Build your baby’s brain!

Reading together is an effective way for parents and their babies to bond and get to know each other. Reading together also develops the baby’s or toddler’s brain and prepares their minds to have big thoughts and ideas to help them succeed in the world!

GO TLOGA A TSHOLWA GO FITLHA MO DIKGWEDING DI LE 6

1. Leka go dirisa dibuka tse di nang le ditshwantsho tse dikgolo, tse di sa raramang, kgotsa dinpe tsa dikhatho tsa masea.
2. Go finithla masea a ligo ka raleka ka boone, go botoka go ba hango mo diraeng meloeta ya one e baaple le waera mme e tshwetse buka mo pele go one.
3. Go boletsa dilo le go mo le dithaloganyo ya ka meltha go dira gore masea a itshwelo a bafetselegi, ka plo a ka buva buka e a tshwetrang ganbantsa! Go o tloko gore ka meltha a buise se se kwadi lekeng mo bukeng. Bua le tseesa ta gago mme e dirisa buka ka ka laetseleng.

DIKGWEDI DI LE 6 GO YA GO DI LE 12

1. Go foga go dikgwedi di le tlhataro, masea a le maite a simoleta go tsa ya tse dira, mophoro wa le mafoko le go amape ka bota le go riya mo le tshwartereng. Mme gape a simoleta go tšetšetši dibuka tse di nang le tšwalaro le tšpino tsa tshwalo tsa tšwalo ka boone. Bua le tshwetse mme e bue ka e se boma ng mo ditshwantsho. Tšhatsa mma mme e supo dirisa tse dilo le tšlako. Dira mophoro ya dilo tse dilo mo bukeng.
2. Dibuka tsa tšana tsa khabora a tsho le dibuka tsa tšetsela di terrorism di ba tsekela go tšvekela ka bobone. Dibuka teno di ka tšhaluona, tša tšgwrego go le tšhaluona fotsa fotsa ka gore go ditso enye! Gopotse gore go tšhaluona gore masea a tšhalelelele dibuka – le tšhaluona la gore lese ka gago a meda.
3. Masea a a tseeng a golela go sekaenya o rata dibuka tse di nang le memore, ditshwantsho tse di bolalelelela go a tšhelo tšebe le e enang le mophoro. Mme gape a simoleta go tsa ya tšaga ka gore go se dira go bukeng, jaaka go supe dilo tse di mme tsebelegi lehatla go leka le gape tšhelo tšebe.

NGWAGA GO YA GO DINGWAGA DI LE 2

1. Mo na kong na ena, baqarana jwa ngwana wa gago jwa go tšhalaganyo le go dirisa pu bo atsei le tšhato. Le fa ba sa mela bo lo tšmelelele dibuka tsa ba fa ba ne ba le mo ngwagang wa bone wa nitha, ba rata gape go utsha manane a ama ba tšangwe, a tšhaluolu le dilo tse di tšwelelegi. Tse di diraeng tlela le lela se tsetsi.
2. Leka go beela leka foko dibuka tse di kgetheleleng lela lela lela se buela leka foko dibuka tsa ba fa ba ne ba le mo ngwagang wa bone wa nitha, ba rata gape go utsha manane a ama ba tšangwe, a tšhaluolu le dilo tse di tšwelelegi. Tse di diraeng tlela le lela se tsetsi.

BIRTH TO 6 MONTHS

1. Try to use books that have big, simple pictures or photographs of babies’ faces.
2. Until babies can sit on their own, it’s easiest to put them on your lap with their back against you and to hold the book in front of them.
3. Repetition and routine make babies feel secure, so you can read the same book over and over again! You don’t always have to read what is written on the pages. Talk to your baby and just use the book as a guide.

6 TO 12 MONTHS

1. From about the age of six months, most babies start to recognise the appearance, sound and touch of familiar people. They also start to enjoy books that have songs and rhymes in them. Read the words and talk about what you see in the pictures. Name and point to some of the objects and colours. Make the sounds of objects in the book.
2. Board books and cloth books work best when you allow babies to handle the books on their own. These books can be chewed, pulled and thrown about without breaking! Remember that chewing books is normal for babies – it’s a sign that your baby is teething.
3. Older babies enjoy books with flaps, pop-ups and sounds. They also begin to get more involved with what is going on in the book, like pointing to things on the page or trying to turn the page.

1 TO 2 YEARS

1. By now, your child’s ability to understand and use language has increased dramatically. Although they will still enjoy the books from their first year, they also like to hear stories about other children, animals and familiar, everyday experiences.
2. Try to set aside special times each day to read with your toddlers, as this helps them learn that reading is something fun to do!
Nna le boithamedi!

