Ndila dzi leluwaho dza u anetshela vhana zwitori


Mbuyelo dza u anetshela tshitori

- Musi vhatho musi vha tshiṱori tshiṱori, zwi tshivwedza vhana uri na vhone vha anetshela zwitori.
- Zwiṱori zwi funza vhana ngudo dza vhutshilo. Zwi vha tshuda u guda nga ha lufumlo, vivho, vhutshulo, vhunzi na vhunzi.
- U anetshela zwitori zwitori tshiṱhorudza mihumbulo ya vhana na u shumisa havho hamboro. Heswi zwi vha lusigisela uri vha bevelile takulikule.
- Zwiṱori zwi nga thanganyana vhana na frethu hu re kule, zwiṱhirwe zwi sa fani na vhutshilo ha vhathu vha sa ahu vusia vha vha vhana. Heswi zwi funza vhana vhutshilo vha nhango u sa frethu mibulo, u ditshikufhazda na u pfesesa.
- U anetshela vhana zwitori zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwi vha vhuna vha vha unzhi ma mubvumhela.
- U anetshela zwitori zwi inqaba zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwi vha zwiṱhirwe zwi zwi zwiṱhirwe zwi zwiṱhirwe zwi zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwiṱhirwe zwi zwi.localStorage.setItem tytuł); {Reserved for Future Use}.

Benefits of storytelling

- When caregivers tell stories to children, it motivates the children to tell stories too.
- Stories teach children life lessons. It helps them to learn about love, jealousy, kindness, good and evil.
- Storytelling grows children's imaginations and their use of language. This prepares them for success at school.
- Stories can connect children to faraway places, different times and to the lives of people they've never known. This teaches skills like patience, humility and understanding.
- Sharing stories about your own childhood experiences helps your children connect with you and helps you to connect with them.

How do I start telling stories?

- Start with simple, short stories that you know or make up a story.
- Choose stories that will interest your children and that suit their ages. Ask them which types of stories they like.
- Create a collection of stories to tell. Go to www.nalibali.org/stories for hundreds of free stories in all South African languages.
- Practise telling a story until you know it well. For tips on telling stories, see Create pictures in your children's minds below.

When you enjoy telling stories, your children will enjoy listening to them!

Create pictures in your children's minds

- Shumisani mafipi a takadzaho na a palushidhaho zwitwivhurwini, u balusa nyito na frethu.
- Shumisani mibonalo dza tshifhauthwo, dza nhango u sinyala u sumbedza njilda ye mubvumbedzwa a sinyuwa ngayo.
- Shumisani ngadhado, thumudzani zwanja u sumbedza vhulapfu ha miri. Ngadhado dza tshuda vhana uri u hambule takulikulikule u takadzaho na u pfesesa kwekwevho.
- U shandu shandukiso ili ni nga ambele fhsisi nga ili jio vuchepa u sumbedza mubvumbedzwa a re na ntho ka nxa u ambele nthu nga ili jio denya u sumbedza mufuta u re musvronja.
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Sikani zwifanyiso mihumbuloni ya vhana vhanu

- Shumisani mafipi a takadzaho na a palushidhaho zwitwivhurwini, u balusa nyito na frethu.
- Shumisani mibonalo dza tshifhauthwo, dza nhango u sinyala u sumbedza njilda ye mubvumbedzwa a sinyuwa ngayo.
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An unexpected adventure on pages 7 to 10 is a wordless picture story. Use the pictures to tell the story in your own words.
Vhupo ndi ndunzhe-ndunzhe ya zwimela na zwivhumbiwa zwi tshila ho zwi shumisana nga zwoṱhe na zwabezwa zwi muṅwe a zwi vhupha. Zwenezwi nge zwi mafundo yana nga takadza noṱhe. Nga murahu ha zwenezwo hu nga fahunda o nhone ho fhamba- 
the u vhuyedzedzwa uri vhupo vhu dovhe zwi na mutakalo wavhuṅi.

