

NAL'IBALI

Pa's maak die verskil!

Navorsing het nog altyd getoon dat kinders baie daarby baat vind as pa's (of vaderfigure) elke dag aktief betrokke is by hul kinders. Hulle vaar dikwels beter op skool, is gelukkiger, kan positiewe verhoudings met ander opbou en toon minder negatiewe gedrag. 'n Belangrike en natuurlike manier waarop pa's 'n band met hul kinders kan opbou, is om vir hulle stories te vertel of te lees en belangstelling te toon in hul speel-, teken- en skryfaktiwiteite.

Dads make the difference!

Research has consistently shown that children benefit greatly when fathers (or father figures) are actively involved with their children every day. They tend to do better at school, are happier, can build positive relationships with others and have fewer negative behaviours. An important and natural way for fathers to bond with their children is to tell or read them stories and to show interest in their play, drawing and writing activities.

Wat van pa's wat nie gemaklik voel om te lees nie?

Pa's wat nie gemaklik voel om te lees nie, kan nog altyd help om geleterdheid in die huis te bevorder. As jou kinders weet dat geleterdheid vir jou belangrik is, sal dit hulle aanmoedig om hul lees- en skryfvaardighede te oefen en te verbeter. Hoe kan jy dit doen?

- ◆ Vertel stories van toe jy jonk was.
- ◆ Sê kinderrympies op of sing eenvoudige deuntjies.
- ◆ Vra jou kinders uit oor hul dag. Wanneer kinders met volwassenes gesels, leer hulle nuwe woorde en ook hoe taal werk.
- ◆ Verduidelik wat jy doen wanneer jy en jou kind saam takies doen, soos wanneer julle die kar was.
- ◆ Lees die drukwerk in jou omgewing, soos padtekens, die name van produkte wat jy koop, ensovoorts.



What about dads who aren't comfortable reading?

Dads who don't feel comfortable reading can still contribute to improving literacy in the home. Knowing that you care about literacy will encourage your children to practice and grow their reading and writing skills. How can you do that?

- ◆ Tell stories about when you were young.
- ◆ Recite nursery rhymes or sing simple tunes.
- ◆ Ask your children about their day. When children have conversations with adults, they learn new words and how language works.
- ◆ Explain what you are doing when doing chores with your child, like washing the car.
- ◆ Read the print around you, like road signs, the names of products you buy, and so on.

Wat van skryf?

Skryf beteken vir kinders al hoe meer wanneer hulle skryf omdat hulle wil skryf, eerder as wanneer 'n volwassene vir hulle sê waarom om te skryf.

Teken. Jong kinders kan hul idees en gevoelens uitdruk wanneer hulle teken en verf. Gesels oor hul prente en vra wat hulle wil hê jy oor hul prente moet skryf. As hulle iets onder die prent skryf, help dit hulle om te verstaan dat geskrewe taal betekenis het.

Vroeë skrif. Wanneer kinders begin skryf, krabbel hulle gewoonlik op 'n bladsy. Dan begin hulle simbole maak wat soos letters lyk. Daarna gebruik hulle regte letters (al is dit soms agterstevoor). Hierdie eerste stappe wys vir ons dat kinders bewus is van 'n verskil tussen teken en skryf.

Konvensionele skrif. Kinders begin later konvensionele skrif gebruik. Hulle kies gewoonlik letters wat hulle dink by die klanke in die woorde pas wat hulle probeer skryf. Mettertyd gebruik hulle konvensionele spelling en leestekens al hoe meer.

What about writing?

Writing becomes more meaningful to children when they write because *they* want to rather than because an adult told them what to write about.

Drawing. Drawing and painting allow young children to express their ideas and feelings. Talk about their pictures and ask what they would like you to write about their pictures. Writing underneath the picture helps them to understand that written language has meaning.

Early writing. When children start to write, they usually scribble on a page. They then move on to using symbols that look like letters. Next, they use real letters (even though they may be back to front sometimes). These first steps show that children are aware of a difference between drawing and writing.

Conventional writing. Later, children start using conventional writing. They usually choose letters that they think match the sounds in words they are trying to write. Over time, they use conventional spelling and punctuation more and more.



Drive your imagination



IT STARTS WITH A STORY.

DIT BEGIN MET 'N STORIE.

Wêrelddag vir Hardop Lees 2024!



World Read Aloud Day 2024!



Ons het dit reggekry – saam!

Elke jaar op Wêrelddag vir Hardop Lees is Nal'ibali aan die voorpunt van geletterdheidsverandering in Suid-Afrika deur volwassenes aan te moedig om saam met hul kinders te lees. Ons het uitgereik na gesinne, versorgers, gemeenskapsorganisasies en onderwysinstellings om almal in Suid-Afrika te herinner aan die voordele daarvan om hardop vir kinders te lees. Hierdie jaar het julle ons gehelp om die liefde vir stories en lees na meer as 3,8 miljoen kinders te versprei. Wat 'n sukses!

We did it – together!

Each year on World Read Aloud Day, Nal'ibali leads literacy change in South Africa by motivating adults to read with their children. We have reached out to families, caregivers, community organisations and learning institutions to remind everyone in South Africa about the benefits of reading aloud to children. This year you helped us spread the love of stories and reading to more than 3,8 million children. What a success!



Ons het op een dag vir 3,8 miljoen kinders geles!
Dankie vir julle ondersteuning op Wêrelddag vir Hardop Lees 2024!

3,8 million children were read to in one day!
Thank you for your support on World Read Aloud Day 2024!



Geletterdheid begin by die huis – in die huistaal

Ter voorbereiding vir Wêrelddag vir Hardop Lees op 7 Februarie 2024 het ons 'n spesiale storie, *Die verlore babakatjie*, geskryf deur Stacey Fru en geïllustreer deur Rico, geproduseer. Die geliefde Nal'ibali-karakters, Neo, Bella en Noodle, verskyn in die storie.



Literacy starts at home – in the home language

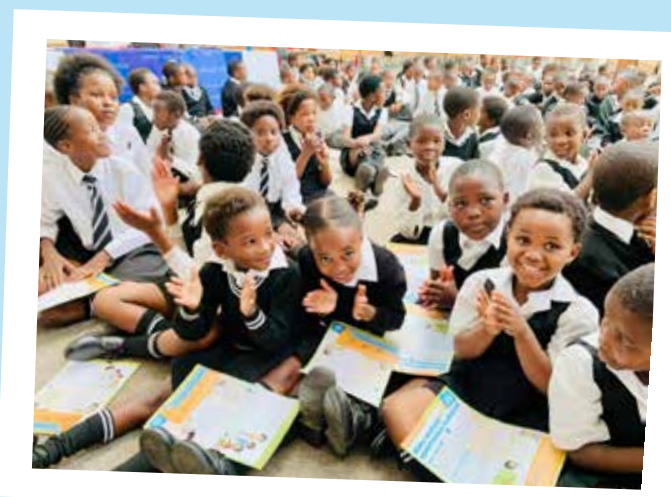
In preparation for World Read Aloud Day on 7 February 2024, we produced a special story, *The lost kitten*, written by Stacey Fru and illustrated by Rico. It featured the well-loved Nal'ibali characters, Neo, Bella and Noodle.

