**It's storytelling time!**

People have told stories for centuries to explore ideas and make sense of their experiences. In fact, sharing stories is as natural to human beings as eating and sleeping! Some of the stories we tell today have been passed down from generation to generation, while others are new ones that we create ourselves.

**Storytelling has great benefits!**

- Storytelling is a good way to teach children the life lessons you want them to learn. Stories also allow children to explore and think about love, hate, kindness, power, good and evil.
- Storytelling stimulates children’s imagination and their use of language.
- Stories can transport and connect them to the lives of people they’ve never known, who come from long ago and far away.
- Telling stories about your childhood experiences helps your children to connect with you.

**How do I start telling stories?**

- It’s always easiest to start with stories that you know. Think about which stories will interest your listeners and are appropriate for their ages. For example, you wouldn’t tell a scary story to three-year-olds, but teenagers might enjoy it!
- Build up a bank of stories to tell and then keep trying to find new ones by looking in books or on the Internet. Visit www.nalibali.org or WhatsApp “Stories” to 0600 44 22 54 for free Nal'ibali stories!
- Translate and adapt stories that may only be available in one language.

**Have fun telling stories!**

Practise telling a story to yourself until you know it well. Remember that your voice and your body are your main tools!

- Practise telling a story to yourself until you know it well.
- Practise using interesting and expressive words.
- Practise using facial expressions, like scowling to show how angry a character is.
- Practise using gestures, like stretching out your arms to show how wide something is.
- Practise using your voice to give different characters different voices, like a soft voice for a shy character.

It starts with a story! It’s storytelling time! It’s storytelling time!
Dear parents and caregivers of young children, here are some activities you can do with children that can be lots of fun and will deepen and extend their experiences of the stories you tell them. Some of the ideas are suitable for all ages, while others are better suited to older children. You might like to choose one or two activities to do with each story you tell.

1. **Sing a song or say a rhyme linked to the content of the story or one of the characters in the story.**
2. **Collect objects or pictures of objects and animals that feature in the story. Talk about these pictures and objects before, during and after reading the story.**
3. **Ask your children if anything like the story you’re about to tell has ever happened to them or someone they know. (For example: “Have you, or anyone you know, ever been lost? What happened? How did you feel?”)**
4. **Ask your children if they know any other stories about the kind of characters in the story you are about to tell. (For example: “I’m going to tell you about a boy and girl who got lost in a forest. Do you know any other stories about someone who gets lost?” Let them tell you what happens in these stories.**

Visit [www.nalibali.org](http://www.nalibali.org) or WhatsApp “Stories” to 0600 44 22 54 for free Nal’ibali stories! You can simplify the stories to suit the ages of your children.

**Storytelling activities to enrich and engage young minds**

**Zwithu zwine na nga zwi ita ni sa athu anetshela tshiṱori**

- Imbani lumbo kana ni ite tshirenzo tshi tshimbidzanaano na zwi re kha tshiṱori kana muṅwe wa vhavumbudzwa vha tshiṱori.
- Kuvhanganyani zwithu kana zwifanyiso zwa zwithu na zwipuka zwo ambiwaho kha tshiṱori. Ambani nga ha zwenzwi zwifanyiso na zwithu ni sa athu vhala tshiṱori, musi ni tshi khou tshi vhala na musi no no fhedza u tshi vhala.
- Vhudzisani vhana vhana arali vha tshi ḓivha zwiṅwe zwiṱori zwine zwa amba nga ha vhavumbudzwa vha re kha tshiṱori tshinre na khou ḓidza u vha anetshela tshinre. (Sa tsumbo, “Ndikhou ḓidza u ni anetshela nga ha muṅwe mutukana na muṅwe musidzana vho vha ḓidza ḓakani. Hu na tshiṱori tshinre na tshi ḓivha tshinre ḓisha amba ha muṅwe muṅwe muṅwe we a ḓidza?”) Vha humbelani vha ni vhudze zwi zwi ḓi ṱoḓa kha zwenzwi zwitori.
- Vhudzisani vhana vhana arali zwithu zwo ambiwaho kha tshiṱori tshinre na khou ḓidza u tshi anetshela zwo no vhuya zwa ḓi ṱoḓa kha muṅwe muṅwe ane vha mu ḓivha. (Sa tsumbo, “Na inwi kana muṅwe muṅwe ane na mu ḓivha, o no vhuya a ḓidza? Ho ḓi ṱoḓa mini? No diphana hani?”)

