, through, into, on top of, and out of different things to experience themselves in space.
- Walking around your neighbourhood or travelling in a car or taxi exposes your child to many different shapes. Road signs are a good place to start. Ask your child about the signs (s)he sees. “Is this sign just like the last one you saw?” Talk about how many sides it has, or how many corners it has or what shape it is.
- Teach your child to create shapes e.g. ask your child to draw the shape of the street sign in the air.

Measurement:

- Look out for things that are measured on the Takalani Sesame shows.
- Standard measurements like millimetres, centimetres and metres are only one way to measure. Let children pick their own unit for measurement -- "Mpho is five cereal boxes tall."
- Many daily activities involve measurement: cooking, gardening, grocery shopping, sewing, and woodworking are only a few examples.
- Help your child learn about time e.g. (S)he can learn that some activities take longer than others.
- Set time limits. “You can only play for 5 more minutes, then it’s bedtime.” At first your child won’t know what the minutes mean, but will grow to understand the idea of time passing.

Estimation:

- Ask your children to make guesses about daily activities—For example, How long will it take to get to the store? How many spoonfuls will it take to finish their breakfast? How many steps will it take them to walk from point A to point B? Which one of their friends is the tallest? Then have them conduct the activity (for example, finish their breakfast) to see how close the estimate is to the real number.
Speaking and Listening

• Feed your child’s natural thirst to learn by talking and singing to your baby. Hearing you is the very first step towards reading, because it helps your child love language and learn words. Babies try and imitate sounds and try to read and copy our faces and gestures.

• As your child grows older, continue talking with your child, allowing him/her to become a more active participant as soon as (s)he is able.

• Ask questions - ask your child about what (s)he is doing, why and how (s)he goes about it. Ask about the events and people in the stories you read together.

• Listen carefully to your child and help him/her realise that what they say has meaning and value. Getting your child to use words gives him/ her practice. You are also encouraging your child to think as (s)he speaks.

Reading Together

• While your child is still a baby, reading aloud to him/her should become a quality time of intimacy between you and your child. Try to have a daily routine where you spend at least 30 minutes reading with your child.

• You should talk to your child about what you’re reading with him/her. Point to pictures and name what is in them or ask your child to point out pictures in the story. Ask open-ended questions such as “What do you think will happen next?” or “How would you feel if that happened to you?” and answer your child’s questions.

• Now and then, stop and point to letters and words as you read them in books, signposts, posters etc. Then point to the pictures they stand for. Your child will begin to understand that the letters form a word and a word names a picture. You are also helping the child to learn that each letter has its own sound.

Learning about Letters

• Sing the alphabet song and put letters and labels on familiar objects your child uses everyday e.g. put your child’s name on his/her chair or bag. Takalani Sesame focuses on a specific letter in each show, so you make cutout labels of that letter, for your child to stick on objects around the house which begin with that letter.

• When your child is about 2 years old, give your child crayons and paper to draw and scribble on.

• Your young child’s scribbles or drawings are his/her first writing. (S)he will soon begin writing the alphabet letters which helps him/ her learn about their different sounds. This very early learning about letters and sounds gives your child some ideas about how to begin spelling words (but, don’t worry that they are not spelled correctly).
Learning about Books

- Introduce your baby to cardboard or cloth books with big, simple pictures of things (s)he sees every day. Your child might want to chew or throw the book at first. But after a while, (s)he will become more interested as you point to pictures and talk about them. When the child gets a little older (s)he will enjoy helping choose books to read.

- Set a good example by reading yourself, and express your enjoyment and interest with your child. Children too young to read will imitate your pose. When your child sees that reading is important and enjoyable to you, (s)he will decide it is something worth learning.

- Young children love books with poems and other rhymes. Rhymes, along with repeated words and phrases, teach your child about sounds, rhythm and words. They also spark excitement about the richness of language and what comes next, which adds fun and adventure to reading.

- Explore with your child how a book looks, feels and works. Read the title on the cover. Talk about the author and the illustrator. Talk about the pictures and the characters. Point out where the story starts, and later where it ends. Let your child help turn the page.

- When you start a new page, point to where the words of the story continue and keep following them with your finger.

- Find a storybook about the Takalani Sesame theme to expand on what the children have watched and listened to, and add to their understanding. Read the story you have chosen with your child, asking questions about the storybook as you read:
  - Which is the front/back of the book?
  - Which are words and which are pictures?
  - What do you think will happen next?
  - What does this mean?
  - How do you feel about this?

