Get your children writing!

We write to get things done and to communicate with one another. It is like cooking − the more you do it, the better you become at it and the easier it becomes for you! As parents and caregivers, we need to lead by example to show the power and purpose of writing in our daily lives with our children.

Simolola ka bonako

- Give your children the opportunity to use writing to organise their lives. For example, ask them to write a shopping list for you or to write a list of things that they need to take to school.

- Find opportunities for your children to use writing to communicate with others. Let them write their names on greeting cards or write thank-you notes and messages to family members and friends.

- Children love writing in diaries. Encourage your children to write (and draw) in their diaries about absolutely anything – their thoughts, feelings, ideas or what they enjoyed doing. (Make sure that they know that what they write is private unless they choose to share it with others.) You can use a basic notebook as a diary, just add the date at the top of each page.

Simolola go kwala kwa gae

- Write stories with your children on blank sheets of paper and make books by stapling the sheets of paper together.

- Allow older children to draw and write on their own.

- Never criticise spelling errors. Rather, offer to correct the spelling instead!

Get an early start

- Drawing is often a child’s first step towards writing. Show an interest in their drawings by making encouraging comments and asking them about their pictures. You could ask, “That looks like an interesting house to live in. Who lives there?”

- Have paper, crayons, pens and pencils on hand at home. Keep them in a place that is easy for your children to reach on their own, so that they can draw whenever they want to.

Get writing at home

- Give your children the opportunity to use writing to organise their lives. For example, ask them to write a shopping list for you or to write a list of things that they need to take to school.

- Find opportunities for your children to use writing to communicate with others. Let them write their names on greeting cards or write thank-you notes and messages to family members and friends.

- Children love writing in diaries. Encourage your children to write (and draw) in their diaries about absolutely anything – their thoughts, feelings, ideas or what they enjoyed doing. (Make sure that they know that what they write is private unless they choose to share it with others.) You can use a basic notebook as a diary, just add the date at the top of each page.

Write together as a family

- Write stories with your children on blank sheets of paper and make books by stapling the sheets of paper together.

- Younger children can draw the pictures. Offer to write the words they tell you, but also encourage them to try to write themselves.

- Allow older children to draw and write on their own.

- Never criticise spelling errors. Rather, offer to correct the spelling instead!
**Dipeo tsa go Ithuta!**

**Go simolola ka GO KGONA GO BONA KA LEITLHO LA MOGOPOLO!**

**Literacy Seeds!**

It starts with IMAGINATION!

Dear parents and caregivers of young children, reading needs imagination to lift the words off the page and give them life. For example, when we read about a giant walking down the street, we should be able to create a “video” in our minds of that giant walking along: the way his legs, arms and head move, the shape of his back, the rhythm of his steps. This brings the giant to life in our imaginations. So, long before our children can read, they should be developing their imaginations so that they can read with understanding and enjoyment!

**5 ways to help our little ones grow their imaginations**

Children love to move their bodies, interact with the things around them, sing songs, play games, say rhymes, listen to and tell stories, draw and pretend to read and write. Spend as much time as you can playing with your children, and give them the time and space to play alone and/or with other children. This will make them feel happy and help them develop healthy self-esteem. Here are some things you can do to help your children:

1. **Buida, tšilota le go baa ka mainane.** Bua le ngwana ga gago mo tsamang ya letlatsi. Bua ka se o se dirang, mo tšilota kgotsa mmusetsi lemone mme o o bua gape ka alone.
2. **Dira nako ya go tšilhophela tšamane.** O se ka wa nulayago dilo tšilhote tse bana bga ga tla di dirang. Bo letle gore ba tie ka megopolo ya kafa ya bofelo ya go tshameka ka alone.
3. **Nna le lebokoso le le tlwaelegileng la dilo tsa go tshameka.** Nina le lebokoso kgotsa kegite ya dilo tse di ka kgotthag bana mme e se tse di koti go tšamane ka alone. O ka tšeu ya doparo tsa bokologolo, tšokwa, dikwarwana tsa pasti e omleng, dipampelele, dikerekerene, dikigemetsana le tšletsa le wulu … sengwe le sengwe se se ka rollela ngwana go dirisa leitlhó la gape ka megopolo.
4. **Timra didiswisa tše eketsonilé ka nako yana go tšamane.** Go lebilela dithulaganyo mo tšeliashešene, mo khotumperele kgotsa mo founong, mo tšilota kgotsa e le tšamane ka alone. Bua ka se o bua, tšamane e le tšamane ka alone. Go lebilela dithulaganyo mo tšeliashešene, mo khotumperele kgotsa mo founong, mo tšilota kgotsa e le tšamane ka alone. Bua ka se o bua, tšamane e le tšamane ka alone.
5. **Ba naye nako ya go leka dilo ka bobone.** Le fela re ka tša re le le tšilota e e motšofonyana, e le bokolonyana ya go dira sengwe, le fela re ka tša re le le tšilota e e motšofonyana, e le bokolonyana ya go dira sengwe, le fela re ka tša re le le tšilota e e motšofonyana, e le bokolonyana ya go dira sengwe, le fela re ka tša re le le tšilota e e motšofonyana, e le bokolonyana ya go dira sengwe.