Humbulani nga hezwi:
Kha ni ri dzidzai (mufuda ya zwimanga zwihulwane) dzai a ngalangala Kruger National Park (huhe ha vha vhupha)? Nga muhunganyana, hu do vha na phala na mibi nchu vhukuma. Zwenezwidzi zwi uri vhu dzule zwi na zwi ita uri zwipuka zwi sihlo ho fhamba- 
the u vhuyedzedzwa uri vhupo vhu dovhe vhu vhe na mutakalo wavhuṅi. Zwi nga zwi a takadza zwi vhupha. Nga zwenezwi, arali hu na zwipuka zwi si gathi zwi muṅwe mufuda kana arali zwi siho kha vhuṅi, zwenezwi zwi siho kha vhupo zwi siho zwi vhupha ho fhamba-

Ndi nga thusa hani?


How can I help?
1. Spread the message to friends and family. Ask an older family member to post comments on Twitter, Facebook, Instagram, WhatsApp and other social media apps about the importance of wildlife. Or make a poster to display at your school or library.

2. Talk about it! Debate issues about wildlife at school.

3. Through your school raise funds and donate it to a dependable organisation that helps wild animals.

How to use our stories in different ways
1. Tell the story to your child. Read and practise telling the story. Then use your voice, face and body to bring the story to life.

2. Read the story to your child. Talk about the pictures. Ask, “What do you think happens next?” or “Why do you think the character said or did that?”

3. Read the story with your child. Take turns to read the story together. Don’t correct their mistakes, and only help if they ask for it.

4. Listen to your child read. Listen without interrupting. Say that you enjoy hearing them read aloud to you.

5. Do the Get story active! activities. This should be fun for you and your child.

Celebrate World Wildlife Day – 3 March!
Wildlife plays an important role in keeping different ecosystems of the world healthy and beautiful. This year, the theme for World Wildlife Day is Recovering key species for ecosystem restoration. That may sound complicated, but it simply means that every animal in an ecosystem plays an important role in keeping that ecosystem healthy. So, when there are too few animals of a certain species or if it is missing from an ecosystem, that species must be brought back so that the ecosystem becomes healthy again.

An ecosystem is a network of living plants and creatures that interact with each other and their environment in a balanced way that keeps all the parts healthy.

Think about this:
Imagine that the lions (a species of big cat) disappeared from the Kruger National Park (which is an ecosystem)! Soon, there would be too many buck and zebras. They would eat so much grass that the ground would become bare in places. Then the soil would wash away when it rained. This would be bad for the plants and all the animals and insects!

How to use our stories in different ways
1. Tell the story to your child. Read and practise telling the story. Then use your voice, face and body to bring the story to life.

2. Read the story to your child. Talk about the pictures. Ask, “What do you think happens next?” or “Why do you think the character said or did that?”

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5. Do the Get story active! activities. This should be fun for you and your child.
Celebrate women and poetry in March!

On 8 March, people all over the world celebrate International Women’s Day, and on 21 March it is World Poetry Day. Let’s put the two together and write a poem to celebrate women!

a) On a sheet of paper, write down all the words or phrases you think of when you hear the word “women”.

b) Choose which of these words or phrases you want to use in your poem.

c) Each line of your poem has to start with a letter from the word WOMEN. For example, you could write “Mothers to living things” on the line that starts with the letter “M”.

W
O
M
E
N
d) Add in any other words you need to complete your poem.

e) Give your poem a title.

f) Read your poem aloud to an important woman in your life, like a mother, gogo, sister or aunt!

You could also write a poem for Human Rights Day, the start of autumn, World Water Day or about any other topic that is important to you!

Send your poems to us and stand a chance of having them published in the Nal’ibali Supplement! Email them to stories@nalibali.org and remember to put “Poetry Nal’ibali Supplement” in the subject line. Or post them on one of our social media sites – Facebook nalibaliSA or Twitter and Instagram @nalibalisa.

Grow your own library.
Create TWO cut-out-and-keep books

1. Take out pages 5 to 12 of this supplement.
2. The sheet with pages 5, 6, 11 and 12 on it makes up one book. The sheet with pages 7, 8, 9 and 10 on it makes up the other book.
3. Use each of the sheets to make a book. Follow the instructions below to make each book.
   a) Fold the sheet in half along the black dotted line.
   b) Fold it in half again along the green dotted line.
   c) Cut along the red dotted lines
This story is an adapted version of Are antbears real?, published by Cadbury in partnership with Nal’ibali as part of the Cadbury Dairy Milk #InOurOwnWords initiative. Each story is available in the eleven official South African languages. To find out more about the Cadbury Dairy Milk #InOurOwnWords initiative titles go to https://cadbury.one/library.html

Are antbears real?