Nal'ibali se span in KwaZulu-Natal het Wêrelddag vir Hardop Lees 2024 in Molweni en kwaNgcolosi gevier.

The Nal'ibali KwaZulu-Natal team celebrated World Read Aloud Day 2024 in Molweni and kwaNgcolosi.

Nal'ibali se Oos-Kaapse span het #WRAD2024 saam met leerskole van verskeie laerskole in Butterworth by die Departement van Basiese Onderwys se Amathole-Oos-streekkantoor gevier.

The Nal'ibali Eastern Cape team celebrated #WRAD2024 with learners from various primary schools in Butterworth at the Department of Basic Education, Amathole East District offices.



Kinders per provinsie bereik Children reached per province

Provinsie / Province	Kinders bereik / Children reached
Oos-Kaap / Eastern Cape	174 513
Vrystaat / Free State	165 858
Gauteng / Gauteng	671 789
KwaZulu-Natal / KwaZulu-Natal	1 094 517
Limpopo / Limpopo	671 598
Mpumalanga / Mpumalanga	583 128
Noordwes / North West	267 856
Noord-Kaap / Northern Cape	38 608
Wes-Kaap / Western Cape	221 899
TOTAAL / TOTAL	3 889 766



Drive your imagination



Die storie is in die 11 amptelike geskrewe Suid-Afrikaanse tale beskikbaar gemaak en, te danke aan 'n vennootskap met SLED (Sign Language Education and Development), ook in Suid-Afrikaanse Gebaretaal.

Sessies vir hardop lees – groot en klein – is landwyd beplan. Sommige gemeenskapsessies is deur Nal'ibali gelei, en ander is deur lede van die publiek, skole, biblioteke, ander geletterheidsorganisasies en organisasies sonder winsoogmerk georganiseer.

Vennote wat gehelp het om te verseker dat daar vir meer kinders as ooit gelees word, sluit in die Departement van Basiese Onderwys, die Departement van Maatskaplike Ontwikkeling, Volkswagen Suid-Afrika, die Stad Kaapstad, Standard Bank Suid-Afrika en biblioteke regoor die land.

Elke sessie waartydens daar hardop gelees is, of dit nou saam met een kind of 'n duisend kinders is, help om 'n leeskuil in Suid-Afrika te laat ontstaan.

Die Yizani Sifunde-span het **#NalibaliWRAD2024** saam met leerders, ouers en onderwysers van vier kleuterskole en drie laerskole by die Dr Rubusana College in Mdantsane gevier.

The Yizani Sifunde team celebrated **#NalibaliWRAD2024** with learners, parents, and teachers from four pre-schools and three primary schools at the Dr Rubusana College, Mdantsane.



© Ashraf Hendricks / GroundUp

Nal'ibali het Wêrelddag vir Hardop Lees saam met die Stad Kaapstad en 200 leerders van verskeie laerskole in die Wes-Kaap gevier.

Nal'ibali celebrated World Read Aloud Day with the City of Cape Town and 200 learners from various primary schools in the Western Cape.

The story was made available in the 11 official South African written languages as well as in South African Sign Language, thanks to a partnership with SLED (Sign Language Education and Development).

Read-aloud sessions – big and small – were planned nationally.

Some community sessions were led by Nal'ibali, and others were organised by members of the public, schools, libraries, fellow literacy organisations and other nonprofit organisations.

Partners who lent a hand to ensure that more children than ever before were read to included the Department of Basic Education, the Department of Social Development, Volkswagen South Africa, the City of Cape Town, Standard Bank South Africa and libraries throughout the country.

Every read-aloud session, whether it is with one child or a thousand children, helps to kick-start a culture of reading in South Africa.



Die Otto Foundation Suid-Afrika het **#worldreadaloudday2024** gevier deur **#nalibaliwrad2024** se spesiale storie, *Die verlore babakattjie*, te deel.

Otto Foundation South Africa celebrating **#worldreadaloudday2024** by sharing the **#nalibaliwrad2024** special story, *The lost kitten*.

Die Nal'ibali-Lesedi-projek het onlangs **Wêrelddag vir Hardop Lees 2024** en Internasionale Skenk-'n-Boek-dag saam met leerders van Postmasburg by die Boichoko-biblioteek gevier.

The Nal'ibali-Lesedi Project recently celebrated **World Read Aloud Day 2024** and International Book Giving Day with learners from Postmasburg at Boichoko Library.



Nal'ibali se sosiale media-platforms gee stukrag aan ons geletterdheidsveldtog!



Die kinders was dol daarvoor om vir Neo drukkie te gee!

The children loved hugs from Neo!



875 000 mense is deur middel van sosiale media bereik
875 000 people reached via social media

Koers van betrokkenheid by sosiale media is **4,5%** (standaard is 1,5%)

4,5% social media engagement rate (benchmark is 1,5%)

Die WRAD-webblad is **34 650** keer deur **15 892** gebruikers besoek

34 650 page visits from **15 892** visitors on the WRAD web page

Die WRAD-storie is **24 300** keer via die webwerf en die WhatsApp-platform afgelaai

24 300 WRAD story downloads via the website and WhatsApp platform

Nal'ibali social media platforms accelerate our literacy campaign!



'n Viering is nie 'n viering sonder koek nie!

Every celebration deserves cake!



Drive your imagination



Madoda Ndlakuse
Nal'ibali-VW-
geletterheidsprojekkoördineerder

Madoda Ndlakuse
Nal'ibali-VW Literacy
Project Coordinator

lingqondi zeQhagqiwa- boekbekendstelling

Die Nal'ibali-VW-geletterheidsprojek het 'n uiters suksesvolle boekbekendstelling aangebied toe kinders van sewe skole

wat deur VW geborg word, by die Khazimla Story Festival bymekaargekom het om die bekendstelling van *lingqondi zeQhagqiwa* (wat *Kritiese denkers van Qhagqiwa* beteken) te vier. Dit is 'n versameling stories, briewe, gedigte en illustrasies deur kinders

van Melumzi-, Hombakazi Combined-, Phakamile-, Mthonjeni-, Sikhothina-, Alex Jayiya- en Stephen Nkomo-laerskool. Die kinders, hul ouers en hul onderwysers se entoesiasme was duidelik sigbaar in die volgepakte VW PeoplePavilion in Gqerbeha op 14 September verlede jaar.

