Haha boko ba ngwana wa hao!

Ho bala hammoho ke tsela e sebetsang hamdle ke ho fetisisa e tseng hore batsewadi le bana ba bana ba momahane le ho tsbana hamdle. Ho bala hammoho ha boetsie ha hodisa boko ba ngwana kapa ba lesea le ho lokisa kelole ya hae hore e be le menahane le dikgopola tse kgo tla mo thuasa hore a atlefe lefatshe! 

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!

HA BA HLAHA HO FIHLELA BA LE DIKGWEDI TSE 6 

1. Leka ho sebedisa dibuka tse nang le ditshwantsho tse kgo tse sa ranahang hana tse nang le dinepe tsa ditlhabe tsa bana.
2. Ho tlhela ho bana de ba se ba tsela ho dula ka babona, naho e bonalo le hore e ba behe hadima hao, malokotla wa bana o tlhlele ka wena ebe o tshwara bula ka pele bana.
3. Ho phetapheta nifo le ho e etso ka khamile le etso hore bana ba kutlwe ba sintleisi, ka hoo, o ka bala bula e tshwana hangatangata! Hase hore o lokila ho dula o bala se ngotseng maqepe. Busana le ngwana hae hore e mme o sebedisa bula e le tshariso fetsa.

HA BA LE DIKGWEDI TSE 6 HO YA HO TSE 12

1. Ho fohla ha bale le dikgwedi tse tsheletseng, bana ba bangata ba qaqa ho lomaho poroana ya babo ba bane tse wetsang ho bana bana, mane, o bana le ho ha ba tshwara. Bo boetsie ba qaqa ho tlhabela dibuka tse nang le dipina le dinaume. Bala monate le ho bua ka see o se bonang ditshwantsho. Bloqela o be o supe mabotsas o dintho tse ding le metela. Etsa medumo ya dintho tse bukeng.

2. Dibuka tse entsweng ka pompi e trata bo kalela dibuka tse entsweng ka maseli de sebetsa hamdle ke ho fetisisa ha o dumella bana hore ba tshwane dikgwa. Ka ka di moma, di di hula le ho di lathela fatse mmle de ke ke tsa senyeha! Hopola hore ke nifo e tsa lathela hore ngwana o toro dikgwa – ke ponito ya hore ngwana wa hao o wa medisa.

3. Bana ba bangwanyane ya tlhabela dibuka tse nang le mame, dintho tse hlhleleho hadima maqepe le medumo. Bo boetsie ba qaqa ho ikamahanyana le see o se bonang bukeng, e etso dintho tse kgwa ho supa dintho tse keqepheng kapa ho leka ho phetlo keqephe.

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!
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:

- They get young children excited about reading books.
- They help your child to focus and follow along with simple words and concepts.
- 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: Is this Rabbit’s tail?

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.

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Etsa buka e sa rarahanang e nang le ditshwantsho tse phopholetswang bakeng sa ngwana wa hao e monyenyane: Na oo ke mohatla wa Mmutla?

1. Rero ho sebedisa kgopolo e kgutshwanyane le e bonolo leqeophe ka leng la buka ya hao. Buka ena e ka ba la maeophe a teheletseng a utlwahalang ka tselela e sa tswhaneng ka leseho. Leqeophe le hwashang, le boreledi, le makukuno, le sosobane, le bonojwana le le thata.
2. Leqeophe ka leng le lokela ho ba le ntho e le NNGWE e utlwahalang e sa tswhaneng le ya pampiri ya buka ka leseho.

O ka sebedisa kgopolo e ngwe ho etsa buka ya hao. Ka mohlala, o ka etsa buka ya dibopha tse sa tswhaneng.

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Iqapele!