**Gopola:** Fa bana ba thiletle megopolo mo matshamekona, go ka nna lesewa mo lefelo le ba tšeng mo go tšo le baa le baa ka nna lesewa, go ka thakathakana le go nna modumo. Lebo ka kelethoko e le tšokwa go tšamane go tšo le baa le baa ka nna lesewa, go ka thakathakana le go nna modumo. Lebo ka kelethoko e le tšokwa go tšamane go tšo le baa le baa ka nna lesewa, go ka thakathakana le go nna modumo. Lebo ka kelethoko e le tšokwa go tšamane go tšo le baa le baa ka nna lesewa, go ka thakathakana le go nna modumo.

Remember: When children become focused in play, they and the space that they are in will get dirty, untidy and loud. Watch carefully to last minute to make sure that everyone is safe. And when the playing draws to a close, try to make the last game include cleaning up the space and themselves.
Go tshwane kga go mofuta ya bone ya dirisa leitlho la mogopolo ba bangwe. Mofuta ona wa go tshwane o tseka e le motshameko wa go dirisa leitlho la mogopolo kgotsa motshameko wa go dirisa ekete. Ka nako ya motshameko wa go dirisa leitlho la mogopolo bana ka ka nna ba:

- dikelelo ke motho yo mongwe, setshedisi sengwe kgotsa sengwe. Mofuta ona wa go dirisa leitlho la mogopolo.
- bona ditse di tla va lee di tla leitlho la mogopolo.
- dikelelo le ka le bokgala jo bo kana kang.
- ka tlhamelana de tse ka le diragatsang.

**Melemo ya motshameko ya go dirisa leitlho la mogopolo:**

Bana ba nna le bokgonjwe vwa go dirisa lela ba bangwe ka go tshwane kga go tshwane vwa go dirisa leitlho la mogopolo leitlho la bone la mogopolo.

**Build imagination through play:**

Encouraging children to pretend to be another person, creature or object. This person, creature or object could be real or fantasy, like a talking dog from Mars or just a regular dog!

- pretend to be another person, creature or object. This person, creature or object could be real or fantasy, like a talking dog from Mars or just a regular dog!
- imagine that the things in the real world are something else. For example, a box in their bedroom might be a spaceship on the moon.
- pretend that the place that they are in is somewhere else. For example, the playground might be a pyramid in Egypt.
- make up a story that they act out.

**The benefits of imaginative play:**

- Children develop social skills by learning to share in building a story together.
- They learn how to follow simple directions.
- They agree to share in the imagination of others around them.
- They learn to manage their emotions by adapting their behaviour to different situations.
- They develop an understanding of how their own behaviour affects someone else.
- They learn empathy by pretending to be someone else.
- They learn how to express their thoughts and feelings – and imaginary ones.

**The importance of imaginative play:**

Imaginative play helps children to develop important life skills that they will use forever.

- **Creativity:** Children need to challenge and stretch their imaginations as far as they can go, which allows them to experiment with life's social and emotional roles.
- **Independence:** Children can make up their own games and rules through cooperative play. This helps them develop an interest in the activity and in the other children involved.
- **Problem-solving:** Children use many forms of problem-solving to create something from regular household materials. For example, they could use an empty coffee tin as a drum. These skills also develop during arguments that can arise during playtime when two playmates have different ideas about how a game should be played. Working out their own differences, learning to take turns and sharing responsibility are valuable life skills.