Die program het begin met paneelbesprekings deur geletterheidsaktiviste oor geletterheidsaktiwisme en die belangrikheid van moedertaal. Sommige van die sleutelpunte wat bespreek is, was die belangrikheid van geletterheidsprogramme, hoe om leerders by opvoeding te betrek en hoe om hulle uit te daag om gereeld te lees. Die voordele as 'n mens van jongs af lees, is beskryf as 'n belegging wat leerders sal help om akademiese sukses te behaal en hul toekoms te bou, maar ook 'n leesnalatenskap vir die nageslag na te laat.

“Die band wat ek met die leerders gebou het, is so bevredigend. Hierdie band maak dit maklik om met die leerders te kommunikeer en dus 'n impak op hulle te hê.” - Sinethemba Mama (Nal'ibali YES-intern)

“The bond I have created with the learners is so fulfilling. This bond makes it easy to communicate with the learners and therefore to have an impact on them.” - Sinethemba Mama (Nal'ibali YES Intern)

lingqondi zeQhagqiwa Book Launch

The Nal'ibali-VW Literacy Project enjoyed a highly successful book launch as children from seven VW-

sponsored schools gathered at the Khazimla Story Festival to celebrate the launch of *lingqondi zeQhagqiwa* (which means *Critical thinkers of Qhagqiwa*). This is a collection of stories, letters, poems and illustrations by children from Melumzi, Hombakazi Combined, Phakamile, Mthonjeni, Sikhothina, Alex Jayiya and Stephen Nkomo Primary Schools. The enthusiasm of the children, their parents and their teachers was clearly visible at the jam-packed VW PeoplePavilion in Gqerbeha on 14 September last year.

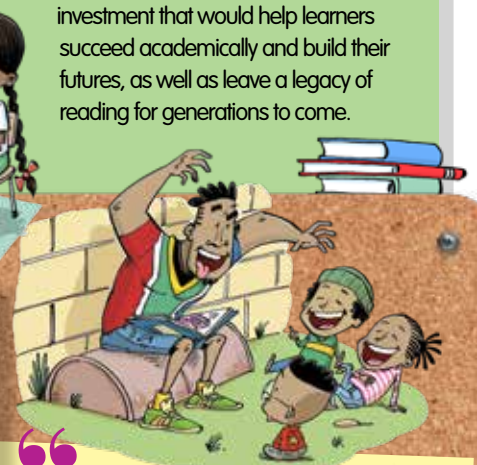
The programme started with panel discussions by literacy activists on literacy activism and the importance of mother language. Some of the key points discussed were the importance of literacy programmes, keeping learners involved with education and challenging them to read regularly. The benefits of reading from a young age were described as an investment that would help learners succeed academically and build their futures, as well as leave a legacy of reading for generations to come.



Van links na regs: Sinazo Busakwe, Masixole Simakuhle, Sinethemba Mama en Yasser Wyngaard

From left to right: Sinazo Busakwe, Masixole Simakuhle, Sinethemba Mama and Yasser Wyngaard

“Ek beskou die verbetering van leerders se leesvaardighede as die grootste prestasie. Om te sien hoe 'n leerder 'n klank herken wat hulle 'n week gelede nie kon herken nie, motiveer my om aan te hou om die werk te doen wat ek doen.” - Sinazo Busakwe (VW Legacy-geletterdheidsambassadeur)



“I consider the improvement of the learners' reading skills as the greatest achievement. Seeing a learner being able to recognise a sound they didn't recognise a week ago motivates me to keep on doing the work that I do.” - Sinazo Busakwe (VW Legacy Literacy Ambassador)

(Vervolg op bladsy 13)
(Continued on page 13)

Bou jou eie biblioteek.

Maak **TWEE** knip-uit-en-bêreboekies

- Haal bladsye **5** tot **12** van hierdie bylae uit.
- Die vel met bladsye **5**, **6**, **11** en **12** daarop maak een boek. Die vel met bladsye **7**, **8**, **9** en **10** daarop maak die ander boek.
- Gebruik elk van die velle om 'n boek te maak. Volg die instruksies hier onder om elke boek te maak.
 - Vou die vel in die helfte op die swart stippellyn.
 - Vou dit weer in die helfte op die groen stippellyn.
 - Knip op die rooi stippellyne.



Grow your own library.

Create **TWO** cut-out-and-keep books

- Take out pages **5** to **12** of this supplement.
- 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.
- Use each of the sheets to make a book. Follow the instructions below to make each book.
 - Fold the sheet in half along the black dotted line.
 - Fold it in half again along the green dotted line.
 - Cut along the red dotted lines.



Drive your
innovation



“Moenie stop nie!” skree Joel terwyl die ander spanne by hulle verbygaq.

“Don’t stop!” shouted Joel as the other teams raced past.

What point is there in trying when you can’t win a race? Wendy and Joel will have to finish the race to find out.

This story was specially created for Nal’ibali to spark children’s potential through storytelling and reading for enjoyment.



Hoekom sal ’n mens aan ’n resies deelneem as jy nie kan wen nie? Wendy en Joel sal die resies moet klaarmaak om uit te vind.

Hierdie storie is spesiaal vir Nal’ibali geskep om kinders se potensiaal te laat vlamvat deur stories te vertel en vir genot te lees.

Get story active!

- ★ Draw a picture of yourself and a friend or family member playing with a *waentjie*. Would you push the *waentjie* or sit in it?
- ★ Make a list of the things you would need to build a *waentjie*. Tell someone how you would build it.
- ★ Draw a starting line and a finish line on the ground. Hold hands with one other person and run from start to finish. Next, hop from start to finish while holding hands.

Raak doenig met stories!

- ★ Teken ’n prent van jouself en ’n maat of familielid wat met ’n waentjie speel. Sal jy die waentjie stoot of in die waentjie sit?
- ★ Maak ’n lys van die dinge wat jy sal nodig hê om ’n waentjie te bou. Vertel vir iemand hoe jy dit sal bou.
- ★ Trek ’n beginstreep en ’n eindstreep op die grond. Hou iemand se hand vas en hardloop van die beginstreep tot by die eindstreep. Hop nou van die begin tot die einde terwyl julle hande vashou.

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 is ’n nasionale lees-vir-genotveldtog. Dit wil ’n leeskuil regoor Suid-Afrika laat vlamvat en vaslê. Vir meer inligting, besoek www.nalibali.org.



Drive your
imagination



“Agge nee!” roep Wendy toe een van die wiele afval!

“Oh no!” shouted Wendy as one of the wheels popped off!

Wendy and the waentjie



Wendy en die waentjie

Mikayla Joy Brown • Carlos Amato

Ideas to talk about: Have you ever been pushed in a *waentjie*? Do you think it is a fun game to play? What do you think this story is about?

Idees om oor te praat: Is jy al ooit in ’n waentjie gestoot? Dink jy dit is ’n prettige speletjie om te speel? Waaroor dink jy gaan hierdie storie?



All the neighbourhood children were gathering for the race of the *waentjies*!
 "Enjoy the race, Wendy," said her mother. "Have fun."