Lesley Beake • Tamsin Hinrichsen

Get story active!

★ What is your favourite wild animal? Draw a picture of it. Write the name of the animal under the picture or ask someone to help you do this.
★ Can you use the information in the story to write a “true” and “false” list about antbears?
★ Use clay or playdough to make an antbear.
★ Act out the conversation between Samuel and Maryanne in the part of the story before they get to the library.

Mbilalusunzi ndi dza vhukuma?

Lesley Beake • Tamsin Hinrichsen

Mbilalusunzi ndi dza vhukuma?

Lesley Beake • Tamsin Hinrichsen

Nal’ibali is a national reading-for-enjoyment campaign to spark and embed a culture of reading across South Africa. For more information, visit www.nalibali.org.

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School is finished. It is time to go home. Samuel and Maryanne are walking along, walking along.

"Are ant bears real?" Samuel asked Maryanne.

"Yes."

"Are they ants?"

"No."

"Are they bears?"

"No."

"Are they ants again?"

"Yes."

The children are walking along, walking along.

"Are ant bears big?"

"Yes."

"Are they strong?"

"Yes."

Samuel and Maryanne are walking along, walking along.

Samuel na Maryanne vha khou tshimbila u ya hayani. Samuel o humulesa. U khou humbula nga mbilalusunzi. U khou khou tama a tshi nga mbilalusunzi.

"Maryanne?" u a amba.

"Ee?"

"Ri nga dzidza u svika thandu na u toda thamulikizvo? Ri nga dzidza toshirira u vhona a tsho nga mhabalasunzi? Ri nga thamulikizvo u henzi mhabalasunzi?

"Ee."

"Ri nga dzidza u vhona a tsho nga mhabalasunzi? Ri nga thamulikizvo u henzi mhabalasunzi?"

"Hai."

Samuel na Maryanne vha khou tshimbila vhoṱhe. Žavana u suma tsana tshihamba. Hu na luswayo kha tshihamba. LAHURARI.

• Ant bears are big – bigger than most dogs.
• Ant bears eat ants and other insects.
• Ant bears make their homes under the ground.
• Ant bears are good at digging.
• Ant bears live in the grasslands of Africa.
• Ant bears have no teeth.
• Ant bears are also called aardvarks (which means earth-pigs).
• Ant bears only come out at night.
Get story active!

- Make up names for the boy and his mother on pages 2 and 3. Where do you think they’re going?
- Where did the boy go on his adventures? Which of those places do you like best?
- Why did the boy go to these places in his adventures? Look at pages 12 and 13 for a clue.
- Page through the booklet again and tell the story in your own way.

Itani uri tshitiri tshi nyanyule!

- Irani masirana mutukana na mme ahe vha ne kha masiati 2 na 3. Ni vhona u nga vha khou ya ngafih?
- Mutukana o ya ngafih kha nyendo dzawe dza vhutumbuli? Ni funesa ngafih kha fethu he a ya hone?
- Ndi ngani onyo mutukana o ya herexho fethu kha nyendo dzawe dza vhutumbuli? Lavhelesani masiati 12 na 13 uri ni wane phindulo.
- Dovhanyo vha masiati a tshibugwana ni anetshelana bhemetsho tshipiri nga ngila yaŋu.

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Nal’ibali ndi fulo ḽa lushaka ḽa u vhalela u ḓiphina u itela u karusa na u ṭahuvela njiswela ya u vhala kha jothe ja Afikie Tshipembe. U wana måfhunga nga vhutjalo, dealtela www.nalibali.org.

An unexpected adventure

Emma Bosman • Carina Jooste • Nadene Kriel

Ideas to talk about: Read the story title. Have you ever been on an unexpected adventure? Where did you go and what did you do? Look at the picture on the cover. Why do you think there’s a big open book in the picture?

Zwine ha nga ambiwa nga hazwo: Vhalani tshiṱo ho tshi tshiṱo. No no vhuya na ya huwe fethu na tumbula zwithu zve na vha ni songo zve lavhelesa? No vha no ya ngafih nhone no ta mini? Lavhelesani tshifanyiso tshi re kha gwati. Ni vhona u nga ndi ngani hu na bagu khulweyo yo vulwaho kha tshifanyiso?
Samuel and Maryanne are walking home. Samuel is very quiet. He is thinking about ant bears. He is thinking about all the things he knows about them. He is wishing he could see an ant bear. “Maryanne?” he says. “Yes?” “Can we stay up late and look for ant bears? Can we take a torch and go and see if there are any ant bears around here? Can we find out if there are any ant bear holes where they live? Can we? Can we?” “No.”
The children are walking along, walking along.

