Try to use books that have big, simple pictures or photographs of babies' faces.

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.

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.

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.

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.

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.

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.

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!

This supplement is available in the following newspapers: Eyethu Umlazi, Eastern Cape Rising Sun and Polokwane Observer.
Ivhani na vhusiki!

Itani bugu i re na zwifanyiso zwi phuphuledzwaho

Hu shumiswa zwanda u itela bugu dzi re na zwifanyiso zwi phuphuledzwaho u itela u pfa nga minwe uri dzi na zwifanyiso zwa mutufi-de. Dzi na maguluguda na makolo ane a ita uri iwnana a takelele u fhenqa masiatazi azdo (na u dzi tambisa)! Buugu dzi re na zwifanyiso zwi phuphuledzwaho dzi ita uri na vhana vha sele mulenzhe nga njila khulwane. Dzi dovha dza vha tshishumiswa tshi re na maŋna kha vhana vho potulaho kana vha re na maŋo a re na luswiswi.

Dziṅwe mbuyelo dza buugu dzi re na zwifanyiso zwi phuphuledzwaho (kana bugu dzi re na maguluguda) ndi dze tevhelaha:

- Dzi ka uri vhana vhoŋe vha takelele u vhala dzibugu.
- Dzi thusa iwnana wana uri a ikwhelelo fhogomelo na u tevhelela mapi pfani mihumbulo i leluwaho.
- Dzi funza iwnana wana nga ha mapi pfani zwine a amba zwone. Sa tsumbo, vha nga guda pfuti “hwasaho” musi vha tshi kwana fhethu hune ha hwasaho uri vha plesse zwine jezero ipfhi ja amba zwone.

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 “tough” 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.

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.
**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.

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!
Ndila dza 6 dza u pembelela dzibugu na zwitori nga Duvha ja Bugu ja Lifhasi na tshifhinga tshilapfu nga murahu ha zwenezwo!

1. Itani uri vhana vhakukurumvukura vhukuru nga vhele mulenzhe kha Duvha ja Bugu ja Lifhasi. Todani bugu dzine dza vha na zwiringo na nyimbo dza siala dza dzisindezhe na vhana nga kambio kwa nguha hayani ni dzi vhale ona vhana vhaku.

2. Vhalani tshilipu ona vhana vhangu ni vha tshu wedze uri vha ite vhakumvudzi nga suko ja u tambisa kana vumbe. Kuvhaunganyani muta wotje ni vhumwe zwi nevezwo zwilapfu zwo vhunwirwi u anetshala zhezeho tshilipu kana zwitori zwanu.


4. Nhancani matambambiri u vhana uri muhwve na muhwve wa vhona a nga vha hu nyingi nga vhele. NaNal’ibali ina muta’tisano yangwa nga Nal’ibali u re nga murahu ha mivhendzirira mirare. Iyani kha https://nalibali.org/story-champion uri ni tsanganetsera kana nhumwe zwenezi zwilapfu zwa mukanda kha takadzaho!

5. Sa muta, dzeni tshifhinga tsha u vhala tshilipu dzilapfu zwo tshikumva u vhulungu zwo yeneyi tshumetsho. (U pfuka bada) Zvi dzisana uri u dzezile njira vhukumva u vha na bugu dzine wa nga dzu vhala. Olani tshifhinga tsha Zak Yacoob, ni tshi theza ni nhwale nhubudziso dzo muwa wa ha nguha wa dzakakutela u dzo vhuva urisa mukanda mukanda kha tshilapfu.

6. Fodani zvinipe zvanya ona vhana vhangu ni tshi kwe kudhina nga zvime na kwe kwe vha ita nga Duvha ja Bugu ja Lifhasi ni zwi dzenhise kana Facebook, Instagram kana Twitter ni nhumwe hashtag #WorldBookDay. Ri tʃoja u sugubudzana vhnerwe zve na zve ita kha siyatani jeshu ja Facebook kana kha tshumetsho ya NaNal’ibali!

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 clay or playdough. 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. NaNal’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 NaNal’ibali supplement!

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 black 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.

U pfuka bady

Taṅsavhudzani laiburari yanu. Itani bugu MBILI dza tumula u vhulungu

Tshiṅwe tshihitho tsha khetheaho
1. Gerani siyatani 9 ja yeneyi tshumetsho.
2. Petani bambambiri nga vhukati kha mutalao mutswu u re na zwilhona.
3. Dovhani ni jiyende nga vhukati kha mutalao mubulwa u re na zwilhona. Uro maita mitswuku uri ni dzi vhugu.
4. Gerani kha mitswalo mutswu u re na zwilhona uri ni fhandekanye maita mitswuku.

U pfuka bady

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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.