Al die kinders van die buurt kom bymekaar vir die waentjieresies!
 "Geniet die resies, Wendy," sê haar ma. "Lekker dag!"



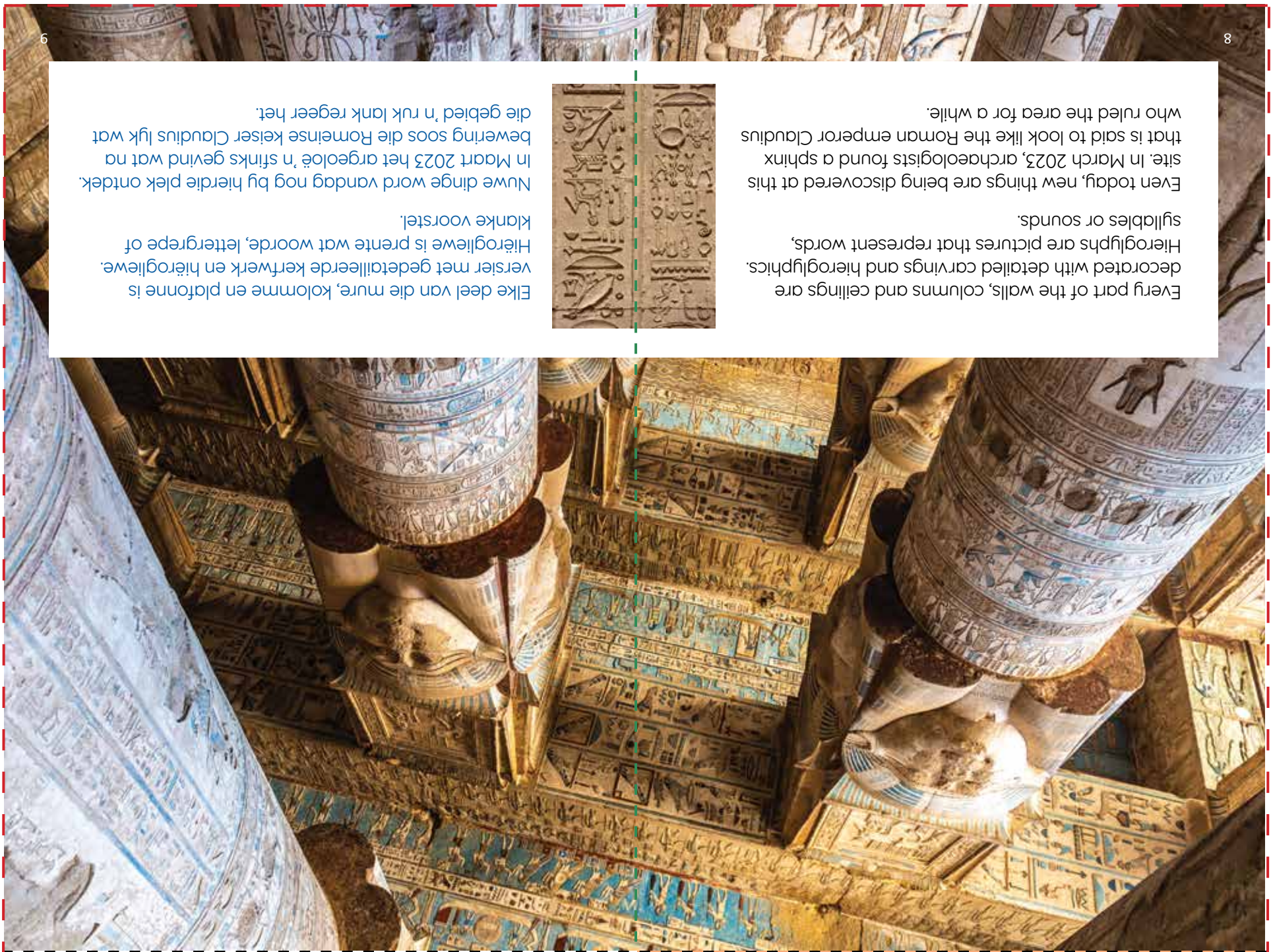
Wendy stoot die waentjie so hard as wat sy kan.
 "Ons is voor!" roep Joel opgewonde.



So Wendy and Joel pushed the *waentjie*
 across the finish line.

Toe stoot Wendy en Joel die waentjie
 oor die eindstreep.





Elke deel van die mure, kolomme en plafonne is versier met gedetailleerde kerfwerk en hiërogliewe. Hiërogliewe is prente wat woorde, lettergrepe of klanke voorstel.

Nuwe dinge word vandag nog by hierdie plek ontdek. In Maart 2023 het argeoloe 'n sfinks gevind wat na bewering soos die Romeinse keiser Claudius lyk wat die gebied 'n ruk lank regeer het.



Every part of the walls, columns and ceilings are decorated with detailed carvings and hieroglyphics. Hieroglyphs are pictures that represent words, syllables or sounds.

Even today, new things are being discovered at this site. In March 2023, archaeologists found a sphinx that is said to look like the Roman emperor Claudius who ruled the area for a while.

Imagine discovering a place that was built thousands of years ago! You never know what might be hidden beneath your feet.

This story was specially created for Nal'ibali to spark children's potential through storytelling and reading for enjoyment.

Stel jou voor dat jy 'n plek ontdek wat duisende jare gelede gebou is! Jy weet nooit wat onder jou voete versteek kan wees nie.

Hierdie storie is spesiaal vir Nal'ibali geskep om kinders se potensiaal te laat vlamvat deur stories te vertel en vir genot te lees.



- Get story active!**
- ★ Have you heard about any of these places before? Which place seemed most exciting to you?
 - ★ Draw a picture of an interesting place you have visited before. Write a sentence or two about that place.
 - ★ Now imagine that you found a hidden place near your home. What would you find there? Write a paragraph about the place you found.
- Raak doenig met stories!**
- ★ Het jy al ooit van enige van hierdie plekke gehoor? Watter plek klink vir jou die opwindendste?
 - ★ Teken 'n prent van 'n interessante plek wat jy al besoek het. Skryf 'n sin of twee oor hierdie plek.
 - ★ Stel jou nou voor dat jy 'n versteekte plek naby jou huis ontdek. Wat sal jy daar vind? Skryf 'n paragraaf oor die plek wat jy gevind het.

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Hidden places



Versteekte plekke

Ilse Badenhorst • Georgia Demertzis

Ideas to talk about: Look at the picture on the cover of this booklet. What do you think this booklet is about? If you could go anywhere in the world, where would you go?

Idees om oor te praat: Kyk na die prent op die omslag van hierdie boekie. Waaroor dink jy gaan hierdie boekie? As jy na enige plek in die wêreld kon gaan, waarheen sou jy gaan?