“Will they eat us?”
“No.”
“What do they eat?”
“Ants.”

The children are walking along, walking along.

“Do ant bears live in trees?”
“No.”
“Do ant bears fly like birds?”
“No.”

Samuel is thinking. The kind man makes a photocopy of a picture of an ant bear. He gives it to Samuel. Samuel is still thinking.

“Ant bears only come out at night,” Samuel says.
“Yes.”
“So how do we know about them?”

The kind man smiles.

“Researchers watch them very carefully. People set up cameras to take pictures of them at night. People write books that tell us all about them.”

Samuel thinks about that.

“But how do children know about ant bears?”

“They ask questions!”

Samuel is thinking. Munna wa u ita khophi ya tshifanyiso tsha mbilalusunzi. A i nea Samuel. Samuel u kha ḓi elekanya.

“Mbilalusunzi dz i bva vhusiku fhedzi,” hu a amba Samuel.

“Ee.”

“Zwenezwo ri ķivha hani nga hadzo?”
Munna wa u luga a mwemwela.

“Vhatodisisi vha dz i lavhelela nga vhuronwane. Vhathu vha vhea khamera uri dz i dzhie zwifanyiso zwadzo vhusiku. Vhathu vha ķwala bugu dzine dza ri vhudza nga hadzo.”

Samuel a humbula ngazwo.

“Fhedzi vha vha ķivha hani nga mbilalusunzi?”

“Vha vhudzisa mbudziso!”
All humans have a right to dignity!

Dignity is valuing and respecting each person, no matter who they are.

The Bill of Rights can only be changed if 67% of the members of Parliament and at least six of the nine provinces vote for a new Bill of Rights.

Ho itea mini nga ja 21 Thafamuhwe?

Nga ja 21 Thafamuhwe 1960, tišigwada tišihulwane tsha vrhama vha Afurika Tshipembe vha vrhama, vrhumakadza ra vrhama vho kuvhanganana nga ha tiši tiši tsha mahphoša nga Sharpeville vha tiši khou gwatalabela milaya vho basa. Milay vho basa yo vho tiši amba uri tišihinga tiši vrhama vha vrhama vha te vho tišibiza vho tsho hanambiti (a thendelo (kana bugu rebaluda) jo tshiwatwabo uri vrhama ngyi dzula ra u shuma dorobori. Vrhama vha zv zigidi vho ya tišihishiri tsha mahphoša vho songo fara bugu rebaluda dzakho nhone vho vhudzidza mahphoša uri vho fara vhodze. Mahphoša vho vhudzidza tišeneti tshi tišigwada uri tiši juwe, nga munhu vho vho fahadzela nga gese i biviso nhombo ra u vho tiši vhuva. Ho vhudzidza vrhama vha 69, ha huva ha vho vhitho 180. Vhunzi hani vhu va Nhlanhlo yinhuva, huvhala, kana u tshikugutira u tshira.

Why is Human Rights Day important?

Human Rights Day is a reminder of how important it is to protect the rights of all humans regardless of their race, gender, religion, nationality or sexual orientation. We commemorate it on 21 March to remind us that many people gave up everything that they had, including their lives, for South Africa to be a free, democratic country where every person is treated with respect and dignity.

U sumbedzadzina muthu tshirunzi asi u mu dzhiela nga ha u mu tshimhina, hu sa londwi zwine a vha zwone.

Vhathu vhothe vha na ndugelo ya u sumbedzadzina tshirunzi!

What happened on 21 March?

On 21 March 1960, a large crowd of black South African men, women and children gathered outside a police station in Sharpeville to protest the pass laws. The pass laws meant that black men always had to carry a permit (or passbook) that said they could live and work in an urban area. Thousands of men went to the police station without their passbooks and called on the police to arrest them all. The police ordered the crowd to leave, then sprayed teargas and shot bullets into the crowd. Sixty-nine people were killed and more than 180 were wounded. Many of the victims were shot in their backs while trying to run away.