**Bothokwa jwa motshameko wa go dirisa leitlho la mogopolo:**

Motshameko ya go dirisa leitlho la mogopolo e thusa bana ba nna le bokgonjwe jo ba bothokwa jwa botshelo jo ba ka bo dirisa go yagonge ya go dirisa leitlho la mogopolo.

**Examples of imaginative play:**

- **Go tshwane:** Bana ba tshwane kga go tshwane le ka bokgonjwe. Bana go tshwane le ka bokgonjwe go tshwane kga go tshwane go tshwane go tshwane go tshwane go tshwane go tshwane.
- **Go tshwane:** Bana ba ka tshwane go tshwane le ka bokgonjwe. Bana go tshwane le ka bokgonjwe go tshwane kga go tshwane go tshwane go tshwane go tshwane go tshwane go tshwane.
- **Go tshwane:** Bana ba ka tshwane go tshwane le ka bokgonjwe. Bana go tshwane le ka bokgonjwe go tshwane kga go tshwane go tshwane go tshwane go tshwane go tshwane go tshwane.
- **Go tshwane:** Bana ba ka tshwane go tshwane le ka bokgonjwe. Bana go tshwane le ka bokgonjwe go tshwane kga go tshwane go tshwane go tshwane go tshwane go tshwane go tshwane.
- **Go tshwane:** Bana ba ka tshwane go tshwane le ka bokgonjwe. Bana go tshwane le ka bokgonjwe go tshwane kga go tshwane go tshwane go tshwane go tshwane go tshwane go tshwane.
Go basadi botlhe ba ba kgethegileng!

For all the special women!

Basadi ba thokomela, ba tsegetse la go tlamele malapa a bone. Akany ka basadi botlhe ba ba kgethegileng mo botsheleng iwa gago. E ka nna mmë kgotsa mmëmogolo wa gago kgotsa mosadi ope fela ya o ileng a go thokomela le go go rata. Go bontsha kafa o anaanelang sengwe le sengwe se ba go se direntseng, ke eng o sa direle mosadi mongwe le mongwe lebotlole la dimpho go keteke Kgwedi ya Basadi?

Dilo tse o tla di tšokhang:
- Lebotlole le le phepa le le senang sepe le le nang le sekhurumelo.
- Dikarolwana tse dinnye tsa pampiri kgotsa dipampiri tse di sekwere tsa mmola le pene.
- Sekere le sekgomasetsi.
- Dilo tsa kgabisa lebotlole la gago- pampiri, pente, sekgomasetsi, kente, ksetala, dikonopo, jalo le jalo.

1. Thomamisa gore lebotlole le sekhurumelo sa lone di phepha.
2. Kgabisa sekhurumelo sa lebotlole ka pente, dikonopo, kente kgotsa sengwe le sengwe se o se ratang.
3. Direla lebotlole lebotlo le le bontsha gare go na le eng mi teng ga lone, ka sekai, kvala mafoko a a reng lebotlole ka dimpho kgotsa Ke leboga lorato iwa gago.
4. Kvala dimpho tse o ka ratang go di naya mosadi yo o nnang le tšokangetsa mo botsheleng iwa gago kgotsa yo o mo anaanelang thata.
5. Sega pampiri ya mmola ka dikarolwana go dira dikarata di le 10 tse di sa kwalawang sepe tse di ka nnang bogolo jwa 10 cm × 4 cm. Kwalaleng se se faralaganyang se o ka ratang go di se dira mo karateg ngwwe le ngwwe liphpo e ka nna sengwe se se jake. Go dira kopi ya tse moso mongwe le mongwe ka seboka sa beke, kgotsa Go mo sida maapelo, kgotsa le e le e eng se o ka se tšokangetsa! Tšerwa le e ngwwe kgotsa di le pedi tse di nang le mafoko a a reng tšophela mpho ya gago.
6. Mena dikarata mme o di tšerwa mo lebotlole.
7. Naya mosadi yo o mo tšopheleng lebotlole la dimpho gore a di tšekelela ka Kgwedi ya Basadi.

What you’ll need:
- A clean empty jar with a lid.
- Small strips or squares of coloured paper and a pen.
- A pair of scissors and glue.
- Things to decorate your jar: paper, paint, glue, ribbon, material, buttons, etc.

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

1. Take out pages 5 to 12 of this supplement.
2. The sheet with pages 5, 6, 11 and 12 on it makes up one book. The sheet with pages 7, 8, 9 and 10 on it makes up the other book.
3. Use each of the sheets to make a book. Follow the instructions below to make each book.
   a) Fold the sheet in half along the black dotted line.
   b) Fold it in half again along the green dotted line.
   c) Cut along the red dotted lines.