**Things to do before you tell the story**

- **Sing a song or say a rhyme linked to the content of the story or one of the characters in the story.**
- **Collect objects or pictures of objects and animals that feature in the story. Talk about these pictures and objects before, during and after reading the story.**
- **Ask your children if they know any other stories about the kind of characters in the story you are about to tell. (For example: “I’m going to tell you about a boy and girl who got lost in a forest. Do you know any other stories about someone who gets lost?” Let them tell you what happens in these stories.**
- **Ask your children if anything like the story you’re about to tell has ever happened to them or someone they know. (For example: “Have you, or anyone you know, ever been lost? What happened? How did you feel?”)**
Many stories focus on how characters deal with life’s challenges. Help your children make connections between the challenges that the characters in the story face and the challenges that they face in their own lives. Encourage them to do this by saying, “When I tell this story, it reminds me of how important good friends are. What does it remind you of?”

Things to do while you tell the story

- As you tell the story, stop briefly once or twice to ask, “What do you think will happen next?” This helps to develop your children’s prediction skills, which are important for reading.
- Encourage your children to participate in the telling of the story by making sound effects (like knocking on the floor to imitate knocking on a door or making the noise of the wind) or using body movements (like imitating trees swaying in the wind).
- Children can also learn to develop empathy by putting themselves in a character’s situation. Help them to do this by asking them why they think the characters behave in particular ways in the story. Help them consider values by asking them if they would do or say what the character said or did. Ask them to think of different ways that the character could have faced a challenge.
- Encourage children to draw or paint a picture of their favourite part of the story.
- Pretend you are an interviewer and ask your children to be different characters from the story. Interview them as if you are a talk show host. This will give your children the chance to think more about a character’s personality and their role in the story.
- Encourage imaginative, creative and strategic thinking by letting your children take the lead in acting out the story. If possible, help them dress up or make props to use that will make their role play feel more real.

Things to do after you have told the story

- Many stories focus on how characters deal with life’s challenges. Help your children make connections between the challenges that the characters in the story face and the challenges that they face in their own lives. Encourage them to do this by saying something like, “When I tell this story, it reminds me of how important good friends are. What does it remind you of?”
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Zwithu zwa 5 zwine zwa nga ita uri ni takale 
5 facts to make you happy

1. Happy people are less likely to catch a cold.
2. The smell of flowers makes you happier.
3. Playing with or stroking a pet increases feelings of happiness.
4. Children who play outside are often happier than children who do not.
5. Children with a greater sense of belonging at school tend to be happier and progress better in reading and mathematics.

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.

What makes for happier homes and schools?

1. Caring for children’s needs is seen as a priority.
2. All children receive encouragement and compliments often.
3. All children are recognised as being valuable and unique.
4. Everyone can share their ideas and feelings without being judged.
5. Everyone is treated with respect.

Celebrate happiness!

1. Take a walk in nature. Use your sense of sight, smell, sound, touch and taste to connect with the world around you.
2. Read a book that makes you smile or laugh out loud!
3. Listen to happy music. And dance!
4. Call someone you have not spoken to in a while and who would love hearing from you!
5. Play games with your family.

Grow your own library.
Create TWO cut-out-and-keep books
The lion and the monkey was first published in Edition 30 of the supplement. The story was first featured as a reading performance by the author, Ikeogu Oke, at the 2012 South African Literary Awards held at the University of the Free State, Bloemfontein.

The lion and the monkey

Ikeogu Oke

Get story active!

- **Draw a picture of a family member telling you a story.**
- **Use playdough or clay to make figures of a lion, a monkey and an old woman.**
- **Use the clay figures to retell the story of the lion and the monkey in your own words.**
- **Make up a song about the story and sing it after you tell the story.**

**Itani uri tshi tori tshiy**

- **Olani tshinyinso tshana mudzuma u muti u tshi khoni ni a netshelha tshiitori.**
- **Shumisani sukho ha u tamba ngare kana mvingo ni vhombi ndau, tsho ha mu ngwali.**
- **Shumisani zwithu zwi u zwi vhomba u dovha na a netshelha tshiitori tshana ndau, tsho ha maipfi a mupha.**
- **Sikani lumbo nga ha tshenetshe tshiitori ni le ishe musi ni tshi fhedza u a netshelha tshiitori.**

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](http://www.nalibali.org)

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**Ideas to talk about:** Do you know any stories about lions and monkeys? What characteristics do lions have? What characteristics do monkeys have? What do you think the story is about?