When your child is between 3 and 7 years old, the two of you can look for books with longer stories and more words on the pages. Also look for books with repeating words and sentences that (s)he can begin to read or recognize when (s)he sees them on the page. By early first grade, include some books written for beginning readers, including some with chapters.

Reading is fun, interesting and its lessons are forever. Reading is not a biologically inherited skill. Children need to be taught to read. You can play an important role in helping your child develop reading skills and a love of reading.

Sanlam proud sponsors of
Making Books

Start by asking the your child about the activity:
• What do you do first? next? and then?
• What do you do last?

Then write their ‘story’ onto paper with your child’s input. Ask for their advice and ask questions such as:
• What should we call the book?
• What should we say on the first page?
• What should we say now? And next?

Get the child to draw pictures showing what is being said.

Staple the pages in order, make a cover with the title, author, a cover picture and read the story with the child, pointing at each word as you read.

Another idea is to help your child to make a book about your family. This helps your child see where he/she fits into the family tree. Your child will explore family relationships. (S)he will learn to categorise family members in terms of how they relate to him/her. (S)he will learn about the history of his/her family - the important familial social, religious and cultural events (the order of these events and the impact they had). You can include photographs and pictures, and discuss family resemblances. You can look at the origin of the names of various family members. You can look at the places that family members have come from or have moved to.

Why not make a book about an activity (or theme) that took place on the Takalani Sesame show. You can make your own picture books and books of songs.
Life skills help us cope with living. These skills are acquired through daily life and are the skills which help make us happy, well adjusted individuals, able to function in society.

The Takalani Sesame radio and television shows have many interesting segments about making friends, solving conflict, self-image and self-esteem, coping with failure, and other topics related to life skills. Discuss life skills with your child and do activities to reinforce these skills. Life skills need to be developed in the following 6 areas:
- Physical
- Intellectual
- Creative
- Emotional
- Social
- Spiritual

Physical Life Skills
Pretty much anything you do with your children will help to develop physical life skills. Here are some examples:
- Help your children to think about what they are experiencing with their 5 senses—colours (sight), music (sound), sweetness (taste), perfume (smell), texture (touch), etc.
- Engage children in physical activities, as you do your daily activities. For example, when preparing food engage children by having them, wash hands, set the table, sort and mix ingredients, wash vegetables, etc.

Intellectual Life Skills
Every time your child has to think, (s)he is developing intellectual life skills. Involve your child in figuring out solutions to everyday problems by using the following techniques:
- Discuss a specific problem with your child.
- Ask your child to suggest possible solutions and the reasons for the solutions.
- Discuss the solutions with your child and, together, figure out which ones may work better and why.
- Encourage your child to ask questions and to suggest problems to discuss.

Creative Life Skills
Help your children to develop creative life skills, by encouraging them to:
- Make models from dough, clay or papier maché.
- Create colourful artworks in with paint, crayons, watercolours or ink.
- Stick different pictures and objects to stick on a page.
- Make masks, costumes and puppets and build their own stage.
- Clap your hands and beat on drums and have homemade instrument bands.
- Tell a story. Make up a rhyme.
- Sing, dance and chant. Act and mime.

Emotional life skills
- Promote a feeling of self worth and achievement in any activity you do with him/her by using praise and encouragement.
- Help your child express, communicate and understand his/her own feelings.

Social life skills
Help your child develop the skills to get along with other people in social situations which include the capacity for cooperation (teamwork), sharing, empathy and instill a sense of belonging.
- Group activities are an excellent way to teach social skills e.g. get your children involved in group chores around the home, group games or team sports, to learn the skill of cooperation, sharing and participation.

Spiritual life skills
Help your child develop spiritually by setting a good example and through discussing and exploring different attitudes, values and beliefs with your child.
- Encourage your child to see other belief systems as being “different” rather than either “good” or “bad”.
- Point out racial or gender stereotypes and prejudices, and discuss moral dilemmas.
- Look at the attitudes and beliefs which underpin the way you behave.
Learning lifeskills at Home

What do children learn by being part of the family?

• They learn that they belong to the family.
• They learn to communicate and cooperate.
• They see that you think they are important and respect them.
• They learn how to make choices and decisions.
• They learn how to plan.
• They feel safe.
• They become more responsible.

What do children learn when they help in the home?

• They learn about safety.
• They practise counting, sorting and measuring.
• They learn how to be organised and how to plan what they will need.
• They are an important and responsible part of the family.