Etsa buka e nang le ditshwantsho tse phopholetswang

Dibuka tse nang le ditshwantsho tse phopholetswang di ka bala ka ho sebedisa matsoho. Di na le maqeophe o utlwahalang ka tselela e sa tswhaneng ka leseho. Hammoho le dipateronge tse sa tswhaneng tse tše etsa hore ngwana o dute a na le thahasele haa o ritse a phella buka le ho bapala ka yona! Dibuka tse nang le ditshwantsho tse phopholetswang di fa bana boiphikelo bo eketelehleng ba ho ithuta ka ho ikamahanya le diniho. Di boete di molemo hoholo bakeng sa bana ba sa bongen kapa pono ya bana e fokolang.

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Is this Rabbit’s tail?

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.

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Drive your imagination
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.

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!
Mekgwa e 6 ya ho ketekela dibuka le dipale kaLetsatsi la Lefatshe la Dibuka le nako e telele ka mora moo!

1. Etsa hore bana ba banyenyane haholo ba nka karolo ka Letsatsi la Lefatshe la Dibuka. Fumana dibuka tse nang le diraone le dipina tsa setso bakeng sa masele le bana ka puo ya hao ya letswete mme o di arlelane le bana ba hao.

2. Balla bana ba hao pale ebe o ba kgotlaketsa hore ba bise baphethwa ba sebedisa hlama ya ho bapala kapa letsopa. E re lelapa kafilela le sebebedisa baphethwa bao ba bophoeng ho phetla pale baiha kapa le phetle dipale tsa tono?

3. Hiophisa pampiri, dikerayane tsa pentshile le dikoki, ebe o re bana ba bapholanyane ba iketsetse dibuka tsa bana tsa ditshwantsho. Ba kgotlaketsi hore ba balle bana ba banyenyane lapeng dibuka tsa bana. Kapa o etsetse ngwana e mong le e mong e monyenyane buka e phopholestswang mapephe. (sheba leqephthe la 2).


5. Le lelapa, xipheng nako ya ho bala bukana e sehlong-le-ho-ipolokela e kgotsong era! (Ho tshela tsela) E tla thusa lelapa la lona hore le ananele haholo ho ba le dibuka tse le di balang. Takang setshwantsho sa Zak Yacoob ebe ka mora moo le ngalo dipotsa tse tesa lelapa la hao le ka ratleng ho nna o tsana ka hara dipudulwana tsa puo setshwantsho.

6. Nka dinepe tsa hao le bana ba hao ha le thabala se le se etsang ka Letsatsi ka Lefatshe la Dibuka ebe o di kenya ho Facebook, Instagram kapa Twitter o sebedisa hashtag #WorldBookDay. Re ka rato ho arlelane se le se etsang le ba bise leqepheng la rona la Facebook kapa fumana dibuka tse tsetseng tsa Nal’ibali.

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 them in half again 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.

**Hodisa laeborari ya hao, Iketseng dibuka tse sehlong-le-ho-ipolokela tse PEDI**

Ntho e Kgethehileng Jacqui Lange • Julie Smith-Belton

Ho tshela tsela
1. Ntsha leqephthe la 9 la tlatseng tsa ena.
2. Men a leqephhehadi ka halolo hadima mola wa matheba a matsho.
3. Le mene ka halolo hope hadima mola wa matheba a matloa ho etsa buka.
4. Seba hadima mela ya matheba a matluduho aorhanya mapephe.

Ha tshela tsela
1. Ho etsa buka ena sebedisa mapephe ona 5, 6, 7, 8, 11 le 12.
2. Boloka leqephhe la 7 le la 8 ka hara mapephe a mangu.
3. Men a mapephehadi ka halolo hadima mola wa matheba a matsho.
4. A mene ka halolo hope hadima mola wa matheba a matloa ho etsa buka.
5. Seba hadima mela ya matheba a matlubedu ho aorhanya mapephe.

6 ways to celebrate books and stories on World Book Day and long after!

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.

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!

3. Set out some paper, pencil crayons and kokis, 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).

4. 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. As a family, take some time to read one of the cut-out-and-keep booklets in this supplement (Crossing the road). 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.

6. 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.