Godisa laeborari ya gago.
Tirele dibuka tsa sego- a- boloke tse PEDI
1. Ntsha ditsebe 5 go fitlha ka 12 tsa fatega e.
2. Letlha re ditsebe 5, 6, 11 le 12 le dira buka le le ngwwe. Letlhare re ditsebe 7, 8, 9 le 10 le dira buka e buka e.
3. Dirisa lengwe le lengwe la matlhare a go dira buka. Letlha ditsebe tse di fa tšiase go dira buka ngwwe le ngwwe.
   a) Mena lelhare ka bogare go lebaga le mola wa dikholo tse ditha.
   b) Le mene ka bogare gape go lebaga le mola wa dikholo tse dita.
   c) Sega go lebaga le mola ya dikholo tse dikholo.

What’s next?
Bear’s Haircut:
A story about forgiveness

What’s next?
Jacqui Botha

What’s next?
Clyde Beech • Rayhaanah Williams •

Nola Turkington • Joseph Mugisha

What’s next?
“What's next?” asks Grandpa.

“Great stuff! Now you can see all the flowers. What's next?” asks Grandpa.

“Go to the tower, what's next?” asks Grandpa.

Great story. Now you can see all the flowers. What's next?

Get story active!

★ Draw a picture of you and your best friend doing your favourite fun activity together. Underneath your picture or on a separate page, write what you and your friend are doing. Also write why it is your favourite activity. If you cannot write all the words you want to, ask someone to help you write down what you want to say on the page.

★ Read the story again. Make a list of all the things that Fatima and her grandpa did together.

Nna le mathgalagathaga a leinane!

★ Torow setlwantsho sa gago le tsala ya gago e kgolo lo dira sengwe se a se ratang thata mmogo. Kafa baso ga setlwantsho sa gago Kgotsa mo tsiebe e ngwwe, kwela se wena le tsala ya gago lo se dirang. Kwela gape gore ke eng fa e le selo se o ratang go se dira thata. Fa o a kgame go kwela Mathoko otho a o batlang go a kwela, koua mongwe go go thusa go kwela se o batlang go se bua mo tsiebe e.

★ Buisa leinane gape. Dira lenane la dilo totho tse Fatima le remogalo wa gague ba neng ba di dira mmogo.

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 letsholo la basotho le go buisetsa monate ene le go lofeetsa le go jala la mwa wa go buisa go ralala Aforika Borwa. Go bona tshedimosetsa ka bafitla, letela mo www.nalibali.org

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Imprint page. Please add your team’s names, and the city and date. We’ll add the ISBN later.

Clyde Beech • Rayhaanah Williams • Jacqui Botha

Ideas to talk about:

When you look at the picture and read the story’s title, what do you think this story is about? Is there someone that you like to do fun things with? What are your favourite things to do with your best friend?

Megopolo e re ka buang ka yona: Fa o lebelela setlwantsho mme o buisa selthago sa leinane, o akanyo gore leinane le bua ka eng? A go na le mongwe yo o ratang go dira dilo tse di monate le ene? Ke dilo dife tse o ratang go di dira le tsala ya gago e kgolo?
"How about something cold and delicious?" says Fatima.

"I have an idea! Let’s play superheroes and pick up the litter," says Fatima.

"Ke na le the litter, says Fatima."

Fatima is always busy! She loves to run and play.

Fatima hurries to bed. She is excited for her next adventure with her best friend, Grandpa.

Fatima o nna a tshwaregile ka sengwe! O rata go taboga le go tshameka.

Fatima o ithaganelela go ya go robala. O thaga faletse go dira sello sengwe se sesha le tsala ya gagwe e kgolo e bong Rremogolo.
Stories that Talk Money is HEARTLINES’ third collection of stories about values. In this collection, the nine stories for children aged 6–12, focus on three money-related values: honesty, diligence, and the careful use of money and resources, or thrift.

Delightfully told and beautifully illustrated, from read-aloud stories for younger children, to the more edgy stories for older children, they are sure to be popular in homes and schools. In addition, the stories can be used, with the lightest of touches, to start conversations that will help children understand the worth of living out these values, both now and in the future.

Get story active!