Dira dibuka tsa ditshwantsho tse bana ba kgonang go di tshwara

O ka kgonang go dira diatla tsa gago gakimatsa dibuka tse di rang le ditshwantsho tse a kgonang go di tshwara. Fa o di tshwara di utlwala ka ditsele tse di farologaneng e bile o kgonang go utlwa le methalo e e farologaneng e e tla dirang gore ngwana a tswelele a kgotlhoega fa a ninse a phetlha (go tshamakékotša) buka. Dibuka tsa bana tse a kgonang go utlwa gore ditshwantsho di utlwala yang fa o di tshwara di dira gore bana ba kgone go nna le seabe mo go se sa se thutang. Mme gape ke didirisiwa tse di maatla mo baneng ba dilifu le ba ba sa kgoneng go bana sentele.

Get creative!

Make a touch and feel book

Touch and feel books can be explored with your hands. They have different surfaces and patterns that will keep a child interested as they page through (and play with!) the book. Touch and feel books give children a more interactive learning experience. They are also a powerful tool for children who are blind or have limited sight.

Some of the benefits of touch and feel books (or tactile books) are:

1. They get young children excited about reading books.
2. They help your child to focus and follow along with simple words and concepts.
3. They teach your child about words and their meanings. For example, they can learn the word “rough” by touching a rough surface to understand the meaning of the word.

Make a simple touch and feel book for your toddler:

1. Plan to use a short, simple idea on each page of your book. This book can feature six different textures: rough, smooth, bumpy, wrinkly, soft and hard.
2. Each page should only have ONE thing that feels different to the paper of the book.
3. Paste the paper onto thin cardboard, like cereal box cardboard. The pages will be thick, so make each page separately and stitch/staple the pages together.

You can use another idea to make your own book. For example, a book about shapes.

Direla ngwana wa gago yo monnye buka e e sa raraanang ya ditshwantsho tse a ka kgonang go di tshwara: A seno ke mogatla wa mmutla?

1. Ikemisetse go dirisa kgopolo e khutshwane, e e sa raraanang e o ka e diriseng mo tsebeng ingwe le rinwe ya buka ya gago. Buka eno e ka mma le ditsele tse theatro tse di farologaneng tse e ka utlwala kgongo ya yone ka e tshwara go ka utlwala le gogweta, borethe, mangope, go sosobana, tse di boleta le tse di thuta.
2. Tsebe rinwe le rinwe e tshwanetse go nna le selo se le SENGWE fela se se utlwadeng se farologane le pompri ya buka.

1. Plan to use a short, simple idea on each page of your book. This book can feature six different textures: rough, smooth, bumpy, wrinkly, soft and hard.
2. Each page should only have ONE thing that feels different to the paper of the book.
3. Paste the paper onto thin cardboard, like cereal box cardboard. The pages will be thick, so make each page separately and stitch/staple the pages together.

You can use another idea to make your own book. For example, a book about shapes.
Bona ditshwantsho tsa mainane ka leitlho la mogopolo

Fa re tlotlela mongwe mainane kgotsa fa re reeditse mongwe yo o re tlotlelang mainane, go ka tswa go se na ditshwantsho tse di bontshang gore go diragalang eng mo leinangeng. Mme re ka dirisa mofoko le meudmo ya one go tlhama ditshwantsho tse leinane mo megopolong ya rona. Seno ke sengwe se bana ba ithutang go se dira fa ba simolola go ipuisetsa ka bobone.

Go na le ditseta tsa ka tsone o ka tshang bana ba gago go oketsa tseka ya bone ya ga bona dilo ka leitlhgo la mogopolo. Go oketsa tseka ya bone ya ga bona dilo ka leitlho la mogopolo go ba thuza go itumelela le go tlhaloeng tsa bone a ba utlwang kgotsa ba a buising botoka. Mme gape go ba ba thuza go kwalu mainane a a botoka. Ka dinaka tse dingwe, fa o sena go tlokoeng kgotsa go buise tlokoeng e e leletseng ya molala, ya leleka kgotsa ya sengwe se se mo leinangeng, emo go sekae mme o dire ringwe ya dilo tse di lateleng:

1. Bolelela ngwana wa gago leinane. Busa o bo o ithapisietsa go bolela leinane. Dirisa lentswe fa gago, sefatlhego le mmele go dira gore leinane e nne la mmatota.

2. Buiseetsa ngwana wa gago leinane. Buiseetsakgotsa buisa tlokoeng gape go ba thuza go tlhama ditshwantsho mo megopolong ya bone.


4. Retsa ngwana wa gago a buisa. Reetsa kwanle go ga mo tana mo ganaeng. Ba bolelela kgotsa go tumelela fa o ba utlwang ba go buiseetsa tla ga u leba.

5. Dirisa ditse tsa Nna le matlhagatlhaga a leinane! Seno e leletseng go nna sengwe se wena le ngwana wa gago lo se itumelela.

When we tell stories or listen to someone else tell stories, there may not be pictures to show what is happening in the story. But we can use the words and their sounds to create pictures of the story in our minds. This is something that children learn to do when they become independent readers.