**Zwine ha nga ambwe nga hwoza:** Naa ni a divha zwiitori zwine zwa amba nga ha ndau na tho ho? Nda zi divheliwa mini? Tho ho zi divheliwa mini? Ni vhona u nga itshi tshiitori tsho amba nga ha mini?
One day, Grandpa wanted to teach us a lesson about trust and gratitude, so he told us a story about the lion and the monkey.

The lion and the monkey lived in a thick jungle. The lion roamed the jungle floor, while the monkey lived in the treetops.

Sometimes, the monkey came down to the jungle floor while foraging for food or while moving between trees that were far from each other.

Liṅwe ḍuvha Makhulu vho vha tshi ŋoṅa u ri gudisa ngudo nga ha u fulufhela na u livhuwa, nga zwenezwo vha ri vhudza tshiṱori nga ha ndau na ŋoṅo.
Ndau na ŋoṅo zwo vha zwi tshi dzula ḍakani lo pinzana ho. Ndau yo vha i tshi tshimbila-tshimbila ḍakani, ngeno ŋoṅo i tshi dzula nṱha ha miri!
Nga tshiṅwe tsishinga ŋoṅo yo vha i tshi tsela ḍhasi ya ya ḍakani u itela u ŋoṅa zwiṱiwa kana u thamukana mirini yo thalanganaho.
“What is the royal one doing in such a deep, dark place?” asked the monkey, looking into the pit.

“I fell in,” said the lion in a weak voice. “I have been here all day. Please help me.”

The monkey hesitated and started to walk away, but the lion begged him again.

Then the monkey said, “I am told that all the animals that ever did you a good turn never lived to tell the story.”

But even when he was out of the pit, the lion hung onto the monkey’s tail.

“Let me go! Haven’t I helped you out of the deep pit as you begged me to?” the monkey asked the lion.

But the lion tightened his grip on the monkey’s tail even more, and when the monkey looked into the lion’s eyes, he saw the look of hunger.

“Please let me go!” the monkey cried. But the lion’s grip only got tighter.


Ṱhoho ya timatima nahone ya thoma u ṱuwa, fhedzi ndau ya dovha ya i luvheledza. Ndi izwi-ha ṱhoho i tshi ri, “Ndo vhudzwa uri zwipuka zwoṱhe zwe zwa vhuya zwa u thusa, a zwo ngo vhuya zwa tshila nga murahu ha zwenezwo.” Fhedzi na musi yo no bva dindini, ndau ya ḓi kwambatela mutshila wa ṱhoho.

“Nnditsheni ndi ṱuwe!” Thi ndo ni thusa u bva dindini ḽo tsaho samusi no nkhumbela?” ṱhoho ya ralo i tshi khou vhudzisa ndau.

Fhedzi yeneyo ndau ya tou fara wonoyo mutshila wa ṱhoho ya tou haṋa nahone musi ṱhoho i tshi ndo lavhelesa maṱo a ndau, ya zwi vhona uri ndau yo farwa nga nḓala.

“Nnditsheni ndi ṱuwe, ndi khou tou humbela!” ṱhoho ya lila. Fhedzi ndau ya tou haṋa tshoṱhe wonoyo

Grandpa paused and looked at our faces that had suddenly lit up at the happy ending for the monkey.

Makhulu vha imanyana nahone vha lavhelesa zwifhunywo zwashu zwe zwa vha zwo no takalela njala i takadzaho ye malhungo a tholo a guma ngayo.
The pit was so narrow that the lion could only stand upright on his hind legs. He frantically tried to climb out of the deep pit, but with each attempt the red soil crumbled under his claws, and he sank back to the bottom of the pit.

The exhausted lion was still there at dusk when suddenly he saw a tail pass by. The tail belonged to a monkey who had jumped over the pit.

The lion desperately called for help.

Suddenly, an old woman appeared. She was on her way to her farm when she saw the animals arguing. She stopped and asked them why they were quarrelling.

The monkey told her how he had helped the lion out of the deep pit. "But now he is holding onto my tail and he won't let me go," he complained.

Crestfallen, the lion looked back at the spot where they had seen the old woman, but she was no longer there.

The woman looked at how he had helped the lion out of the deep pit, then now he was holding onto my tail and...