On the west bank of the Nile river in Egypt, lies the ancient Dendera Temple complex. The complex is massive and the buildings were built thousands of years ago. However, the main temple, called the Temple of Hathor, has been well preserved and parts of it have been carefully restored.

Op die westelike oewer van die Nylrivier in Egipte, lê die antieke Dendera-tempelkompleks. Die kompleks is massief en die geboue is duisende jare gelede gebou. Die hooftempel, wat die Tempel van Hathor genoem word, is egter goed bewaar en dele daarvan is versigtig geresoureer.

The Terracotta Army

Many ancient places stay hidden underground for thousands of years. One of these is the Terracotta Army in Xi'an, China.

In 1974, farmers were digging a well when they found some very old and very interesting pottery. Soon, archaeologists arrived and started carefully digging up the area. Over many decades they found a whole empire that had been built more than 2 200 years ago. Everything was made of terracotta, which is clay that has been baked in special ovens.

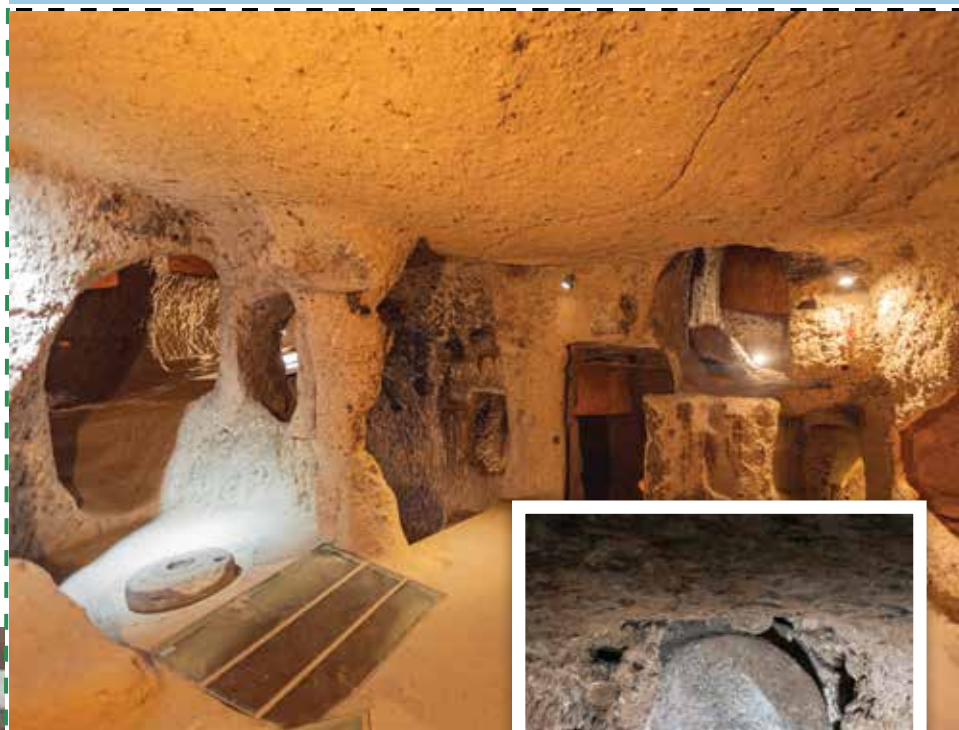


In the mountains in Ethiopia, near the town of Lalibela, stand 11 churches that were built more than 800 years ago during the reign of King Lalibela.

What is unusual about these churches is that each one is carved out of a single large block of stone. No bricks, concrete or mortar was used in creating these churches, and each one looks different. One is in the shape of a cross.

Workers first carved the shape of the church in the top of the rock. Then they carved deep trenches around the shape until they were left with a huge block of solid rock. Next, they carved into this block to make rooms, windows, doors, steps and decorations. These churches are three or four storeys high.

Lalibela churches



Derinkuyu het baie groot kamers, stalle, kelders, stoorkamers, 'n kerkie en selfs 'n skool. Ventilatieskagte het vars lug verskaf, en 'n beskermde put het vars water aan sy inwoners verskaf.

Een van die interessantste dinge is dat daar groot klipskywe is wat oor die opening van die tunnels op elke vlak gerol kan word.

Hierdie "deure" van klip kon net van binne oopgemaak word en dit het almal veilig gehou van vyande daar buite.

Dalk wil jy 'n reisiger wees wat meer oor ons wonderlike wêreld ontdek!



Lalibela-kerke

In die berge in Ethiopie, naby die dorp Lalibela, staan 11 kerke wat meer as 800 jaar gelede tydens die bewind van koning Lalibela gebou is.

Wat ongewoon aan hierdie kerke is, is dat elkeen uit 'n enkele groot blok klip gekap is. Geen bakstene, beton of messelkei is gebruik om hierdie kerke te maak nie, en elkeen lyk anders. Een is in die vorm van 'n kruis.

Werkers het eers die vorm van die kerk bo-op die rots uitgekerf. Dan het hulle diep sote om die vorm gekerf totdat hulle met 'n groot blok soliede rots oorgebly het. Daarna het hulle in hierdie groot blok gekerf om kamers, vensters, deure, trappe en versierings te maak. Hierdie kerke is drie of vier verdiepings hoog.



Dendera Temple Complex

Dendera-temple-kompleks



Derinkuyu has many big rooms, stables, cellars, storage rooms, a chapel and even a school. Ventilation shafts provided fresh air and a protected well provided fresh water for its residents.

One of the most interesting things is that there are huge stone discs that could be rolled over the opening of the tunnels on each level. These stone "doors" could only be opened from the inside and this kept everyone safe from outside enemies.