There are ways to help your children to build their imaginations. Building their imagination helps them to enjoy and understand stories that they hear or read better. It will also help them to write better stories. Sometimes, after you have given or read a detailed description of a person, place or thing in a story, pause and do one of the following activities:

- Ask your children to close their eyes and try to “see” what you have just described. Retell or reread the description to help them form pictures in their mind.
- Ask your children to draw pictures of what you have described. While one parent or caregiver tells or reads a story, the other parent or a relative can help younger children to draw their pictures.
- Draw what you imagine from the description. Encourage your children to explain how their mental pictures are the same or different to what you have drawn.
- Ask your children to tell you what they see, hear, taste and smell when they listen to the description.

The whole family can enjoy these activities together!

Kafa o ka dirisang mainane a rona ka ditseta tse di farologaneng ka gone

1. Bolelela ngwana wa gago leinane. Busa o bo o ithapisietsa go bolela leinane. Dirisa lentswe fa gago, selatlongo le mmele go dira gore leinane e nne la mmatota.

2. Buiseetsa ngwana wa gago leinane. Buiseetsa kgotsa buisa tlokoeng gape go ba thuza go tlhama ditshwantsho mo megopolong ya bone.


4. Reetsa ngwana wa gago a buiseetsa. Reetsa kwanle go ga mo tana mo ganaeng. Ba bolelela kgotsa go tumelela fa o ba utlwang ba go buiseetsa tla ga u leba.

5. Dirisa ditse tsa Nna le matlhagatlhaga a leinane! Seno e leletseng go nna sengwe se wena le ngwana wa gago lo se itumelela.

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.

See pictures of stories in your mind

There are ways to help your children to build their imaginations. Building their imagination helps them to enjoy and understand stories that they hear or read better. It will also help them to write better stories. Sometimes, after you have given or read a detailed description of a person, place or thing in a story, pause and do one of the following activities:

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2. Ask your children to draw pictures of what you have described. While one parent or caregiver tells or reads a story, the other parent or a relative can help younger children to draw their pictures.

3. Draw what you imagine from the description. Encourage your children to explain how their mental pictures are the same or different to what you have drawn.

4. Ask your children to tell you what they see, hear, taste and smell when they listen to the description.

The whole family can enjoy these activities together!
6. Place the pages together and staple along the black dotted line. The other pages.

5. Put the story champion supplement to good use! It will help your family to really appreciate having books to read. Draw a picture of Zak Yacoob and then write questions that your family would like to ask him in speech bubbles in the picture.

4. Take photographs of you and your children enjoying a World Book Day activity and post them on Facebook, Instagram or Twitter using the hashtag #WorldBookDay. We’d love to share what you did with others on our Facebook page or in the Nal’ibali supplement!

3. Set out some paper, pencil crayons and koks, and ask older children to create their own picture books. Encourage them to read their books to younger family members. Or make a touch and feel book for very young children (see page 2).

2. Read a story to your children and then encourage them to make models of the characters using playdough or clay. Get the whole family together to use the models to retell the story or tell your own stories!

1. Get very young children involved in World Book Day. Find books that have traditional rhymes and songs for babies and children in your home language and share them with your children.

6. Have a family challenge to see how many books each of you can read in a week. Nal’ibali has a Story Champions competition that runs every quarter. Go to https://nalibali.org/story-champion to join in the fun!

5. Lo le lelapa, ipheng nako ya go buisa nngwe ya dibukana tsa sega-o-boloke tse PEDI. Go kgabaganya tsela. Go kgabaganya tsela. Itirele dibukana tsa sega-o-boloke tse PEDI.

4. Sega go lebagana le mela ya dikhufo tse dikhufo go kgaoganya ditsebe.

3. Ntsha letlhare la tsebe 9 la lelapa la gago go anaanela tla le kae ka beke. Nal’ibali e na le kgaoganya ya Bommpamodi ba Leinane e e tshwara kagana go lebagana go nna le seabe mo monateng ono! Nal’ibali e na le kgaoganya ya Bommpamodi ba Leinane e e tshwara kagana go lebagana go nna le seabe mo monateng ono!

2. Mena letlhare ka bogare go lebagana le mola wa dikhufo tse dintsho. Le mene ka bogare ga dikhufo tse dintsho go lebagana le mola wa dikhufo tse dintsho. Le mene ka bogare ga dikhufo tse dintsho go lebagana le mola wa dikhufo tse dintsho.

1. Go dira buka e dirisa ditsebe 5, 6, 7, 8, 11 le 12. Tlogela ditsebe 7 le 8 mo gane go ditsebe tse dingwe. Mena mathare ka bogare go lebagana le mola wa dikhufo tse dintsho. Mena mathare ka bogare go lebagana le mola wa dikhufo tse dintsho.

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

Something special
1. Tear off page 9 of this supplement.
2. Fold the sheet in half along the black dotted line.
3. Fold it in half again along the green dotted line to make the book.
4. Cut along the red dotted lines to separate the pages.