**Drive your imagination**
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:

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

Etsang porojeke ya lelapa! Lelapa la lona le ka tsebana hantle haholo ka ho ngola pale e kgutshwane mabapi le bophelo ba setho ka seng sa lelapa ho fihlela hona jwale. Motho e mong le e mong o tla ba lekarlo ea e a phetela:

- Sesi, lehlokgwa le lela ka lebogile la lela la lelapa la ka tsebana hantle haholo ka ho ngola pole
- Batswadi, bontatemoholo le bonkgono, le bahlokomedi ba ka pheta dipale tsa bona
- Botswadi, bontatemoholo le bonkgono, le bahlokomedi ba ka pheta dikarloa tsa dipale tsa bona bao bemanye tsa lela tse bana bao sa dipale.
- Bana ba bahlokomedi bongono, bana ba ngola pole tsa lela bao lela ka pheta dikarloa tsa dipale.

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?
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.

Zak’s 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 their hands on books in braille.

Braille is a form of writing in which letters and numbers are made up of sets of tiny bumps. Blind people read braille by running their fingertips over these bumps, translating them into words.

Unfortunately, very few books are available in braille. Because of this, many children who are blind or partially sighted cannot access the same educational opportunities as their peers.

Zak and many other children like him participated in the read-a-long. They read and learned. They helped each other, and they helped to teach the children who were blind how to read. They felt that difference even more when they started school.
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.

Kahlolo eo e ne e bolela hore Maafrika Borwa a foufetseng a ka fumanabonolo dibuka ka braille. Zak le ba bang ba tshwanang le yena ba ne ba sa batle ho tshwarwa ka tsele a kgethehileng, ba ne ba mpa ba batla ho lekana le ba bang, le hore ba be le bokgoni le tokoloho ya ho bala seo batho ba bang kaofela ba se balang.

Le hoja e se e se moshanyana e monenyanye, kahlolo eo e ile ya thabisa Zak haholo. O ne a se a ka bala dibuka tsohle teo e leng kgale a batla ho di bala. Qetellong ya mmaqetello, o ne a lokolohile ho tshela tsele eo mme a sibolle dintho ka boyena, jwalo ka mang le mang.
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.

Ka mose ho tsela, mehato e seng mekae feela ho tloha moo a leng hona teng, ho ne ho na le mokete wa lenyako. O ne a utwà bana ba mse ba tsheho le ho bapala. O ne a utwà bomme ba boko la ho tsheho. O ne a bile a utwà monoke wa biryani e dithlisang mathe o neng o tìswa ke moyo moo a leng hona teng.

Ka 2022, Zak o ile a sebetsa le Blind SA le SECTION27 ho hwantshe leme kgalahang le batho ba foufetseng ka ho kgetheha. Lekgotala la Molaolela la Afrika Borwa le ile la fumana hore molao wa ho kopitsa dingobola, e leng wona molao o neng o ile wa rihela Zak hore a fetele dibuka tseo a neng a di batla a bile a di hloka hore a kgone ho di bala ka bôiile, e ne e le tloho ya molao hobane o ne e beha meedi e leme dipakeng tsa batho ba foufetseng le dibuka.
Ntho e Kgethehileng

Jacqui Lange • Julie Smith-Belton

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.

Eba mahlahlahla ka pale!

Sheba ka Noko setshwantsho se maqapheng o mabedi o qalang o pale. Ke tse ka e le ka tse latelang tseo o ka di fumanang. dipuo tsa bohato bo nkilweng ke Cadbury Dairy Milk #InOurOwnWords. Pale ka ngwe o famanele ka dipuo tse tshwala le botse o le mong se setso tla Afrika Bonwa. E le ho fumaneha ho eketseleng ka dikho o tse ka lehlobo ha ho fumaneha ka dipuo tse lele tla ditsang le bohato bo nkilweng ke Cadbury Dairy Milk #InOurOwnWords e ya ho https://cadbury.one/library.html

Something special

Jacqui Lange • Julie Smith-Belton

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

Meaphole e le ka buang ka yona:

Lady e o kgethehileng ho Jasmien. ‘Ke eng kapa ka mang ya kgethehileng ha wena? Wena o kgethehileng ka bale efe? Na ka dinako tse ding o ikutlwa o kgethehileng nne ka dinako tse ding o sa kgetheha? Haunang?
“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. She heard a cheep-cheep sound. It was Lady, with six fluffy chicks following her!