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Lḥwe ḡuṱha, kale-kale, Ndau yo khethiwa uri i vhe khosi ya ḡakan. Nga jenelo ḡuṱha, Mbiḡi ya kuvhanganya zwipuka zwoṱhe, ya ri, “Kha ri ite tshimima ri pembelele khosi yashi nthswa.”

“Ndi muhumbulo wavhuḓi hoyo,” ja ralo Didingwe. “Ndi vhona u nga Ngweṋa ndi yone ine ya tea u tshina na khosi nga ḡuṱha ja tshimima.”

“Ndi ḽanga jenelo,” hu amba Tswina. “Fhedzi arali Ngweṋa i kuvhangana zwipuka zwoṱhe, ya ri, “Kha ri ite tshimima ri pembelele khosi yashi nthswa.”

Zwipuka zwoṱhe zwa tendelana na Tswina. Lukanda lwa Ngweṋa lwo vha lu tshi hwasa namhono lu sa penyi. Yo vha i tshi tea u ṱamba mulamboni uri lwapho tshina lu kune na u penya uri i kone u tshina na khosi nthswa.

Fhedzi Ngweṋa ya khuvhe ya tou dadadza tshoṱhe. “La da hafha ji a kovhela, ndi nga si ṱambe mulamboni nṋe limi!” ya ralo Ngweṋa i tshi khou gungula. “A thi athu vhuya nda dzhena mulamboni na luthihi. Nahone a thi koni na u bambahela!”

Fhedzi a hu na tshipuka tshe tsha tsheshelesa Ngweṋa. Zwipuka zwoṱhe zwo mbo gi ṱuwa zwa livha mahayani azwo.

Ngweṋa ya sala i yoṱhe yo sokou duu. Ya vhilaedziswa vhukuma nga ja uri vhopho vha ḡo i sea arali i sa koni u bambahela. Zwo vha zwi tshi tshi konadza hani uri lwapho tshina lu kune na u penya arali ya sa ṱamba mulamboni? Ndi izwi-i a tshi luka mazano. “Ndi ḓo ya mulamboni vhukuma musi vhopho vho eḓela. Arali nda ṱa zwelwe a hu na ane a ḓo mbona musi ndi tshi khou lingedza u bambahela.”

Honoho vhukuma musi zwipuka zwoṱhe zwi ṱuwa, Ngweṋa ya theutshela mulamboni. Yo vhona u nga a hu na ane a koni u vhona, fedzi yo vha yo hangwa uri Gwitha yo vha ji sa edjel vhukuma! Gwitha ja lavhelesa musi Ngweṋa i tshi dzula maḓini. Lukanda lwapho tshina la kha ḡi hwasa namhono lu sa penyi na luthihi.

“Hai, na luthihi, zwi nga si ḡe!” hu fhindula Ngweṋa. “Nhahone arali mubhe wu vhawe a sendela hafha tshina na mulamboni, ndi ḍo mu zhongondedza. No ntsinyusa zhuhula vhawe noṱhe.”

Ndi ngazwo u vhawe na ṱamwe na ḳhwe mulamboni i tshi dzula maḓini. Lukanda lwapho tshina la ḍi hwasa namhono lu dzula yo sinyuwa zhuhula. Zwipuka zwoṱhe zwi ḍo sendel i luthihi tshina nayo. Zwi ofha uri Ngweṋa i ṱo zwi zhongondedza!
One day, long ago, Lion was chosen to be the king of the forest. That day, Zebra gathered all the animals and said, “Let’s have a party to celebrate our new king.”

“What a good idea,” said Leopard. “I think Crocodile should be the one to dance with the king on the day of the party.”

“I agree,” said Lizard. “But if Crocodile is going to dance with the king, he should bathe in the river so that his skin is clean and shiny, just like mine.”

All the animals agreed with Lizard. Crocodile’s skin was much too rough and dull. He needed to bathe in the river so that his skin would be clean and shiny for his dance with the new king.

But poor Crocodile didn’t agree. “I can’t bathe in the river!” cried Crocodile. “I’ve never been in the river before. I don’t even know if I can swim!” But none of the animals listened to Crocodile. They all left the meeting and went home.

Crocodile was all alone. He was very worried that everyone would laugh at him if he could not swim. How would his skin become clean and shiny if he could not bathe in the river? Then he thought of a plan. “I will go to the river at night when everyone is sleeping. Then no one will see me try to swim.”