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Yo kulea nungo, ndau ya lavelesa he ya vhona hone mukegulu, fhedzi o vi a si tsheho.
Tshipembe. Uri ni wane zwo engedzeaho nga ha Cadbury Dairy Milk #InOurOwnWords initiative

tsho gandiswaho nga Cadbury

Hetshi tshiṱori tsho shandulwa u bva kha
i tshi shumisana na Nal’ibali sa tshipiḓa tsha Cadbury Dairy Milk #InOurOwnWords initiative.

Ezvinha zwo mabuṱebuṱe (maboḓelo) a

This story is an adapted version of Goggles to the rescue, published by Cadbury in partnership with Halfbowl 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.

Get story active!

★ Reread the paragraph on page 4 in which Jay explains how rubbish lands up in our rivers and seas, and on our beaches. Create a diagram to show how this happens.

★ Write a newspaper article about the different ways in which Goggles helped to make Earth beautiful again. Don’t forget to give the article a catchy title! Draw a picture to go with it.

★ Reuse materials like tins, plastic jars and cardboard boxes that often get thrown away. Decorate them using paper, glitter, paint and/or crayons to make things that you and other family members can use, like pencil holders, vases and storage containers.

Itani uri tsitshoriti tshi nyanyule!


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Nal’ibali ndi fulu a zishakala a u vhaliila a u shishakala a u šiphina a u telo a u karusa na u telulwela ndawela ya u vhali kina khe jotha a Alflikha Tshipembe. U wana mafungo nga vhulunga, dalemali www.nalibali.org.

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Goggles tsha vhonala tsho ṱungufhala. “Arali … nandi! … arali nda isa mathukhwi oṱhe tshikhalani?” Goggles held up a plastic bag, a plastic bottle and an empty tin. “They are growing all over Earth. They are on the land and in the rivers and floating in the sea. Are they good to eat?”

The creature tried to take a bite out of the bottle.

“No, don’t eat that! It’s plastic!” Jay’s voice was loud and clear again. “People drop their rubbish in the streets, and it blows into the rivers and floats down to the sea. Sometimes hungry fish and turtles think it’s food, and they eat it and die. Plastic and glass and tin last a long, long time, so the land and the rivers and the sea and the beaches are full of rubbish.”


Goggles to the rescue

Liz Sparg • Megan Vermaak

Ideas to talk about: What does littering do to our environment? What can you do to take care of your environment?

Zwine ha nga ambwa nga haza: U lokatedza hu ita mini vhuponi hashu? Ni nga ita mini kha u tareledza vhuponi handi?

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One night, Jay woke up and saw a bright light in the sky. Something was flying extremely fast towards the window. Suddenly, it stopped. A door slid open, and a funny-looking creature got out.

"Arp! Hello, my name is Goggles. Arp," the creature said. Jay tried to talk but no sound came out.

But nobody changed how they lived. They still threw their rubbish into the streets. In a very short time indeed, the streets and the rivers and the beaches looked just as bad as before.

Jay decided to call Goggles for help.

"Arp! This time I'm going to try my dream dust," Goggles told Jay. "Everyone on Earth will dream that they are picking up rubbish, arp! and planting trees, arp! and recycling, arp! and doing all the things that help keep Earth beautiful. They will feel so happy in their dreams that they will want to carry on doing those things when they wake up. Arp."

And that's just what happened.

They made Earth beautiful again.

Fhedzi a hu na we a shandukisa matshelele awe. Vho dì bvela phanđa na u latelà matshikhi zwitaràtari. Nga kufhi ngi kutukutukwu, zwitaràtari na milambo na dzisihini zwo vhonalà zwo tshikafhala sa kale.

Jay a dzhia tsheo ya u vhidza Goggles uri tshi dë u thusa.


Izwo ndi zwozwe zwi zwa tlela.

Vho ita uri Shango li naka haffhu.
One day, the lion saw some meat on a banana leaf on the jungle floor. “There’s a free and easy meal for me,” he thought.

The lion moved towards the middle of the banana leaf, but as he sunk his teeth into the meat, the ground gave way beneath him. Together with the meat and the banana leaf, he fell into a deep pit.

Ndau ya pandamedza ţoho u swikela ţoho i tshi gonya muri u re nga henehso tsini.

"How was the lion to have known that a free meal is not always free; that an easy meal is not always as easy as it seems?" commented Grandpa. "How could the king of the jungle have known that a hunter had dug a deep pit and covered it with the banana leaf, then placed the meat in the middle of the leaf and covered the leaf with sand to disguise it?"