“Coo-coo-coo,” Gran said. “Clever Lady, hiding away to hatch your eggs!”

Now Jasmien had even more specials.
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 e ile ya ba Moahlodi Lekgotleng le Phahameng la Molaatheo la Afrika Borwa ka 1998. Esita le ka mora hore a bebe meja fatshe, Moahlodi Zakeria Yacoob o ile a tswana pele a hwantsa leeme.
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.

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.

Ha a kgodisehile hore ka mora materiki, Zak o ile a ngodisa Kholeje ya Yunivesithi ya Maindia ho ithutela molao. Empa o ile a boela a thulana le ditsela tse ngata tseo a neng a sitwa ho di tsela. Baitshita ba foufetseng le ba sa boneng hantle ba ne ba sokola ho fumana dibuka tse ithutwang ka braise. Empa Zak o ile a phehella, mme ha a fumana lengolo la hae la molao, o ne a kene ka matla ntweng e ngwe hape – ho lwantsha Kgethollo hore e lebe. Zak o ile a sa bone phapang dipakeng tsa batho ka tsele ya sebele, empa o ne a utwa bohlako bo bakwane ka kgethollo ka lebaka la ho se tswane hoo. O ile a bwanela hore batho bohle ba lekane ba be be siwe seriti, hammohlo le tokelo ya hore motho e mong le e mong a elwe hloko.
Le leng la mabaka a ka seholoong a ho tantsha ke ho bontsha ba bang kamoo o ikhwanang kateng le ho arola lea se le bona. Batho – esita le diphoofolo tse ding – ba a fola tla, ba tle ka leoto fatshe le ho qhamaqhama ho ba tshibil, ba nyakaletse kapa ba kwatile. Jwale ho na le diltantshe tse ding tse latelang tselele e itseng, tse keng tantsha ya diphoofolo ha di batla balekane, kapa diltantshe tsa setso le diltantshe tsa ntwa.

Ka la 29 Mmesa selemo se seng le se seng, Komiti ya Tantshe ya International Theatre Institute (eo e leng: Karolo ya Matjhaba ya Kapaneng) e nkhetha diketsahlo le mokate bakeng sa ho arola lea lefatshe lohle bafoko haka tantsha le fhehe e e e fise. Komiti ena e kgetha nontshana le a le mong hone a ngwile batho lefatshe ngaka bophane motswe a lefatshe a leloeqe. Fumana ho eketsehileng ho https://www.it-worldwide.org/dancecommittee.html

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.it-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.

Gregory Vuyani Maqoma, Moafrika Borwa ya ileng a ngola molaetsa wa Letsatsi la Matjhaba la Tantshe la 2020

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**Ballet e simolotse Italy:**
Ballet developed in Italy.

**Fijian spear dance (meke wesi):**
Fijian spear dance.

**Red-crowned crane mating dance:**
Mating dance of red-crowned cranes.

**Dance committee of the International Theatre Institute:**
Dance committee of the International Theatre Institute.

Gregory Vuyani Maqoma, Moafrika Borwa ya ileng a ngola molaetsa wa Letsatsi la Matjhaba la Tantshe la 2020

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**South African Gregory Vuyani Maqoma, who wrote the 2020 International Dance Day message**

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**Indian classical odissi dancer**
Indian classical odissi dancer.

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**The Spanish Flamenco**
The Spanish flamenco.

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**Fusion dance combines different dance styles and movements**
Fusion dance combines different dance styles and movements.

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**Ballet and Modern dance**
Ballet and Modern dance.