That night, while all the animals were sleeping, Crocodile went down to the river. He thought no one was watching, but he forgot that Owl was awake at night! Owl watched as Crocodile slid cautiously into the river and learnt how to swim. But Owl did not make a sound.

Finally the day of the party arrived. All the animals gathered at the meeting place. “Does anyone know where Crocodile is?” Lizard asked looking around. “I hope he is clean and shiny for his dance with the king.” But no one knew where Crocodile was.

Then Owl said, “I think I know where he is. Follow me!”

All the animals followed Owl as she flew towards the river.

At the river, they found Crocodile looking angry and miserable. He had been in the river for days, but his skin was still rough, and not shiny at all.

“Please get out of the river,” shouted all the animals. “The party is about to begin and you have to dance with the king!”

“No, I won’t!” answered Crocodile. “And if anyone comes near the river, I will eat them. You have all made me very angry.”

And that is why, to this day, Crocodile lives in the river. His skin is still rough and he is still very angry. And none of the animals go near him. They are all too afraid that Crocodile might eat them!

Get story active!

⭐ Crocodile was afraid that the other animals would laugh at him, so he went to the river alone. Do think it’s a good idea to go somewhere alone without telling a friend or family member where you will be?

⭐ Why was Crocodile angry at the other animals? Do you think that he had a good reason to be angry? Why is it not good to stay angry with others for a long time?
Sikani zwitòri zwanu ni zwi anetshele!
Ni tea u va na zwitòhu zwi tevhelahó:

- zwifanyiso zwa magazini dza kale na guranna
- zwitòhu zwitòjuku zwi ngaho mathehoga, zwipidzwa pulasìjiki/kubatsa kana gumirubu
- zwígeró na gulu
- khadiobogisi kana mabogisi
- pulasìjiki li sa vhonadzi

Create and tell your own stories!
You will need:

- pictures from old magazines and newspapers
- small objects like feathers, bits of plastic/material or buttons
- scissors and glue
- cardboard or cereal box
- a bag

What to do:
1. Cut pictures and words out from magazines and newspapers that might make a story interesting. Using the glue, stick them onto cardboard. Look for small objects that you could include in a story.
2. Place the pictures, words and objects into the bag.
3. If only one child is doing the activity, ask them to close their eyes and to take out five items from the bag. They must then use these items to build their own story. You can write down the story your child tells you and then read it together afterwards.
4. If a group of children is doing the activity, let them sit in a circle. Give one of the children the bag and ask them to select an item from the bag and start the story with the item they chose. Pass the bag around the circle so that each child has a chance to choose an item and add to the story. Write down the story that the children tell and then read it back to the group afterwards.

Zwine na nga ità:
1. Gerani zwifanyiso na mafiri kha magazini na gurannà zwine zwà nga ità uri tshiṱòri tshi takadze. Zwi namhlabedzini kha khadiobogisi nga gulu. Tojàni zwitòhu zwitòjuku zwine na nga zwi kateła kha tshiṱòri.
2. Vheani zwifanyiso, mafiri na zwishumiswe kha pulasìjiki.
3. Anài wonomyo muzhumo u tshi khou iwa nga nwhwana mvunhi, nu hambeleni uri a bonye mafiri, a dzibh zwitòhu zwine kha pulasìjiki. U tea u shumiswe zwenono zwitòhu u sika tshiṱòri tshewà. Ni nga kha di rwala tshiṱòri tshiwine nwhwana wà a ni anetshela tshone na nthone nga murahu na tshi vhala ndizhe. Anài wonomyo muzhumo u tshi khou iwa nga tshiṱòwanda tshi vhana, vha hambeleni uri a ilo dzhunga. Nhènìi muvhwe wa nwhwana vhana pulasìjiki ni mu humblelu uri a dzibh tshiṱòri kha pulasìjiki nthone a tshone u anetshela tshiṱòri nga tshiṱòhu tshihe a tshi khetha. Vhana u tea u nhènìi jenenjo pulasìjiki uri muvhwe na muvhwe u tshiṱòhu tshone a tshi tshone a tshone u engedza kha tshiṱòri. Nhènìi tshiṱòri zwine nwhwana vhana vha zwi anetshela nga murahu ni vha vhalele zve vha rwala.