"Ndau yo vha i tshi ño zwi divha hani uri zwiliwa zwa mahala a si kanzhi zwi tshi vha mahala; uri zwiliwa zwine zwa wanala nga hu lezihwaho a si kanzhi zwi tshi leluwa nga ndila ine zwa vhonala ngayo?" vha ralo Makhulu. "Khosı ya ďakani yo vha i tshi ño zwi divha hani uri muzwimi o bwa kunđa yo tsaho nahone a i thińhiedza nga tari la muonva, a vhea ďama vhukati ha tari nahone a thivha tari nga mutavha uri kunđa i sa vhonale?"

"The old woman then turned to the lion and said, "Clasp your paws and say, 'Someone is about to die for his kindness. Someone is about to die for his kindness.'""

"Ndau yo vha i tshi ño zwi divha hani uri zwiliwa zwa mahala a si kanzhi zwi tshi vha mahala; uri zwiliwa zwine zwa wanala nga hu lezihwaho a si kanzhi zwi tshi leluwa nga ndila ine zwa vhonala ngayo?" vha ralo Makhulu. "Khosı ya ďakani yo vha i tshi ño zwi divha hani uri muzwimi o bwa kunđa yo tsaho nahone a i thińhiedza nga tari la muonva, a vhea ďama vhukati ha tari nahone a thivha tari nga mutavha uri kunđa i sa vhonale?"
reasons why learning your mother tongue is important

1. Children who learn in their mother tongue have better reasoning, memory, creative and problem-solving skills. They can learn a second language more easily because they have developed the literacy skills to learn how language works.

2. Speaking their mother tongue can improve self-esteem and confidence. Being able to communicate well in their mother tongue can give children a sense of pride and being part of something meaningful that has been around for generations.

3. Knowing their mother tongue helps children to connect with their heritage and culture. Our mother tongue is an important part of our identity. Learning about your mother tongue can help you better understand where you come from and have a sense of belonging.

4. Communicating in their mother tongue helps children to communicate with their family and community members. They are better able to share their emotions, the stories of their community and to connect with the people around them.

5. Speaking their mother tongue can improve self-esteem and confidence. Being able to communicate well in their mother tongue can give children a sense of pride and being part of something meaningful that has been around for generations.
Itani uri tshiitori tshi nyanye! ✨

Arali tshipuka tsha ni tshiitori tsho uri uri tshi nyanye! ✨

In a village on the edge of a forest, there lived a young boy named Ntando. He loved the forest and was friends with all the animals who lived there. Ntando often went to visit his animal friends. There was happiness and harmony between the young boy and the forest animals.

One day, the animals heard someone crying and went to look. “Oh no! It’s our friend, Ntando,” they said.

“Why are you crying?” asked Eagle.

“I cannot see very well, and it makes me clumsy. Every time I trip and fall, the other children laugh at me,” explained Ntando.

“That’s a problem,” said Eagle, “but don’t worry, I will help you.” So Eagle gave Ntando the gift of good eyesight.

Now, Ntando could see very well. Ntando was very happy. He thanked Eagle and didn’t fall once on his way home. The animals were also happy because they had helped their friend.

A few days later, Ntando returned to the forest, looking sad. “Why are you sad?” asked Owl.

“I am not very wise, and so no one listens to anything I say,” said Ntando, looking a bit shy.

“That’s a problem,” said Owl, “but don’t worry, I will help you.” Then, Owl gave Ntando the gift of wisdom.

Ntando was very happy. He thanked Owl and couldn’t wait to get home to talk to his friends. He knew that they would listen to him! The animals were also happy because they had helped their friend.

The next time Ntando visited the forest, he met Lion. “Hallo, Lion,” said Ntando. “Can you please help me? I often feel scared and I’m worried that my friends might think I am a coward.”

Lion didn’t hesitate to help Ntando. “Of course, I will help you. I will give you the gift of courage,” he said.

Ntando was very excited. He thanked Lion and walked back home, feeling very brave.

As the weeks passed, Ntando kept returning to the forest when he needed help. And his animal friends were always there to help him.

“I am not strong enough,” Ntando complained. Elephant stepped forward and gave Ntando the gift of strength.

“I am too slow and never win a race,” Ntando cried. Cheetah swiftly gave Ntando the gift of speed.

“I can’t swim and I’m worried I will drown,” whimpered Ntando. Crocodile smiled and taught Ntando to swim in the river.

Every time Ntando asked for help, the animals were willing to help him. But as time passed, Ntando no longer said thank you for the help, and he no longer helped the animals when they needed it. He became unfriendly and did not seem satisfied with anything.