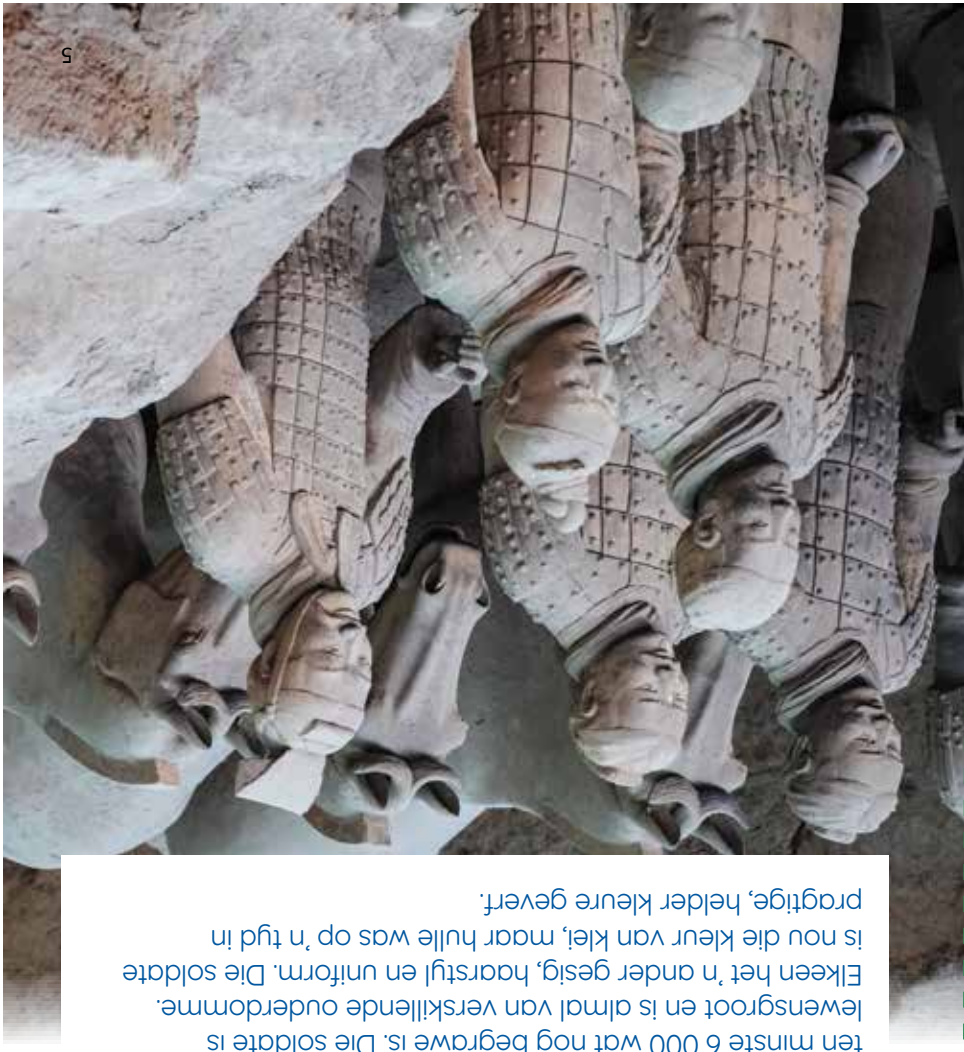
Maybe you'd like to be a traveller who discovers more about our amazing world!

Die terracottaleër

Baie ou plekke bly duisende jare lank ondergronds versteek. Een hiervan is die terracottaleër in Xi'an in China.

In 1974 was boere besig om 'n put te graawe toe hulle baie ou en baie interessante erdewerk gevind het. Argeoloë het gou opgedaag en die gebied versigtig begin opgrawe. Oor baie dekades het hulle 'n hele ryk gevind wat meer as 2 200 jaar gelede gebou is. Alles is van terracotta gemaak, wat klei is wat in spesiale oonde gebak is.





So far, about 2 000 warriors have been uncovered, and there are at least 6 000 that are still buried. The warriors are life-sized and are all different ages. Each one has a different face, hairstyle and uniform. The warriors are now the colour of clay, but they were once painted in beautiful, bright colours.

Tot dusver is sowat 2 000 soldate ontdek, en daar is ten minste 6 000 wat nog begrawe is. Die soldate is lewensgroot en is almal van verskillende ouderdomme. Elkeen het 'n ander gesig, haarstyl en uniform. Die soldate is nou die kleur van klei, maar hulle was op 'n tyd in pragtige, helder kleure geverf.



Derinkuyu underground city

There is an enormous underground city called Derinkuyu that is buried in an area of Turkey known as Cappadocia. According to history, people began building this city thousands of years ago and it grew bigger over time. In ancient times, people lived in this city to stay safe from foreign invaders.

The city has many levels that stretch 85 metres underground. More than 20 000 people and their livestock could live in this underground city for many months.

Derinkuyu, die ondergrondse stad

Daar is 'n enorme ondergrondse stad wat Derinkuyu genoem word wat in 'n gebied van Turkye begrawe is wat as Kappadosië bekend staan. Volgens die geskiedenis het mense hierdie stad duisende jare gelede begin bou, en dit het mettertyd groter geword.

In die ou tyd het mense in hierdie stad gewoon om veilig te bly teen buitelandse indringers.

Die stad het baie vlakke wat 85 meter onder die grond strek. Meer as 20 000 mense en hul vee kon baie maande lank in hierdie ondergrondse stad woon.



The empire was built by Qin Shi Haung, who was only 13 years old when he became the first emperor of China. He wanted to live forever, so he immediately started building everything he would need for the afterlife.

He got thousands and thousands of people to build a tomb surrounded by palaces, an army of warriors, chariots to travel in, stables filled with horses and even acrobats and musicians to entertain him.

Die ryk is gebou deur Qin Shi Haung, wat net 13 jaar oud was toe hy die eerste keiser van China geword het. Hy wou vir ewig lewe, en daarom het hy dadelik begin bou aan alles wat hy vir die hiernamaals nodig sou hê.

Hy het derduisende mense gekry om 'n graf te bou wat omring is deur paleise, 'n leër soldate, strydwaens om in te reis, stalle vol perde en selfs akrobate en musikante om hom te vermaak.



“Mooi, so,” sê oom Henry, “julle het die resies klaargemaak.”

“Well done,” said Uncle Henry, “You finished the race.”



Wendy pushed the *waentjie* as fast as she could. “We’re in front!” shouted Joel excitedly.