Crossing the road
1. To make this book, use pages 5, 6, 7, 8, 11 and 12.
2. Keep pages 7 and 8 inside the other pages.
3. Fold the sheets in half along the black dotted line.
4. Fold them in half again along the green dotted line to make the book.
5. Cut along the red dotted lines to separate the pages.
Get story active!

Do a family project! Your family can get to know each other very well by writing a short story about each family member's life so far. Each person would have a role to play:

- Parents, grandparents, and caregivers can tell their own stories.
- Parents, grandparents, and caregivers can tell the earlier parts of young children's stories that the children don't remember.
- Older children can help write their own and other family members' stories and draw pictures of certain parts of the stories.

Nna le matlhagathhaga a leinané!

Dira porojeke ya lelapa! Balelapa la gaenoe ba ka kgona go itsane sentle ka go kwala leinaé le le khuthshwané ka bokshelo ja le lekholo tengwe le tengwe la lelapa go fifiné fana. Mongwe le mongwe o tshangatse go thahamela karabo e ni teng.

- Batsadi, booromgolo le bommemgolo le hokshwame la ka totlo ta ka mainane a bone.
- Batsadi, booromgolo le bommemgolo le hokshwame la ka totlo ka dikololo ta ka mainane sa ka bon kgone ka boma la le bane bale ka tshwele ka lela la lelapa le tshwele go tshwane go dikololo tsa dikololo tsa dikololo ka mainane a.

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

Nal'ibali ke letholo la bosethabasa la go buisetsa monate e le go roloitse la go jala mowa na go buisa go rala la Aturika Borwa. Go bonna tshedimosetsa ka bofalo, etela mo www.nalibali.org

Nal'ibali, SECTION27, Blind SA, the Yacoob family and Kurt Ellis created the story Crossing the road to raise awareness of how outdated copyright laws made it very difficult for blind and visually impaired people to achieve their goals. These laws prevented blind people from accessing books that they needed in order to study and read for pleasure.

Nal'ibali, SECTION27, Blind SA, lelapa bora Yacoob le Kurt Ellis ba le bhaoma leinaé ka, Go kgagaganyka tsela, go dira tabosoa ya ka malo ya dithswane a e fekwe ne a dlheling gore go nne thate ka teng gore bathe ka bafutsetse le bathe ka bafutsetse la bo le banaeng sentle ka Nhlelele malokgale ya bone. Mela malo ya re e nhlelele ma bafutsetse le bafutsetse go ka bana abula le na bane ya ka go bana le bana le nkwena go di biseletse monate.

Go kgagaganyka tsela

Kurt Ellis • Kate Boyes

Ideas to talk about: What should you do when trying to cross a busy road? How would you cross that busy road if you couldn't see? Do you think South African society offers enough help to blind people for them to do things that sighted people can do easily, for example, find books in braille or choose groceries in a shop?

Megopolo e ne ka buang ka yona: O tshangatse go dira anga ka leka la kgagaganyka tsela e e phehetsang? O ne a la kgagaganyka jang tsela fa o ne a ka kgona go bone? A o akanya gore setshabasa sa Aturika Borwa se dira mo go lekaneng go thutha ba ba bafutsetse gore ka kgona go dira atlo tse bafutse ba ba banaeng balela go dira mofetse lela, ka sekai, tšaka ga bana abula ka mokwalo wa bafake kgosoe go thopho kgoran ka lebakelekgami?
Zak—and many other children like him—wanted his own adventures. He was willing to take a printed book and get it converted into braille himself, but he couldn’t because it was illegal to do so.

His friends were reading and discussing books that he couldn’t find in braille. Sometimes, Zak felt ashamed because he hadn’t read these books. He would lie and say that he had read them. But the truth was that, most times, Zak was on the other side of the road, unable to participate.

He felt that difference even more when he started school in 1956. The first problem was that students who were blind, like Zak, or partially sighted, found it difficult to read and learn. They struggled to get books in braille. Braille is a form of writing in which letters and numbers are made up of tiny bumps, which can be felt by running your fingertips over these bumps. Unfortunately, very few books are available in braille.

Braille is a form of writing in which letters and numbers are made up of sets of tiny bumps, which can be felt by running your fingertips over these bumps. Unfortunately, very few books are available in braille.
Zak was just like any other child in every way. He sat cross-legged on the grass next to a busy road in Verulam.

The judgement meant that blind South Africans could have easier access to books in braille. Zak and others like him had not wanted special treatment, they wanted equality, and the ability and freedom to read what everyone else was reading.

Though no longer a young boy, the judgement made Zak feel very excited. He could read all the books he’d always wanted to read. Finally, he was free to cross that road and go on his own adventures, just like everyone else.

Katlholo eo e ne e kaya gore Baaforika Borwa ba ba foufetseng ba ba be se kile le ka mofela ba kgona go bona dibuka ts a braille mothlho. Zak le ba bangwe ba ba tshwanang le ene ba ba be sa balko go thswarwa ka tsela e kgethegileng, mme ba ba be ba bala go thswarwa ka tekatekano, bokgoni le kgololeseg ya ga ka buisa sengwe le sengwe se mongwe le mongwe a se buisang.