One day, Owl called a meeting. “My animal friends,” Owl began, “we have given this boy everything he asked for, but he no longer says thank you and keeps asking for more. He is ungrateful and is never satisfied. All he does is complain. He also never helps us in return.”

The other animals agreed. They decided that they would not help Ntando again until he apologised for his bad behaviour, said thank you when they helped him, and was willing to help them too.

The next time Ntando returned to the forest, he complained that he was not graceful enough. He sat under a tree crying, but none of the animals came to help him.

After some time, Mosquito arrived and buzzed around Ntando’s head. “Why are you crying?” asked Mosquito. He felt a bit sorry for Ntando.

“I want to be graceful, but none of the animals will help me,” cried Ntando.

“The animals have already given you so much, but you are still not satisfied,” said the Mosquito. “Perhaps you should repay their kindness before you ask for more.”

When he heard this, Ntando became very angry. “Go away!” he shouted. And with that he waved his hand and almost squashed Mosquito!

The other animals were shocked. “How can you be so rude and cruel, Ntando?” asked Owl. “We have always been kind and helpful to you.

When you asked, we gave you good eyesight, wisdom, courage, strength, speed, and we even taught you how to swim. But instead of being grateful, you have been rude and unkind to us. Why are you never satisfied?”

“There is always one more thing that I want,” answered Ntando. “I expect you to help me.”

The animals could not believe that Ntando was treating them this way, so they all got together and chased Ntando out of the forest. They also agreed never to help Ntando or any other human ever again because they had learnt that humans are never satisfied!

Get story active!

If you could get a gift from an animal, what would you like it to be?

Make a poster with pictures of animals on it to encourage people to be kind to animals. Write short messages on the poster. For example, “Be kind to animals. Give them cool, fresh water on a hot day.”

Think of someone who has been generous and kind to you. Write the person a note to say thank you for the kindness and care. Decorate the note with colourful patterns and drawings.
Neo o riwala tshirendo u sumbedza mme awe ngāla ine a vha funa ngayo. U tōda u vha nea tshone ngā ja 8 Ṯhafamuhwe, įine ja vha Dvhuja Ja Vhafumakadzi ja Dzitshaka. Fhedza o tshi xedza! Mu thuseni uri a tshi wane Noodle a sa athu tshi wana!

Neo wrote a poem to tell his mother how much he loved her. He wants to give it to her on 8 March, International Women’s Day. But he lost it! Help him to find it before Noodle does!

Ni nga kona u vhumba maj pfis maswa a fumimbili nga malegere a ifpi DAKALO? Nwalani maj pfis any ni tshi fhedza ni diphine ngā u riwala mutaladzi une wa shumisa vhunzhi hao nga hune zwa konadzea ngāho!

Can you make twelve new words from the letters in the word HAPPINESS? Write down your words and then have fun writing a sentence that uses as many of them as possible!

Winani bugu ya tshitori!

Shumisani mihumubulo wau u riwala tshitori tshi re na tshitjoro Nā ngāni ndou dai na nḡ̩ljwe khulwane. Anetselani vha nqwatini wa hapu na dzikhonani tshenetshe tshitori. Ni tshi fhedza ni rumele kopi ya tshitori tshonu kha stories@nalibali.org. Vharwali vha u thoma vhonani vha do newa bugu ya tshitori na honene zwitori zvawho zvi do gandiswa kha thumetschedzo.

Shumisani muhumbulo wau u riwala tshitori tshi re na tshitjoro Nā ngāni ndou dai na nḡ̩ljwe khulwane. Anetselani vha nqwatini wa hapu na dzikhonani tshenetshe tshitori. Ni tshi fhedza ni rumele kopi ya tshitori tshonu kha stories@nalibali.org. Vharwali vha u thoma vhonani vha do newa bugu ya tshitori na honene zwitori zvawho zvi do gandiswa kha thumetschedzo.

Win a storybook!

Use your imagination to write a story titled Why elephants have big ears. Tell your story to your family and friends.

Then email a copy of your story to stories@nalibali.org. The writers of the top three stories will each receive a storybook and have their stories published in the supplement.

Pondedzidzo: 2. Asihamba daka, loka, ala, ola, kola, dala, kala, oka, kolo, oda, kalo, dolo

Answers: 2. For example: ape, ash, happen, pens, pine, pins, pipe, shape, shine, ship, snap, spine

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