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**The tango developed along the Uruguay-Argentina border.**
The tango developed along the Uruguay-Argentina border.
Ela malahlahlah a pale!

**1.** Ha o le fahla la lebelo a lebeng? Ha le gafa le futhi a le tla kageng.

**2.** Ha o le fahla la lebelo a lebeng? Ha le gafa le futhi a le tla kageng.

**3.** Ha o le fahla la lebelo a lebeng? Ha le gafa le futhi a le tla kageng.

**4.** Ha o le fahla la lebelo a lebeng? Ha le gafa le futhi a le tla kageng.

**5.** Ha o le fahla la lebelo a lebeng? Ha le gafa le futhi a le tla kageng.

**6.** Ha o le fahla la lebelo a lebeng? Ha le gafa le futhi a le tla kageng.

**7.** Ha o le fahla la lebelo a lebeng? Ha le gafa le futhi a le tla kageng.

**8.** Ha o le fahla la lebelo a lebeng? Ha le gafa le futhi a le tla kageng.

**9.** Ha o le fahla la lebelo a lebeng? Ha le gafa le futhi a le tla kageng.

**10.** Ha o le fahla la lebelo a lebeng? Ha le gafa le futhi a le tla kageng.
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 to 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’t I collect some sticks for a campfire while you set up the tent?” Tshego asked.

“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 his 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!

Get story active!

★ Have you ever been lost in a strange place? How did you feel? How did you find your family again?

★ Do you think animals understand us when we speak to them? Why do you think so?

★ Choose any animal. Now write down two questions you would ask it if it could talk.

★ Write a new ending for the story. Image 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

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Drive your imagination
Nal’ibali fun

1. Taka setshwantsho se phopholetswang

1. Seha setshwantsho sa semela
2. se kgomaretsa khatebotong (sekang ya lebokose la diphitlho le seng le sa sebetsel)
3. Sebedisa dikaryone tsa penentshe, dikaryone kapa dikoki ho se kenyana mebala
4. Kenya dintho setshwantshong sa hao. Ka mothala:
   • Rotsa segomaretsa se sengata moo o takileng mobu hana teng. Tsaha mobu segomaretseng seo.
   • seha le ho kgomaretsa pampiri e nang le mmala kapa e sasobaneng malakasing.
   • Kgabisa nkgwana ya semela ka dikamoso, dithaka kapa mabenyane.

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 kokis.
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. Na o mopheti wa dipale ya tsummeng?

Sheba ditshwantsho tse ka tlase mona. Na o ka qapa pale eo o e thehileng ho ditshwantsho tsee kaofela kapa tse ding tsa tsona? O ka nna wa phetela sehlopha sa metswalle pale ya hao, kapa wa e ngola fatshe e le hore o tle o balle batho ba bang ho mora.

- Eta setshwantsho ebe o batla ho sebedisa setshwantsho sefe bakeng sa galo ya pale ya hao.
- Jwale, sheba ditshwantsho tse ding mme o etse setshwantsho ya pale ya hao.
- Etsa qeto hore ebe o batla ho sebedisa setshwantsho sefe bakeng.
- Jwale, ngola pale ya hao mme o sebedise mantswe ho tlatsa dikgeo tse pakeng tsa ditshwantshong.
- Dipale tse ngata tse fapaneng di ka qeta pale ya hao.
- Dipale tse ngata tse fapaneng di ka qeta pale ya hao.
- Dipale tse ngata tse fapaneng di ka qeta pale ya hao.
- Dipale tse ngata tse fapaneng di ka qeta pale ya hao.
- Dipale tse ngata tse fapaneng di ka qeta pale ya hao.
- Dipale tse ngata tse fapaneng di ka qeta pale ya hao.

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.

1. Decide which picture you want to use for the start of your story.
2. Then, look at the other pictures and decide in what order you could use them to create a story.
3. 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!
4. You might like to cut out the pictures to use with your story.
5. Don’t forget to give your story an interesting title.

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

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