Le mororo a sa thole a le mosimanyana, katlholo eo e ne ya dira gore Zak a ikutla a itumetsa thata. O ne a ka kgona go buisa dibuka tse a ba bolong go bala go di buisa. Kgabagare, o ne a gololesegile go kgabaganya tsela mme a nne le maitemogelo a masha a e leng a gagwe, fela jaaka mongwe le mongwe.
Across the road, just a few steps away, there was a wedding reception. He could hear the children laughing and playing. He could hear the women talking and chuckling. And he could smell the delicious aroma of biryani floating across to him.

Zak wondered why he couldn’t go to the wedding. His mother and sister were there. Other children were there. Why couldn’t he just cross the road and join in the merriment? He was six years old – old enough to cross the road by himself. He would show them all that he could do it.

In 2022, Zak worked with Blind SA and SECTION27 to fight against an injustice towards blind people specifically. The South African Constitutional Court found that a copyright law – the same law that had prevented Zak from converting the books he wanted and needed to read into braille – was unlawful because it created unfair barriers between blind people and books.

In 2022, Zak o ne a bereka le Blind SA le SECTION27 go kwamsho tshiamololo sepolobogolo kgotlhanong le batho ba ba foufetseng. Kgolathekelo ya Molao motheo wa Aforika Borwa e ne ya lemoga gore molao wa dinshwanelo – one molao o o mengo o thibela Zak go kwakolola dihuka tse a mengo di bala le tse a mengo a tlhoka go di busia gore di mme ka mokwalo wa braille – molao o o o se ba fa molaong ka gonne o o baka dikgoreletse tse di na tshwanelang gare ga batho ba ba foufetseng le dihuka.
Get story active!

- Look closely at the picture on the first two pages of the story. How many of the following can you find: chickens; eggs; baskets; windows; doors; chimneys.
- Do a word search! Find each of these words in the story and then find what each of them describes: clever, curly, fluffy, hungry, long, speckled.
- Draw a picture of Lady and her six chicks. Give each chick a name. Write each name under a chick’s picture or ask someone to write it for you.
- Draw an egg shape on some white cardboard or paper, then cut it out. Decorate your egg by drawing different patterns on it or painting it.

Nna le matlhagathaga a leinane!

- Lebao setshwantsho se se mo aitsebeneng tse pedi tsa nthlo tsa leinane lero setle. O loga go bona di le kae mo ga batse tsa lemakwane, dikoko, mae, dira, dillere, mabatla, dapei tsa maso.
- Batla faloako! Batla tengwe le tengwe la faloako ano mo leinane mme a bome se tengwe le tengwe le se lekhotso. Botlhokwa, matshapo, bobo, tla, telke, marabaka.
- Terowa setshwantsho sa Lady le dikokwana tsa yone tse thataro. Naya kakwana nngwe le leinane. Kivela tse tengwe le tengwe le leinane mo faloako go se tsetshwantsho. Naya kakwana nngwe le leinane. Kivela tse tengwe le tengwe le leinane mo faloako go se tsetshwantsho.
- Terowa sebogoe sa lea mo khatoletsefeng nngwe e tsehwe kgotsa mo pampiring, o bo o le sega. Kgabisa lea la gaga ka go terowa diphethele tse di faloaganeng mo go leme kgotsa a le gore.

This story is an adapted version of Something special, 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://cadburyone/library.html

Leinane le leinane se le kgethegileng e lefakosane ke Cadbury ka tirisanommogo. Leinane leinane leinane isengwe la mafoko ka dipuo ba semmaso ka lebana de. Ga bona tshedimo setloso ya toyileka go mo aina a mainane a leinane le leinane. Leinane le lea go Ga tshedimosetso ka bono la leinane se le leinane le ka fitlhelwa ka dipuo tsa semmuso di le lesomenngwe tsa Aforikaborwa.

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Nal’ibali ke lebechabaha la go buisetsa monate e le go rolotsa le go jala mowa wa ga buso la galoaka Borwa. Ga bona tshedimosetsa ka botlako, etela mo www.nalibali.org

Ideas to talk about: Lady was special to Jasmiien. What or who is special to you? How are you special? Do you sometimes feel special and sometimes not? Why?

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“Coo-coo-coo, come in, my beauties!”
Every evening, Jasmien’s grandmother called her chickens in to roost, and closed them inside to keep them safe from hungry animals. And every morning, Jasmien let the chickens out again and collected the eggs they laid. It was her favourite part of the day.

Three long weeks passed without Lady. Until the morning Jasmien went to let the chickens out.

One day, Lady disappeared. Jasmien looked everywhere, but Lady was gone. “Maybe a buzzard ate her,” Eddie said. “Or a mongoose?”

