Five O’clock

Written by: Edgar Belda Jr. Allia Acosta
Illustrated by: Rachel Batislaong
It’s morning! Another day to play with my Teacher and friends.
My Kuya (Older Brother) and I will go to school, while Nanay (Mother) and Tatay (Father) will go to work.

But, why is Tatay the only one ready to go?
Nanay said that my Kuya and I cannot go to school for now, while Nanay will have to work from home.

She told us that there is a virus outside, so we have to stay home. It is called Coronavirus which causes the disease called COVID-19, and Nanay explained it to me and my Kuya.

1. Coronavirus is a virus that sticks to our bodies, clothes, and other things

2. We can get COVID-19 from other people so we have to avoid crowded places
3. We always have to wash our hands with soap and water while singing the "Happy Birthday" song twice!

4. We have to cover our mouths and nose using our elbows when we cough or sneeze.

5. If we really need to go outside, we have to wear face masks or face shields and keep a distance from people.
It’s noon. Lunchtime!

I have to wash my hands first, so I would not get sick. I can also eat by myself.
It is sad that I would not see my teacher or my friends for a while. But it’s okay! I can always play with Nanay, Lola (Grandma), Kuya, Bunso (Baby), and my favorite doll, Maya.
I asked Nanay to play with me. But she said, she has to work after she washes the dishes.

I asked Kuya to play with me. But he said, he still has homework from school.
I was about to ask Lola, but she’s making Bunso sleep. My sister needs to sleep so she would grow bigger.
It’s the afternoon! *Tatay*’s home. I will give him a tight hug!

But he told me I can’t. He said he needed to wash up first because he might have the virus on his clothes.
Why are they not playing with me? Do they not like me anymore?

When they saw me crying, they came to me and gave me a warm hug.
That night, Nanay and Tatay explained our situation to me.

They told me that there will be parts of the day when they have to work, and parts of the day when we can play together.
We made a list of activities we can do everyday and posted it on our wall.

I am excited to try them all tomorrow!
It’s morning again! I am ready for this day!

Time to eat a nutritious breakfast.
Exercise with Maya.

Look at the toy car that I made! What shapes and colors do you see?
It's noon!
I will help Nanay pack away the plates and cups that we used.

Time to play with my Kuya.
This afternoon, Bunso and I will rest.

Upon waking up, Lola will read us a book.
At Five O’Clock in the afternoon, our family is complete. All of us are ready to play together!
Even though we can do many activities at home, this time will always be my favorite because I get to play and bond with my whole family.

How about you? What is your favorite part of the day?
Let’s Try This!

Color the character’s face which shows what you usually feel when you cannot go outside to meet and play with your friends.

Happy
Sad
Worried
Calm
Scared
Angry
Let’s Try This!

What are you feeling today? Look at the mirror and draw what you see.
Guide for Parents and Caregivers

● Talk to your child about COVID-19. Explain this in a way that he/she will easily understand.

● Ask your child what he/she feels with the current pandemic. Tell your child that his/her feelings are valid and that he/she can open up to you with whatever he/she feels. Tell him/her that they are safe and secure.

● Ask your child what he/she enjoys doing during the day. You may draw or list them down in a piece of paper which will serve as a guide for your child and your family.

● Remember to set a time during the day when you and your family can do activities together. Explain to your child that there will be parts of the day when she has to play alone (ex. When you have to work or do household chores) and there will be parts of the day when you can play and do activities together.

● Although this book was written during the time of the COVID-19 pandemic, its story and message can be used in other emergency situations such as disasters or simple situations where your child’s routine is disrupted (e.g. not being able to go to the learning center or play with his/her friends) and he/she is feeling worried and afraid.
About the Authors

Teacher Edgar Belda and Teacher Allia Acosta are both faculty members from the Department of Family Life and Child Development, College of Home Economics, University of the Philippines Diliman. They teach in the Department's laboratory preschool called the U.P. Child Development Center and handle undergraduate classes in the University. They originally wrote Alas Singko (Five O'Clock) as an audiobook to help children and families cope with the sudden home quarantine arrangement brought about by the COVID-19 pandemic. Both teachers aim to help families develop more resilient and responsive parent-child relationships that transcend pandemics and other such situations.

About the Illustrator

Rachel “Cheng” Batislaong is an artist/illustrator from the Philippines. She studied Fine Arts and has worked with an animation company and several advertising agencies. She’s now living her dream of becoming a children’s book illustrator and has loved it ever since. She has illustrated books for clients in the US, Qatar, UK, and Canada. For inquiries, feel free to email her at chengbatislaong@gmail.com.
One day when I woke up, everything suddenly changed in our house. All of us are home. I'm so happy!

But, why is no one playing with me?

This book is recommended for children ages 3 and above

About UNICEF
UNICEF works in the world’s toughest places to reach the most disadvantaged children and adolescents - and to protect the rights of every child, everywhere. Across more than 190 countries and territories, we do whatever it takes to help children survive, thrive and fulfill their potential, from early childhood through adolescence.

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And we never give up.

About the Project
The conversion and enhancement of the contents of the audiobook “Alas Singko” of the UP-FLCD into a print storybook for children 3-5 years old is part of UNICEF's continuous advocacy and support to promote the love for reading among young children for their learning and development. The overall guidance and substantial contributions in enhancing the contents of the story by the UNICEF Education Team with technical inputs from DSWD, ECCD Council and DepED made this initiative a reality.