- Why do you think Phumeza was so cross when she saw how Thobeka had cut Bear’s hair?
- What do you think it means to forgive someone? Can you think of a time you’ve forgiven someone?
- Do you think Phumeza was right to forgive Thobeka? Why or why not?
- Do you think we should always forgive people who do things that make us angry or hurt us? Why or why not?

Go kgaolwa ga moriri wi ga Bera:
Leinane le le ka go ishwarela

Nola Turkington • Joseph Mugisha
Ke hutse e logilweng e khibidu, ke e Nkoko a neng a ntogetse yone gore ke e rwale ka mariga. E tla bipa tlhogo ya ga Bera e bile e tla tsamaisana le seaparo sa gagwe se se khibidu.

Phumeza couldn’t sleep. She was sad about Bear’s hair, but even more, her heart felt heavy and sore when she remembered Thobeka’s face. She tossed and turned and buried her face in her pillow. “I shouldn’t have shouted at Thobeka. I could see she was upset already. I said such nasty things.”

Phumeza thought about the day Mama gave her two pieces of cake, one for her and one for Thobeka. In front of her best friend, she ate both pieces. Thobeka forgave her and didn’t tell Mama how greedy Phumeza had been.

Phumeza thought about the prayer her family often said, asking God to forgive them. She felt ashamed. It wasn’t a good feeling.

On Phumeza’s sixth birthday, Mama gave her a toy bear. Bear had bright eyes, golden brown hair, a small black nose and a smiley mouth. On the front of his red vest in big letters was written: I LOVE YOU. PLEASE LOVE ME.

Everywhere Phumeza went, Bear went with her. She loved Bear almost as much as she loved Thobeka. Thobeka was her five-year-old next-door neighbour and her best friend.

One afternoon, Mama had an appointment at the salon. Phumeza and Thobeka watched through the salon window as the hairdresser cut Mama’s hair. Thobeka was especially interested. She watched carefully how the hairdresser snipped off the hair with razor-sharp scissors. It looked so easy and so much fun.

Later, Phumeza, Thobeka and Bear played in the yard. After a while, Thobeka ran inside. She came back carefully carrying her grandmother’s scissors. “Can I cut your hair?” she asked Phumeza.

“Not today,” replied Phumeza. “I want to go home now.”
Phumeza hugged her best friend through the burglar bars.

“I’ve forgiven you already, and I’m very sorry I shouted at you and said mean things.”

The girls talked until Thobeka couldn’t hold onto the bars any longer.

“Before I go,” said Thobeka, “I’ve brought Bear a present.”

“What is it?”

“A red woollen cap, the one Gogo knitted me for winter. It’ll cover Bear’s head and match his red vest.”

And it did.

Ka letsatsi la matsalo la ga Phumeza la borataro, Mama o ne a mo nay a mpopi wa bera. Bera e ne e na le matlho a a phatsimang, moriri o o borokwa jo bosethlana, nkonyana e ntsho le molomo o o nyenyang. Mo pele ga seaparo sa yone se sebo ihe go go le fofela fa fatshe.

Phumeza o ne a sa kgone go robala. O hotsafetse ka ntlha ya moriri wa ga Bera, mme se se mo tshwenyang le go feta, o ne a utlwa pelo ya gagwe e le botlhoko thata fa a gopola tsela e sefatlhego sa ga Thobeka se neng se ntse ka teng. O ne a tlhorega boroko mme a tsenya sefatlhego sa gagwe mo mosamong wa gagwe.

“Ke ne ke sa tshwanela go omanya Thobeka. Ke ne ke kgona go bona gore o setse a utlwile botlhoko. Ke buile dilo tse di maswe tota.”

Phumeza o ne a akanya ka letsatsi le Mama a neng a mo file dikarolwana tse pedi tsa kuku, e nngwe e ne e le ya gagwe mme e nngwe e le ya ga Thobeka. O ne a ja dikarolwana tsoopedi, fa pele ga tsala ya gagwe e kgolo. Thobeka o ne a mo itshwarela mme ga a ka a bolelela Mama kafa Phumeza a neng a le pelotshetlha ka teng.

Phumeza o ne a akanya ka tšelo e gantsi e rapelwang ke balelapa la gaabo, ba kopa Modimo gore a ba itshwarele.

O ne a tlhabiwa ke ditlhong. E ne e se boikutlo jo bo monate.
Outside, Lotto the dog started barking. Waving Gogo's scissors, Thobeka walked down the back steps towards him. Lotto took one look at the scissors and ran down the road with his tail between his legs.