Jasmien didn’t want to think about that.

Zak became a Justice in South Africa’s Constitutional Court in 1998. And even after he retired, Justice Zakeria Yacoob continued to fight injustice.

Zak o ne a nna Moatlhodi kwa Kgotsatlehelo ya Molamotsho wa Aforika Borwa ka 1998. Mme tota le fa a ne a setse a tlogetse tiro, Moatlhodi Zakeria Yacoob o ne a tswelela go wantsha tshiamololo.
Zak stood, dusted the dried grass and sand from his pants and walked over to the curb of the busy road. He was determined. He was going to do it. He was going to cross the road all by himself.

When he was certain there were no cars passing, he stepped off the curb into the road. He walked quickly, yet carefully, not wanting to trip. When his foot touched the pavement on the other side, a huge smile brightened his face. He had done it! He had crossed the road all by himself! He couldn't wait to surprise his mother, certain that she would be happy that her son had proven what a big boy he was.

But she wasn't happy. In fact, she was furious. Yes, Zak was just like any other child in every way, except one. Zak was completely blind.

After he matriculated, Zak registered at the University College for Indians to study law. Yet again he was confronted by many roads he couldn't cross. Blind and partially-sighted students struggled to find textbooks in braille. But Zak persisted, and by the time he graduated, he was deeply involved in another struggle – the struggle to end apartheid.

Fa a sena go falala matiriki, o ne a ikwadisa kwa Kholetšheng ya Yunibesithi ya Baindia ba ba baling go ithutela molao. Le fa go ntse jalo, o ne a lebene le ditseta tse dintsi tse a neng sa a kgone go di kgabaganya. Ke kgaratlho e kgolo gore ba ithuthi ba ba ba kgongeng go bona sentle ba bone dibuka tsa go ithuta tsa braile. Mme Zak o ne a le pelotelele, mme ka nako ya fa a aloqa, o ne a tsene ka tihogo mo kgaratlhong e mongwe – kgaratlho ya go fedisa Tlhaolele.

Zak o ne a sa kgone go bona pharologano fa gare ga batho ka tsela ya mmotlha, mme o ne a kgone go utwa boththoko jo bo bakiwang ke tlhaolele ka nthla ya dipharologanyo tseo. O ne a lewela gore batho botlhle ba tshwarwe ka tekatekano le ka seriti, le gore mongwe le mongwe a nne le tshwanelo ya go bonwa.

Fa a sena go thomamisega gore ga ga na dikololo tse di fetang, o ne a tswe mo lengopeng fa thoko ga tsela mme a tsena mo tseleng. O ne a tsamaya ka bonako, mme a dira jalo ka kelothloko, a sa batle go kgopela. Fa leoto lwa gagwe le gata bophaphatho jwa tsela a fetile, mmeneyo o mogolo o ne wa phatshinisa sothetho sa gagwe. O go dirile! O kgabangtse tsela a le nosi! O ne a gakaketsa go gakhama mmaagwe, a thomamisegile gore o tla itumela go bona morwawwe a itshupile ka fa a leng mosimane yo mogolo ka teng.
One of the most basic reasons to dance is to express your feelings to others and to share it with them. People – and even some animals – skip, stamp their feet and jump when they feel happy, excited or angry. Then there are also dances that follow set patterns, such as the mating dances of animals or folk dances and war dances.

On 29 April each year, the Dance Committee of the International Theatre Institute (which is part of the United Nations) arranges events and festivals to share the value and joy of dance with the whole world. The committee chooses one dancer to write a message about dance to people all over the world. Find out more at https://www.iti-worldwide.org/dancecommittee.html

Dance is freedom, and through our found freedom, we must free others from the entrapments they face in different corners of the world. … As we dance with our bodies, tumbling in space and tangling together, we become a force of movement weaving hearts, touching souls and providing healing that is so desperately needed.

Do you love to dance?

Go bina ke kgololeseo, mme ka kgololeseo e re e boneng, re tshwanetse go golola ba bangwe mo dileng tse di ba tshwereng mo dikholung tse di farologaneng tsa lefatse … Fa re ntse re bina ka mebele ya rona, re pitokologa mo moyeng re tshwaragana mmogo, re ithikinya mmele ka tseta e re motho mma e re ithikinya mmele ka tsela e e bomotlego a o megolodi lefatshe. … Fa re ntse re bina ka mebele ya rona, re pitokologa mo moyeng re tshwaragana mmogo, re ithikinya mmele ka tseta e re motho mma e re ithikinya mmele ka tsela e e bomotlego a o megolodi lefatshe. …

Go bina ke kgololeseo, mme ka kgololeseo e re e boneng, re tshwanetse go golola ba bangwe mo dileng tse di ba tshwereng mo dikholung tse di farologaneng tsa lefatse … Fa re ntse re bina ka mebele ya rona, re pitokologa mo moyeng re tshwaragana mmogo, re ithikinya mmele ka tseta e e bomotlego a o megolodi lefatshe. …