Itani uri tshiţhori tshi nyanyule!

Itani kushumo sa muţa! Muţa wa haţu u nga dγhana khwina arali na nhala tshiţhori tshiţhuphil nga ha vhukukhuli ha muraţo muţwe na muţwe wa muţa u swika zwino. Muţwe na muţwe u do vhla na nthwara tshimhe a nga tshi ita:

- Vhabebi, vhomakhu na vhvingomweli u nga anetshela zwino zwino.
- Vhabebi, vhomakhu na vhvingomweli u nga anetshela vhana zwino zwino vhevhenheno vhana u nga tshi ita muţa u zvichikwanisana u nga ywino zwino zwino.
- Vhana vhulwane u nga ii zwino zwino u nga dγhana zwino zwino zwino.

Naɓiɓali, 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.

Naɓiɓali, SECTION27, Blind SA, muṭa wa ha Yacoob na Kurt Ellis vho sika tshiṱori, U pfuka bada, u fŋgomeka ndika inye mliya ya vhula ha khangisa yo filestoro nga bhłatwinga ya tla nga ngayo uri u zviki kutshanga u vha nthuka: phulahwe phulahwe phulahwe. Yeneyi mliya yola ina uri vha nthuka u vha nthuka u vha nthuka. Yeneyi mliya yola ina uri vha nthuka u vha nthuka u vha nthuka. Yeneyi mliya yola ina uri vha nthuka u vha nthuka u vha nthuka.

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?

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Nal’ibali ndi fulu jalushaka u vhalela u diphina u itela u karusa na u ḏahulela ṅwovelwa na u vhala kha mθweja ja Afurika Tshikupwembe. U wana mafungo nga vhula, dateleli www.nalibali.org

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Zak and many other children like him wanted their 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 had not 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 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. Unfortunately, very few books are available in braille. Some books were even difficult to acquire.

The government had made an effort to make braille more accessible. They provided schools with braille books. However, it could be challenging for students who were blind to get their hands on these books.
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.

Yeneyo khaṱulo yo ita uri zwi lelutshele vhathu vha Afurika Tshipembe u wana dzibugu nga braille. Zak na vhanwe vha ngaho one vho vha sa todi u farwa nga ndila yo khetheaho, vho toda ndinganyo, vhukoni na mboholowo ya u vhala zwichu zve vhanwe vhathu vha vha vha tshi khou zwi vhala.

Naho a si tsha vha mutukana, yeneyo khaṱulo yo takadza vhukuma Zak. O vha a tshi vho kona u vhala bugu dze ha vha hu kale a tshi toda u dzi vhala. O fheledza a tshi vho kona u pfuka yeneyo bada nahone a fara nyendo dzawe, u fana na vhanwe vhathu.
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.

Seli ha bada, maga a si gathi nga heheho tsini ho vha hu na munya. A pia vhana vha tshi khou sa na u tamba. Vhafumakadzi vha tshi khou amba u u setshelela. Ho vha hu tshi khou nakhela biryani ine ya rothisa ntse.

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.

Nga 2022, o shuma na dzangano la Blind SA na SECTION27 u lwisana na tshikhetho tshine tsha itelwa nga maanapo vhatatu vho pofulaho. Klothe ya Ndyotseva ya Afurika Tshipembe yo wana uri mulayo wa vhunye ha khandiso – mulayo u fanaho we wa thivhela Zak u shandula bugu dzine a dze toda na u dze shaya uri a dze vhale nga braille – wo vha u sa tendelani na mulayo nga nwambo wa uri wo thivhela vhatatu vho pofulaho uri vha si wane dzibugo.
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.

Itani uri tshiṱorī tshi nyanyule!

Lavhelesani nga vhusedzi tshifanyiso tshi re kha masiaṱari mavhili a u thoma a tshiṱorī tshi. Ni nga wana zwingana zwa zwi tevhelaho: khuhu; makumba; manngi/tshirundu; mafasiṱere; mahothi; tshimini.

Itani ṱhalamaipfi! Wanani ḽiṅwe na ḽiṅwe ḽa maipfi aya afho tshiṱorini ni kone u wana uri ḽiṅwe na ḽiṅwe ḽao ḽi ṱalutshedza mini: ṱalifha, songana, bubu, nḓala, ndapfu, khanga.

Olani tshivhumbeo tsha gumba kha khadibodo kana bammbiri, ḽi gereni. Nakisani gumba jeyu nga u olisa phetheni dzo fhambanaho khaṱe kana ni tou ola nga pennde.