Only Bear was left, propped against the garden fence.

Ka kwa ntle, ntšha e bong Lotto o ne a simolola go bogola.

A ntse a tsholeditse sekere sa ga Nkoko, Thobeka o ne a fologa mo ditepising tsa ka kwa morago a tsamaela kwa go yone. Lotto o ne a gadima sekere gangwe fela mme a siya a ralala tsela a tsentse mogatla wa gagwe fa gare ga maoto a gagwe.

Go ne go setse fela Bera, yo o neng a sukunyeditswe mo legoreng terateng ya mo tshingwaneng.

“Then I’ll cut my granny’s,” said Thobeka, and she ran off to find Gogo.

So, Phumeza climbed over the fence and went home … without noticing that she had left Bear sitting by the fence.

When Thobeka went into the house, Gogo was on her cell phone, so Thobeka left her alone.

Thobeka’s brother was asleep and she was frightened to wake him.

“Heh, whose hair CAN I cut?” Thobeka wondered.

“Go siame, ke tla ya go kgaola moriri wa ga nkoko,” Thobeka a rialo, mme a taboga a ya go batla Nkoko

Ka jalo, Phumeza o ne a tlole terata a bo a ya gae … kwantle ga go lemoa gore o tlogetse Bera a dutse mo terateng.

Fa Thobeka a tsera mo tlong, Nkoko o ne a bua ka founo ya gagwe ya selula, ka jalo Thobeka o ne a mo tlogela.

Kgaitsadie Thobeka o ne a robetse mme o ne a tshaba go mo tsoa.

“NKA kgaola moriri wa ga mang?” Thobeka a iopse jalo.
Her favourite part of the day is when Grandpa arrives. “How should we spend our day, Fatima?” asks Grandpa.


“Go home” Grandpa. “What should we do tomorrow?” asks Fatima.

“Re ka dira eng ka moso?” Fatima a botsa jalo.

Karolo ya letsatsi la gagwe e a e ratang thata ke fa Rremogolo a goroga. “Re tshwanetse go dira eng ka letsatsi la rona, Fatima?” Rremogolo a botsa jalo.

Her favourite part of the day is when Grandpa arrives. “How should we spend our day, Fatima?” asks Grandpa.


“Go home” Grandpa. “What should we do tomorrow?” asks Fatima.

“Re ka dira eng ka moso?” Fatima a botsa jalo.

Karolo ya letsatsi la gagwe e a e ratang thata ke fa Rremogolo a goroga. “Re tshwanetse go dira eng ka letsatsi la rona, Fatima?” Rremogolo a botsa jalo.

Her favourite part of the day is when Grandpa arrives. “How should we spend our day, Fatima?” asks Grandpa.

“Hello, Fatima,” says Mum. “What did you and Grandpa do today?”

“I see the whole world from up here,” Fatima shouts.

“I know!” says Fatima. “Let’s go to the park.”

“Not much!” they both say.

Ke a itse! Fatima a rialo. “A re ye parakeng.”

“Ga re a dira sepe se se kalo!” ba rialo boobabedi.
**Morabaraba wa dinoga le dillere!**

Snakes and ladders!

Mothameko ao a ka kgona go tshamekiwi ke batho ba le bane kgotsa ba le bathfana. O siametse thata bana ba dingwago di le 7 go ya go 12.

Segolela mothameko le leotswana la dinomoro fa tlase fano. Di kgamarete ma khathalokosong mme a bo a di khurumetsa ka palazikhi gore di nne di le phepa.

**Kafa go tshamekwang ka gone:**

1. Mothameke mongwe le mongwe o tshwanetse go lathetha le di kgotsa le di le kwenye mo godimo ga nomoro ya 6 ya leotwana gore a simolole.
2. Mongoa ga fiso reisangano go lathetha le di kgotsa le di leotwanaeng. Tsamadaa konopo ya gago mo dikekweneng tsa polo eo.
3. Letale ditlaelo tse di monqekwe se o fekelang mo go sone.
4. Foa konopo ya gago e felela kwa tlase go lappo, a ka kgona go sotela kwa godimo ga lappo.
5. Foa konopo ya gago e felela mo godimo ga tlhogo ya noga, a tshwanetse go folokola kwa tse tse ya noga.
6. Mothameke wa nthla yo o fitlhang mo go kwadilweng: O Fentse! ke mofenyi.