Go bina ke kgololeseo, mme ka kgololeseo e re e boneng, re tshwanetse go golola ba bangwe mo dileng tse di ba tshwereng mo dikholung tse di farologaneng tsa lefatse … Fa re ntse re bina ka mebele ya rona, re pitokologa mo moyeng re tshwaragana mmogo, re ithikinya mmele ka tseta e e bomotlego a o megolodi lefatshe. …

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Go bina ke kgololeseo, mme ka kgololeseo e re e boneng, re tshwanetse go golola ba bangwe mo dileng tse di ba tshwereng mo dikholung tse di farologaneng tsa lefatse … Fa re ntse re bina ka mebele ya rona, re pitokologa mo moyeng re tshwaragana mmogo, re ithikinya mmele ka tseta e e bomotlego a o megolodi lefatshe. …
Diphologolo di na le sephiri

Ka Mbali Nyabane | Ditshwantsho ka Jiggs Snaddon-Wood

Nna le matlathagathana a leaine

★ A o kile wa lethehego a lefelo le o sa sa leinsa? O ne o sa fekate sa frene sa lefelo le o a lefelela a le vuneng o le fesina.
★ A lelamola la ka ena le baka le ga baka le hone le fesina?

★ Tiphotha diphologolo le fe le efe. Jaonong kwa akatlwa ditse ka etsa, etsa, lelo kwa gape. Mme e ne e sa baka le hone le fesina a ke baka le baka a le vuneng o le fesina.
★ Kwa theka la la ka ena le fesina a lefelo la le baka le hone a le baka a le lela.
Once upon a time there was a young boy named Tshego. He was very curious and also a bit mischievous. Tshego loved to explore new places. He asked questions about everything. "Mom, can animals hear? Mom, do animals understand what we say? Mom, can animals talk?" Mom, why do cats meow?" He went on and on until his mom told him to go and play outside.

Tshego went outside and sat down next to his cat, Frisky. He stared at Frisky, and Frisky stared back at him. It was almost as if Frisky had something to say.

"I wish I could talk to you and that you could talk to me too, Frisky," said Tshego. But Frisky just meowed and turned his back on Tshego.

Tshego gave a big sigh. He wondered what it would be like if animals could talk. Then, instead of dogs barking, cats meowing and birds chirping, they would be able talk and say exactly what they wanted. Tshego chuckled at the thought and knew that this would never happen.

"Tshego?"

Tshego got such a fright when he heard his name, but it was only Mom standing at the door. She was wearing her colourful outdoor hat. Then Tshego remembered that they were going camping! "Tshego, have you packed everything you need?" Mom asked.

"Yes, Mom, I finished packing last night," Tshego smiled.

"Then let's go!" said his mom. "I can see that your dad is loading the last things into the car."

Tshego knew that camping would be fun. He was curious to find out all about the animals that lived around the campsite. The family got into the car, and as they drove along, Tshego counted the minutes until they arrived at the campsite.

The campsite was beautiful. It was surrounded by trees, and Tshego could not wait to explore this new place. "Dad, can I collect some sticks for a campfire while you set up the tent?" Tshego asked.

"That's a good idea, but don't go too far. I don't want you to get lost amongst all the trees," said Dad.

"Okay!" Tshego shouted as he ran off to find some sticks. But because Tshego was so curious and also a bit mischievous, he wandered deeper and deeper into the forest without even realising it. He looked under leaves, behind rocks and up at the trees to see all the animals that lived there.

Once Tshego had collected a big pile of sticks, he looked around and realised that he was... lost! By now, all the trees looked the same, and he knew he would not be able to find his way back to the campsite.

Soon it became dark, and there was no moon in sight. Tshego sat down, pulled his knees closer to his chest and cried softly. How would he ever find his parents again? Then Tshego heard voices whispering nearby. He stopped crying and looked around. Had his parents somehow managed to find him? But it was not his parents. In front of him stood a beautiful horse and an owl with big round eyes.

"What's wrong, young man? Why are you crying?" asked the owl.

Tshego could not believe their ears. Had the owl really just spoken to him?

"You... you can talk?" Tshego stammered.

The owl chuckled. "Of course, we can talk. Now, please tell us why you are out here all alone in the dark."

"I got lost while collecting sticks for a campfire," said Tshego.

"You must be starving," said the horse. Tshego's stomach growled in agreement. "Wait here and I will fetch you something to eat." At that, the horse trotted off. The owl stayed and kept Tshego company.

The horse returned carrying a branch with big, red apples. Tshego hungrily munches two apples and then he felt much better.

"Now, I think I saw your parents that way," said the horse. "Come, ride on my back, and I'll take you to them." Tshego climbed onto the horse's back, and the owl flew up onto Tshego's shoulder. Together they set off through the trees.

Soon they arrived at the campsite. Tshego jumped off the horse and thanked both animals for their help. "Will I see you again?" he asked.