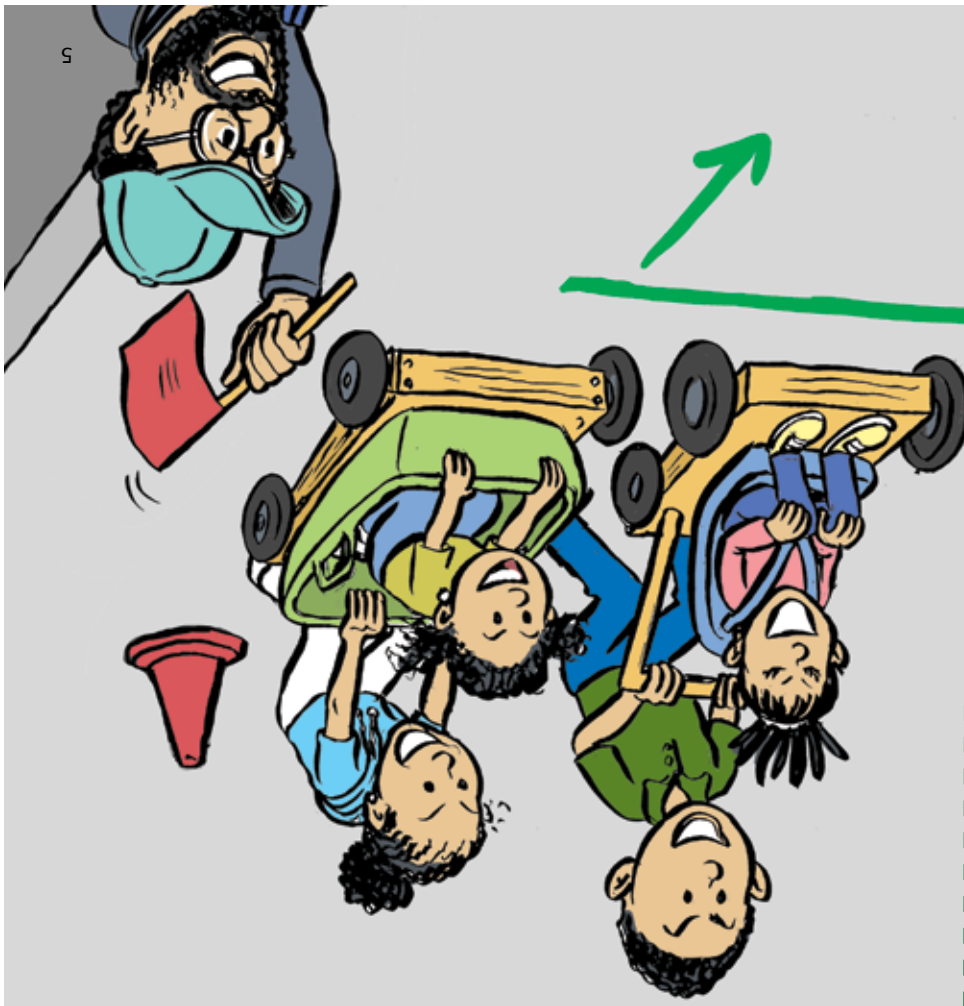
“Wendy and Joel, you did not give up!” said Uncle Henry.
“And we had a lot of fun!” they said.

“Julle het nie tou opgegooi nie, Wendy en Joel!” sê oom Henry.
“En ons het baie pret gehad!” sê hulle.



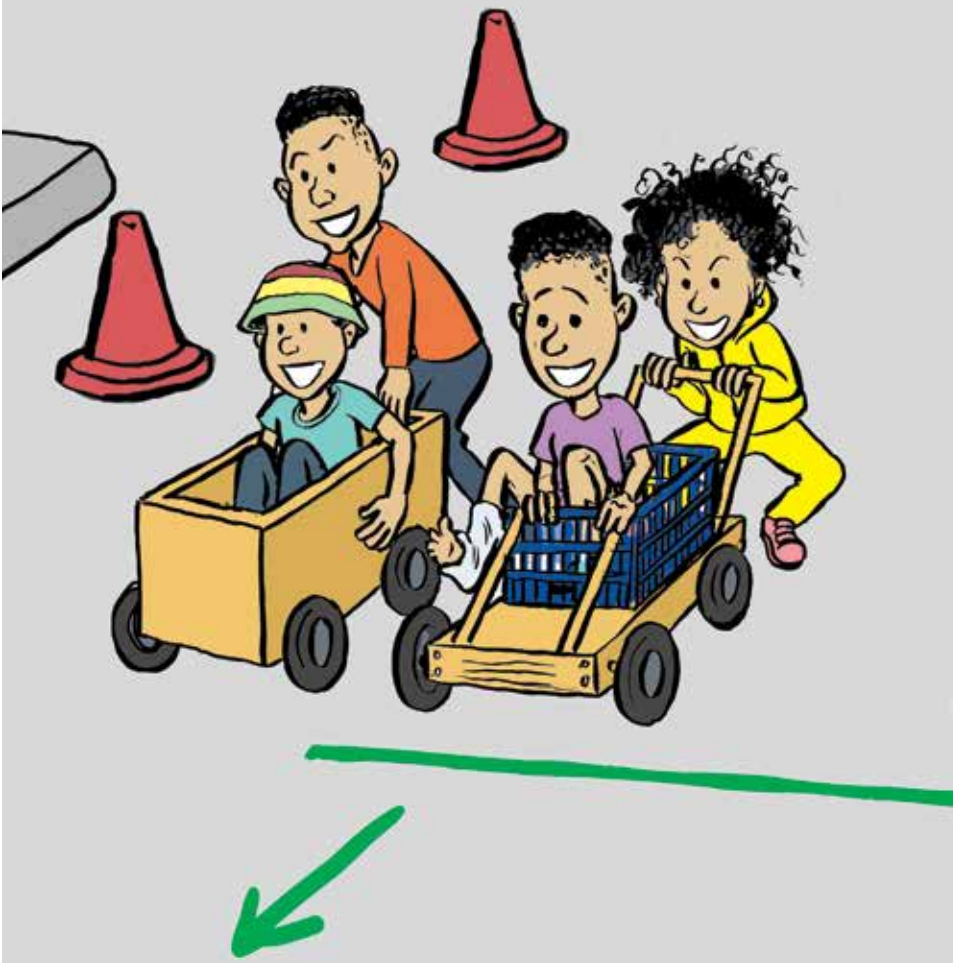
“I’ve hurt my foot,” said Joel.
“I can’t push our *waentjie*.”
“You sit in the *waentjie*, Joel. I will push!” said Wendy.

“Ek het my voet seergemaak,” sê Joel.
“Ek kan nie ons *waentjie* stoot nie.”
“Agge nee! Sit jy in die *waentjie*, Joel. Ek sal stoot!” sê Wendy.



“On your marks, get set ... go!” Uncle Henry shouted, waving his red flag.
 “Op julle merke, gereed ... weg!” roep oom Henry en waai sy rooi vlag.

“We will do the best we can,” said Joel.
 So Wendy and Joel lined up with the other teams at the end of the street.
 “Ons sal ons bes doen,” sê Joel.
 Wendy en Joel tree saam met die ander spanne by die end van die straat aan.



“Well done to the winners of the race,” said Uncle Henry.
 “Baie geluk aan die wenners van die resies,” sê oom Henry.

“But, wait,” said Uncle Henry, “we have a special prize ...”
 “Maar wag,” sê oom Henry, “ons het ’n spesiale prys ...”





Iingqondi zeQhagqiwa- boekbekendstelling

Die kinders se skryfwerk vertel van die trauma wat die meeste van die kinders in hul daaglikse lewens ervaar het. Hulle skryf openlik oor die swaarkry en probleme wat hul families ondervind en hoe hulle daardeur geraak word. Hul stories toon hoe aanpasbaar kinders regtig is en hoe hulle met baie min hulpbronne kan floreer.

Madoda Ndlakuse het die skepping van *Iingqondi Zeqhagqiwa* gekonseptualiseer en toe werksessies in kreatiewe skryfkuns met die kinderskrywers georganiseer en aangebied. Sy kollega by Nal'ibali, Nandipha Kolisile, en die Nal'ibali-interns het die stories en tekeninge beoordeel en die finale stukke gekies wat in die boek ingesluit sou word. Die boek is deur Ndlakuse en Mzoli Mavimbela geredigeer.