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://cadbury.one/library.html

Hetshi tshiṱorī tsho shandulwa u bva kha Tshiṅwe tshithu tsho khetheaho tsho gandiswaho nga Cadbury i tshe shumisana wa Nal’ibali sa tshipiṱha tshe Cadbury Dairy Milk #InOurOwnWords initiative. Tshiṱorī tshihwe tsho tshishwa nga nyambo dza twimire tsho twiṱhe dza Afrika Tshipembe. Urin wane zwo engedzwa nga ha Cadbury Dairy Milk #InOurOwnWords initiative titles ityan kha https://cadbury.one/library.html

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?

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 ndi fulo ha lushaka ha u vhalela u ḓiphina u itela u karusa na u ḟhiṅwelela ni Ḟoza ha tshi vhala o tshi vhala o tshi vhala ha tshi vhala. U wana maṅũngu nga vhupali, dalelani www.nalibali.org

Something special

Jacqui Lange • Julie Smith-Belton
“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.

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

Now Jasmien had even more specials.

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.

“Khokhokho,” hu amba Eddie. “Kana nga likhoseni?”

Vhege tharu ndapfu dza fhela Lady i siho. U swika nga matseloni musi Jasmien a tshi ya u vulela khuhu. A pfa muungo wa zwikukwana.

Ho vha hu Lady, na zwikukwana zwa rathi zwi i tevheleho!

“Khokhokho,” hu amba Makhulu. “Lady yo thanyaho, yo dzumbama i tshi itela u alamela makumba!”

Zwino Jasmien o mbo di vha na zwinzi zwo khetheaho.
Zak’s story begins in 1948. He was born a healthy baby boy, but when he was sixteen months old, he contracted meningitis. Although Zak made a full recovery, his family noticed that he was doing strange things, such as walking into furniture as if he didn’t know it was there.

When Zak’s parents took him to a doctor — a very serious-looking man — the doctor said in a very serious voice, “I’m sorry to say that because of the meningitis, Zak is now blind.”

These words left Zak’s parents stunned. At that moment, the future they had imagined for Zak, dissolved.

You see, it was a very different time back then. South Africa was a very different place. Not only would their son’s life be hard because of his Indian race, but now he was also unable to see. Yet when Zak’s parents looked at their baby boy, they saw a child just like his older brother and sister. So they decided to treat him exactly as they saw him — a typical child.

In the article, Zak’s teacher said, “We are all so proud of him. He is such an incredible speaker and I know one day he will make an incredible lawyer.”

When he heard this, Zak’s chest swelled with pride and he smiled. “Does it really say that? A lawyer. I like the sound of that,” Zak said.

“Me too!” his brother agreed.

Zak’s smile slowly faded as he said, “Except for one thing … what exactly is a lawyer?”

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 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 literally couldn't see the differences between people, but he could feel the pain caused by the discrimination based on those differences. He fought for equality and dignity for all people, and the right for everyone to be seen.

Musi a tshi ṭahuphudza murole wa nṱha, Zak a niwalisa Gadedzini la Yunivesithi ya Vhaindia uri a guide mulayo. O dovha a sedzana na thaidzozviri zvakakosha u dzii piringulula. Vhagudiswa vho poifulahoro na vha re na mato a re na luswisivo vho vha vho vho vhu kundelwa u wana bugupfarwa nga bullile. Fhedzi Zak a kondele, musi a mwa rweva tari, o vha o dzheni tsihethe kha inwe nndwa – nndwa u thelisa Tsitshalula.

Zak o vha a sa koni u vhona nga ho livhaho phambano vhukati ha vhathu, fhedzi o vha a tshi pla vhutungu vhune ha bvedzedwa nga khethululeyo yao thwalo u dzonedzo phambano. O hwele ndinganyo na uri vhathu zvichve vho sumbedzwe shirunzi na phanela ya uri muthu munwe na munwe a dzhielwe nṱha.
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.

Do you love to dance?

Nga la 29 Lambamai ṇwaha muṅwe na muṅwe, Komiti ya u Tshina ya Dzangano ḽa Sietha ḽa Dzitshaka (ine ya vha tshipiḓa tsha Mbumbano ya Dzitshaka) i dzudzanya zwiitea na vhuṱambo u itela u amba na shango jotte nga ha ndine na dakalo jine ja bevedzwa nga u tshina. Yeneyo komiti i khetha muthu muthibi ane a tshina uri a rwelele vhathu shangoni jotte mukwa nga ha u tshina. Ni nga wana zwo engedzoso kha https://www.iti-worldwide.org/dancecommittee.html.

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Do you love to dance?

U tshina ndi mbofholowo nahone nga mbofholowo ye ra i wana, ri tea u vhofholola vhaṅwe kha zwikwekwe zve zwa vha fasha khudani dza shango. ... Musi ri tshi tshina nga mivhili yashu, ri tshi somba-sombana muyani na u vhilingana na vhaṅwe, ri vha na maanḓa ane a tshanganyu dzimbili, a kwama vhatshu na u vha nga dzilafho jine vha ji tsho nga maṱo matswuku. ...