**How to play:**

1. Each player must toss a coin or small stone onto number 6 of the wheel to start.
2. Then take turns to toss the coin or stone onto the wheel. Move your button that number of squares.
3. Follow the instructions in the square you land on.
4. If your button lands at the bottom of a ladder, you can move up to the top of the ladder.
5. If your button lands on the head of a snake, you must slide down to the bottom of the snake.
6. The first player to reach: Finish! is the winner.

This game is ideal for four or five to play together. It is best for children aged 7 to 12 years old.

Cut out the game board and number wheel below. Paste it on some cardboard and cover it with plastic to keep it clean.

Original text in Setswana:

**Tswelela / Illustrations:** Magriet Brink and Ke Leo Daly

**Ikogolaganye le rona**

Ka ngwe ya ditsele tse:

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Letatsi sa Baatleletiki ba Sekolo sa Poraemari sa Ditshenekegi

Ka Karen Louise Olivier    Ditshwantsho ka Vian Oelofsen

Morago go ffo Lulu a ne a utfwa Mohumagatsana Podilekgwana a re, “Basetsana ba ba fofela kwa godimo ba tla ffo ba simoletla. Ke kopa gore mongwe le mongwe ya o ba tlolelang ya o nne le se ase, a ye kwa leleng ya o fofela kwa godimo tsweleleno.”

“Nnya tlhe,” Lulu a gfo pala. “Ke fife go fetwa ke dirago ya ma!” O ne a leka gfo ragoaga gore a tswe mo boboveng wja ga Kgabo, mme bo bo bo kgaiatla thata. Lulu o ne a simoletla go lela. O ne a lekisa ditetsa letseino letho thate mme jaonang a ka se kgone go nna le tshoha go ya tseta ga kgosang.”

Morago go naakwa, Lulu o ne a utfwa Mohumagatsana Podilekgwana a re, “Basetsana ba ba fofela kwa godimo ba dira sentle thata. Sene ko seboka sa ga Zara sa bobofo sa go tla kha maphokalelo a go kwa godimo thata. A re bore gore a fofela.”

Ke fa Lulu a popola makola a go mmaoagwe, “Le go ba tsho go na se tshaokae, o a ka kgone go dira lea ma me, Lulu.”

Ka jalo Lulu o ne a o leka leena le le baphothe thata. “Ke letsetse,” a bua a le nosi. “Ke kgona go lema. Fa go lema, go fa ba baba.”

Mme ke seone se Lulu a tla a e dira – o ne a o lema Kgabo a mokothele a manita mma – o a ka kgonang ka tla. “Tshuu!” Kgabo a gfo pala. “Sengwe se rime! Go baba tula.” O ne a nagopa mo ba babang teng thata mo e leng gore o ne a ngapa Lulu gore a tse bo mo boboveng wja gana, mme Lulu o ne a ba tla a fofela mo moyeng. “Iipaa!” Lulu a gfo pala a le leka gore a fofela kwa godimo a fofela kwa godimo morago.

Zara o ne a sa dumele se a se bonang. “O tsho a tsha kae, Lulu?” a botsa pala a mokete.

Pele go gana Lulu a ane, Kgabo o ne a palwela ke go isetseleko mme o wa ma we tshaopeng. O ne o wele mo godimo ga digwagwag tse diingwag tsho tsho kgona mo e leng gore di ne tla fofela kwa leka gore a tse bo shoba. Morahhweni ene ya fola mo godimo ga ditshenekegi tse digweng dii sorelo gore di se ka tla jwe. Ena ya leka digwagwag tsotlhe.

Ka nhla ya tshaokae hoko o e, mongwe le mongwe o ne a akanang gore Lulu a fetseng kgosang go ya fofela kwa godimo, mme Lulu o ne a thametse a mma a go sona gore vlei a go tsetse lela. “Nnya, ga ke a fola. Kgabo o ne a dira gore ke fofela kwa godimo ga maphokalelo.” Zara ke ena e fetseng kgosang go ya fofela kwa godimo.”

Nna le matshagatshaga a leina!

Morahhweni gana Lulu a ne a naya Zara seletse. “Reo na a kgadza, Zara, re mofoti ko wa kena,” a re. Go tswe ffo a tlaaka gana go Lulu. “Re motlhole kwa kena, Lulu. O le wa inkanye mme wa thamensana goa Zara a mogoleng seletse. Mme gana a dikwele bo dikwele tse dikwele. Ke Lebo gore ke lele ka tla. Morahhweni go mo thamensana go ya fofela kwa godimo, mme Lulu o ne a thametse a mma a loa gore sona gore tla条件的 tna ma go lane!”