"Maybe," answered the owl, and with that, both animals disappeared back into the trees.

"Mom, Dad!" shouted Tshego as he ran to give them a big hug. His parents looked worried. "I'm sorry that I was gone for so long, but I got lost. Luckily, a beautiful horse and a kind owl brought me back to you. Did you know that animals can talk?"

Tshego could not stop talking! His mom and dad were so happy to see him that they just smiled at each other and gave Tshego another hug.

A few days later, it was time to go home. As soon as they arrived home, Tshego ran to find Frisky. "Hello, Frisky. Did you miss me?" asked Tshego. Frisky stretched and gave a soft meow. "I know your secret," Tshego said, "and when you are ready, you can talk to me."

Frisky rubbed his head against Tshego's arm and then crawled into his lap. And Tshego knew that Frisky had understood every word he said!

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Get story active!

- **Choose any animal. Now write down two questions you would ask it if it could talk.**
- **Write a new ending for the story. Imagine that Frisky spoke to Tshego. What would Frisky say?**

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The animals have a secret

By Mbali Nyabane | Illustrations by Jiggs Snaddon-Wood
**Monate wa Nal’ibali**

**Nal’ibali fun**

1. **Dira setshwantsho se se toroi lweng se o ka kgonang go utlwa gore se utlwala jang fa o se tshwara**
   1. Segolola setshwantsho sa semela
   2. Se kgomaretsi mo khateboikosong laaka lebokasoa ka sinele le se sa diriswengi
   3. Tsena mmala mo setshwantshoang o dirisa dikereanye tsa phensele, dikereanye kgotsa dikhoki
   4. Dira gore o kgone go utlwa ka fa setshwantsho se utlwaling ka teng fa o se tshwara. Ka seka:
      - tshasa sekgomaretsi sa sehlotsi mo setshwantshoang sa mmu se se toroi lweng. Tsena sa o se sekgomaretsing.
      - segolola o bo o kgomaretsa pampiri ya mmala kgotsa ya crepe mo godimo ga dipopego tsa dipetale.
      - kgabisa pita ya semela ka dikonwse, dibago kgotsa bophathaphatsi.

**Make a touch and feel drawing**

1. Cut out the picture of the plant
2. Paste it on a piece of cardboard (like a used cereal box)
3. Colour in the picture using pencil crayons, crayons or koks.
4. Add texture to the picture. For example:
   - put thick glue over the drawing of the soil. Add sand to the glue.
   - cut out and paste colour or crepe paper over the petal shapes.
   - decorate the plant pot with buttons, beads or glitter.

2. **A o naledi e e tlottang ka mainane?**

   Lebelela ditshwantsho tse di fa fane fane. A o ka kgana go thama leanane le le theilweng mo ditshwantshoeng tselelo kale kgotsa se go dingwe tsa tselelo? O ka nna wa falo falo ditshwantsho sa ditsala leanane la gago, kgotsa o ka le kwela gore o kgone go le buisetse ba banye morengonyana:
   - Dira tshwetso ya gore o tla dirisa setshwantsho sefe go simolola leanane la gago.
   - Monago ga foo, lebelela ditshwantsho tse dingwe mme o swetse gore o tla go dirtsia ka tlatelane ose gore o tse khama leanane la gago.
   - Joaang, kwela kgotsa falo ka leanane la gago mme o dirisa matloko ga thapa diphetla tse di fa gore go ditshwantsho gore o tshame leanane la gago.
   - Go ka thamiwo ROmano a montsi o a fanalangany ka ditshwantsho tselelo.
   - Leanane le o le kwela gore o tshwetse gore o falo ka tsetse gore o tshane la gago, kgotsa o dirisa ditshwantsho tselelo ka tlatelane ose, o tla dirisa megopolo ose gore o tla go ditsela ang gore o tse khama leanane la gago.
   - O ka nna wa falo gore segolola ditshwantsho sefe gore o di dirisa ditshwantsho sefe le tshame leanane la gago.
   - O se ka lebela go naya leanane la gago sethogo se le kgatlhang.

**Are you a star storyteller?**

Look at the pictures below. Can you make up a story based on all or some of these pictures? You could tell your story to a group of friends, or write it down so that you can read it to others later.

- Decide which picture you want to use for the start of your story.
- Then, look at the other pictures and decide in what order you could use them to create a story.
- Now, write or tell your story and use words to fill in the gaps between the pictures to create your story.
- Many different stories can be created from the pictures. The story you write or tell will depend on the order you use the pictures in, the ideas you have and how you weave them together into a story!
- You might like to cut out the pictures to use with your story.
- Don’t forget to give your story an interesting title.

**Nal’ibali e fano go go rolloetsa le go go tshegetsa. Ikogolanye le rona ka ngwe ya ditsela tse:**

Nal’ibali is here to motivate and support you. Contact us in any of these ways:

- www.nalibali.org
- nalibaliSA
- @nalibaliSA
- @nalibaliSA