Mutišino wa flameko wa Spain
The Spanish flamenco

Mutišino wa Flamenco wa Spain.

Mutšino wa flamenco wa ŋašo vhaṅwe shangonji vha tshipiḓa tsha mukwa nga hapu vhaṅwe kha zwikwekwe zve zwa vha fasha khudani dza shango. ... Musi ri tshi tshina nga mivhili yashu, ri tshi somba-sombana muyani na u vhilingana na vhaṅwe, ri vha na maanḓa ane a tshanganyu dzimbili, a kwama vhatshu na u vha nga dzilafho jine vha ji tsho nga maṱo matswuku. ...

Mutišino wa Flameko wa Spain.

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.

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.

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Zwipuka zwi na tshiphiri

Nga Mbali Nyabane □ Zwifanyiso nga Jiggs Snaddon-Wood

Kale-kale ho vhuya ha vha na mukehe mutukana ari na Pif Tehego. O vha a tshi funes u dziva zhului nahone na tshi silinga. Tehego o vha a tshi fune a tshinda frethu hutsa. O vha a tshi tjoda a dziva nga ha tshiṅwe na tshihwe. "Mma, zwipuka zwi a pfa? Mma, zwipuka zwi a ngaseza zwi na zwi amsa? Mma, zwipuka zwi a kona u amsa? Mma, ndi ngani zwimangwe zwi rhi ni miswhe?" O bvela phandza na u vhudzisa u swika mme aye vha tshi mu vhudza uzi a bvela njinda a ye a tamba.

Tehego a bvela njinda a ya u dzula tshini na tshihwane dzavhe, Frisky. A dondaela maji Frisky, na Frisky tsha mu dondaela maji. Zwo vha vha tshi tou nga Frisky tshi khwe tjoda u mu vhudza zhului zhulu.

"Ndili tama ngavehhe ndo vha ndi tshi nga amba na inwe Frisky na u no vha ti ni nga amba na nje distinction," a ralo Tehego. Fhezdi Frisky tsha sokou miawu tsha furulela Tehego.

Tehego a furelwula. A dzivudzisa uzi zwo vha tshi diŋwe u vha vha arali zwipuka zwo vha vha tshi khwe ama u mba. Nga zwenzwo, nhazha hana u ri mmتبesa dzai dzuve, zwimangwe zwi ti mha apo na nhone zwizwi zwi rhi dzile mureli, zwo wihwa ti nga kona a amba na rhona zwi rhi vhudza zwine zwi tjoda u ri vhudza zwone. Tehego a setshelhesela msi u vha rhuma mbula nga ha zwenzwo nhone u vha a tshi dzi zhulu urina nga si u vhwe zwi tshi amsa.

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...
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.

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.

“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.”

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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 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 munched 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 campground. 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!
1. 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 kolis.
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. Naa ni ngweña ya u anetshela tshiṱori?

Lahleleka zifanyiso zwi re afho fhasi. Naa ni nga ba tshiṱori thewaho kha zwenezwo zifanyiso zwi nhwachakatapana, tshiṱori tshaṱe kha Nal’ibali.

1. Dzihani tseho uri ni tiyo u shumisa tshifanyiso tshifhio mathomoni a tshiṱori tshaṱe.
2. Nga murahu ha zwenezwo, sedzani zwiṅwe zifanyiso ni dzhie tsheo uri ni tiyo u zwi shumisa nga mutshe u fana na shumisa nga mutshe u fana na shumisa nga mutshe.
3. Zevo, zwalani kana ni anetshela tshiṱori tshaṱe u shumisa malupi aṕu u dzhia magake vhukati ha zwifanyiso u sika tshiṱori tshaṱe.
4. Hu nga sikwa zwifanyiso zwiṅwe zifanyiso. Tshiṱori tshiṱe na tiyo u zwi shumisa nga mutshe u fana na shumisa nga mutshe u fana na shumisa nga mutshe u fana na shumisa nga mutshe u fana na shumisa nga mutshe.
5. Nga ba tshiṱe nga na shumisa nga shumisa nga mulungu na tshiṱe nga na shumisa nga mulungu na tshiṱe nga na shumisa nga mulungu na tshiṱe nga na shumisa nga mulungu na tshiṱe nga na shumisa nga mulungu.

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. Now, write or tell your story and use words to fill in the gaps between the pictures to create your story.
4. 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!
5. You might like to cut out the pictures to use with your story.
6. Don't forget to give your story an interesting title.