Diceweke a dira setshwape se o se tshwane mo modimo va ditshenekegi.
The morning sun shone brightly as Lulu sat on a blade of grass on her school's sports field. Today was athletics day at Insect Primary. Lulu felt very excited. She was taking part in the high jump. "Fleas can jump very high!" she shouted as she jumped onto a stone, then a twig and then onto the branch of a nearby tree. Lulu looked down from the tree and saw the other insects getting ready for the day's events. The insects all felt confident because they had been practising hard to get ready for today.

Grasshopper stretched his back legs. "My legs are very strong. I think I'll do well in the long jump today," he said.

"I think I'll win my race," said Cockroach as she ate a last bit of pancake and wiped her mouth on her wing.

Dragonfly, Mosquito, Bee and Fly flapped their wings as they argued about who would be able to fly the highest. "The high fly is a very special event," said Dragonfly. "Not all insects have wings, but those of us who do, can fly very high. I think I'll win the trophy today."

Dung Beetle knew he would be able to push the ball the furthest with his strong back legs. Ant knew her team would win the relay race because they had been practising to pass the stick for months. And Butterfly knew she would be able to fly over all the obstacles in the steeplechase.

Lulu felt confident too. "I will jump the highest today," she said. "Zara thinks she can beat me, but I'm going to win the trophy!" And with that Lulu gave an enormous jump from the tree branch and landed … on something furry.

"Where am I?" Lulu cried in confusion.

Lulu had been daydreaming and had not seen Monkey climbing up the tree trunk. Now she was stuck in his fur!

Then Lulu heard Miss Ladybird say, "The girls' high jump will start soon. Can everybody who wants to take part, please go to the high jump point."

"Oh no," shouted Lulu. "I'm going to miss my event!" She tried to push her way through Monkey's fur, but it was too thick. Lulu started crying. She had practised so hard for this day and now she wouldn't have a chance to compete.

After a while, Lulu heard Miss Ladybird say, "The girls' high jump is going well. This is Zara's last jump. The bar is very high. Let's see if she makes it."

That's when Lulu remembered her mom's words, "Even when things seem hopeless, you can always make a plan, Lulu."

So Lulu came up with a very good plan. "I'm a flea," she told herself. "I can bite. When I bite, it will itch and itch."

And so that's exactly what Lulu did – she bit Monkey as many times as she could.

"Whaaaaaa?" shouted Monkey. "Something bit me! It is so itchy!" He scratched the itch so hard that he scratched Lulu right out of his fur, and she went flying through the air.

"Whheeeee!" shouted Lulu as she flew right over the high jump bar! Zara could not believe her eyes. "Where did you come from, Lulu?" she asked surprised.

Before Lulu could answer, Monkey lost his balance and fell out of the tree. He landed on the frogs who got such a fright that they hopped left and right to get away. The wasps swarmed around the other insects to protect them from being eaten. Then they chased all the frogs away.

Because of the chaos, everyone thought that Lulu had won the high jump, but Lulu spoke up, "No, I didn't jump. Monkey made me fly over the bar. Zara won the high jump."

Miss Ladybird handed the trophy to Zara. "Congratulations, Zara, we are proud of you," she said. Then she turned to Lulu. "We are also proud of you, Lulu. You were honest and made sure that Zara got the trophy. You also saved us from those awful frogs! I think you deserve a trophy too." Then she handed Lulu a trophy for being honest and brave. Everyone clapped, and Zara gave Lulu a big hug.

At the end of the day, all the insects agreed that this was definitely the most eventful athletics day they had ever attended!
1. How do you think the women in these pictures are making a difference in the lives of those around them? Write your own sentence about each picture.

[Images of women with children and elderly people]

1. ____________________________
2. ____________________________
3. ____________________________

2. Write your own short story about a woman or girl who helped you with a problem you had. You can start your story like this: “How could I solve my problem? Luckily, I could always ask …”

O akanya gore basadi ba ba mo dithwantshong tseno ba tokafatsa jang matsheko a batho ba ba dikologileeng? Kwala seele sa gago ka setshwantsho sengwe le sengwe.

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