Children learn by being part of the family

• Let them make simple choices.
• When you are planning something, ask for their ideas.
• Tell them when something is going to happen that will affect them.
• Speak to them about their feelings.
• Answer their questions honestly and simply.
Looking after the home

• Let children help you when you cook and clean. They can wash food and sort vegetables. They can help you measure and mix when you bake.
• Young children love sweeping, mopping and washing dishes. Show them how.
• Count with them as you get out plates and spoons for each person who is eating.
• They can help you when you are fixing something or making something.
• Show them how to use things in the house properly.

HIV/AIDS

Takalani Sesame acknowledges that it is vital for South African children to be aware of and understand the issues around HIV and AIDS. Children will learn through the programme basic lifeskills with regard to preventing infection as well as lifeskills to help cope with sickness, loss and death.

Children will be introduced to Kami – a Muppet living with HIV, who is accepted by her family on Takalani Sesame with no prejudice or stigma.

In dealing with HIV/AIDS on the programme, Takalani Sesame aims to:

• Reduce the stigma of HIV/AIDS by fostering respect and caring for people who are infected and/or affected.
• Help children to build self esteem and develop coping mechanisms.
• Break the cycle of silence through a better understanding of the virus and its effects on individuals and communities.

HIV/AIDS Life Skills that you can develop at home:

• Watch and listen to Takalani Sesame. Ask your child what they understand about HIV/AIDS. Clarify misconceptions and misunderstandings (which underlies and could lead to fear and prejudice).
• As a parent, use your judgement to decide how much you tell your children. Remember that young children may not understand the complexities of HIV/AIDS, but need to develop a basic (open and honest) knowledge and understanding. Your children must also feel safe to come to you in order to discuss and clarify issues regarding HIV/AIDS.
• When your children ask you about HIV/AIDS, be sure to give them the simple facts, at their level – help them dispel the myths around HIV/AIDS. Here are 10 facts to assist parents in talking with their young children:
  1. HIV/AIDS is a disease in the blood.
  2. You can’t tell just by looking at someone if they are HIV-positive.
  3. If you are HIV-positive, it does not mean that you are sick. HIV can live inside your body for many years, and you can be healthy and live a normal life.
  4. If you are HIV-positive, it is even more important to keep healthy and strong – eat good foods, wash your hands, get enough exercise.
  5. People can live with HIV for a long time before they get sick.
  6. A positive attitude and hope can improve the lives of those infected with, or affected by, HIV/AIDS.
  7. People with HIV/AIDS need love, friendship and to have fun just like everybody else.
  8. You can’t get HIV from looking at, hugging or playing with somebody who has HIV.
  9. You can’t get HIV from using the same toilet or eating with someone who is HIV-positive.
  10. HIV cannot pass through the skin. If someone’s is bleeding, get an adult to put on a plaster.
Because your child is your most precious treasure, you will do anything to make his or her dreams come true and give them the best chance in life.

But did you know that only 10% of children who finish high school these days will find formal employment in South Africa? That’s why, to give your child a head start in life, with better chances of employment locally as well as internationally, education should be high on your list of priorities.

Here are a few facts and figures to put you in the picture about your child’s future education:

- To attain a B.Com. degree now, your child will need R35 000, excluding residence, books, pocket money and transport.
- A pilot’s licence costs R200 000 today.
- If your child wants to become a musician, be prepared to spend more than R50 000 on a violin, R100 000 on a grand piano or R20 000 on a guitar.

These are current costs. Just think how much you could pay in say 10 years’ time! How much do you have to save? Look at this table:

<table>
<thead>
<tr>
<th>To accumulate R 75 000:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- in 18 years - R130 per month now*</td>
</tr>
<tr>
<td>- in 15 years - R187 per month now*</td>
</tr>
<tr>
<td>- in 10 years - R372 per month now*</td>
</tr>
</tbody>
</table>

*With an investment growth of 10% per annum and an annual increase in contributions.

That’s why an investment from as little as R100 per month in Sanlam’s EduFocus gives you the means to finance your child’s education. EduFocus is more than just a savings plan - it is the foundation of your child’s financial future. Look at the advantages:

- Outstanding growth potential with offshore investment opportunities.
- A benefit that will continue to pay the premiums, should you become disabled or die before the investment matures, so that your child’s educational future is ensured.
- It gives you several options when the policy pays out.
- It provides life cover on your child’s life.
- Automatic premium increases every year ensure that EduFocus returns keep up with inflation.

To make EduFocus the foundation of your child’s financial future, contact your Sanlam adviser or broker or phone Sanlam at 0860 000 121. Alternatively visit us at www.sanlam.co.za or fill out and mail this coupon to Sanlam Effective Parenting, Freepost CB 3388, P.O. Box 439, Sanlamhof 7532.