Die hoogtepunt van die program was toe daar erkenning gegee is aan die kinders se bydrae tot die boek *Iingqondi zeQhagqiwa*.



The highlight of the programme was when the children's contribution to the book *Iingqondi zeQhagqiwa* was acknowledged.

Van links na regs: Xolelwa Mossie, Dimpho Mosala, Nkosinathi Clay, Madoda Ndlakuse, Nandipha Kolisile, Lerato Voetpad en Sesona Matiso.

From left to right: Xolelwa Mossie, Dimpho Mosala, Nkosinathi Clay, Madoda Ndlakuse, Nandipha Kolisile, Lerato Voetpad and Sesona Matiso.

Iingqondi zeQhagqiwa Book Launch

The children's writing revealed the trauma the majority of the children experienced in their daily lives. They wrote candidly about the trials and tribulations their families experienced and how they were affected. Their stories showed how truly resilient children are and how they are able to thrive on very few resources.

Madoda Ndlakuse conceptualised the creation of *Iingqondi Zeqhagqiwa* and then organised and conducted creative writing workshops with the child writers. His Nal'ibali colleague, Nandipha Kolisile, and the Nal'ibali interns reviewed the stories and drawings and selected the final pieces that were included in the book, which was edited by Ndlakuse and Mzoli Mavimbela.



Mnr. Clay van die VW Community Trust was baie dankbaar om te sien dat die township-skole van KwaNobuhle skrywers oplewer.

Mr Clay from VW Community Trust was very grateful to see writers emerging from the township schools of KwaNobuhle.



“Enkosi kakhulu mntanam, Ndiyayibulela nalanto uyenzayo pha endlini yokusika uncamathisela amaphepha. Ndiyabulela, ndiyazingca ngawe” (Baie dankie, my kind. Ek waardeer regtig alles wat jy altyd by die huis doen. Jy knip en plak altyd goed uit die Nal'ibali-bylae. Dankie. Ek is so trots op jou.) – Tata ka Emihle (Mthonjeni-laerskool)

“Ndive kamandi kakhulu, ndive kamnandi nokuba ndikwazi ukubhala incwadi.” (Ek is baie opgewonde. Ek is baie bly dat ek nou 'n boek kan skryf.) – Inathi Matebese (Hombakazi Combined-laerskool)

“Andinamazwi, ebendingayazi ukuba umntwana wam ngumbhali, ubhala namabali. Ndi proud kakhulu ngawe mntanam.” (Ek is sprakeloos. Ek het nooit besef my kind is 'n skrywer nie. Sy skryf stories. Ek is so trots op jou, my kind.) – Tata ka Lilitha (Phakamile-laerskool)

“Enkosi kakhulu mntanam, Ndiyayibulela nalanto uyenzayo pha endlini yokusika uncamathisela amaphepha. Ndiyabulela, ndiyazingca ngawe” (Thank you so much, my child. I really appreciate what you always do at home. You always cut and paste papers from the Nal'ibali supplement. Thank you. I am so proud of you.) – Tata ka Emihle (Mthonjeni Primary School)

“Ndive kamandi kakhulu, ndive kamnandi nokuba ndikwazi ukubhala incwadi.” (I am very excited. I am very happy that I can now write a book.) – Inathi Matebese (Hombakazi Combined Primary School)

“Andinamazwi, ebendingayazi ukuba umntwana wam ngumbhali, ubhala namabali. Ndi proud kakhulu ngawe mntanam.” (I am speechless. I never realised that my child was a writer. She is writing stories. I am so proud of you, my child.) – Tata ka Lilitha (Phakamile Primary School)

“Kudala ndambona uNceba ukuba uzoba yinto ebomini, esemncinci kakhulu ngoba wayedla ngokubhala indlela aziva ngayo kwi dayari yakhe. uNal'ibali umphe i chance to express herself in writing.” (Ek het lank gelede besef dat Nceba baie in die lewe sal behaal. Sy het van kleins af haar gevoelens in 'n dagboek neergeskryf. Nal'ibali het haar 'n kans gegee om haarself op skrif uit te druk.) – Mama ka Ncebazakhe (Melumzi-laerskool)

“Kudala ndambona uNceba ukuba uzoba yinto ebomini, esemncinci kakhulu ngoba wayedla ngokubhala indlela aziva ngayo kwi dayari yakhe. uNal'ibali umphe i chance to express herself in writing.” (I realised long ago that Nceba will achieve much in life. From a young age, she used to write her feelings in a diary. Nal'ibali has given her a chance to express herself in writing.) – Mama ka Ncebazakhe (Melumzi Primary School)



Drive your imagination



Die eendjie wat nie van reën gehou het nie



Deur Nusicelo Darly Dongwana ■ Illustrasies deur Jiggs Snaddon-Wood

Eendag was daar 'n mamma-eend wat ses klein, geel baba-eendjies gehad het. Hulle het in 'n klein huisie op 'n plaas gewoon, maar die baba-eendjies het in 'n droë, warm somer uitgebroei. Daar was geen reën om in te speel of poeletjies om in te plas nie. "Ek wens dit wil reën," sê Mamma Eend vir haar baba-eendjies. "Dis so lekker om in die reën te speel. Ek weet julle gaan dol wees oor die reën. Alle eende hou van reën!"

Toe die somer plek maak vir die herfs, begin dit uiteindelik reën! Mamma Eend word wakker toe sy die tippe-tap van die reën op die dak hoor. Sy roep haar baba-eendjies. "Kom kyk hoe reën dit!" Sy is baie opgewonde en maak gou al die baba-eendjies bymekaar. Daarna volg hulle almal Mamma Eend toe sy in die reën uitloop.



Maar die kleinste eendjie hardloop gou-gou terug in die huis in. "Wat's fout?" vra Mamma Eend. "Kom uit en voel hoe lekker reën dit."

"Nee dankie," sê die kleinste eendjie. "Ek hou nie van die reën nie. Ek hou nie daarvan om nat te word nie, en die reën laat my geel vere aan my vasplak."

Mamma Eend kan haar ore nie glo nie. Sy klap haar vlerke en sê: "Het jy al ooit gehoor van 'n eend wat nie van reën hou nie? Ek sal 'n plan moet maak."

Die volgende oggend gaan Mamma Eend na Mamma Bok MaMbuzi toe. Sy het 'n winkel op die plaas waar 'n mens enigiets kan koop. "MaMbuzi, my kleinste eendjie wil nie uitgaan as dit reën nie. Sy sê sy hou nie daarvan om nat te word nie. Het jy al ooit van 'n eend gehoor wat nie van reën hou nie? Ons moet 'n plan maak!" sê Mamma Eend.

MaMbuzi lag. "Dis omdat sy nog jonk is en nog nooit reën gesien het nie," sê sy. Toe soek MaMbuzi in haar kaste en vind 'n klein, blou reënjassie. "Hierso," sê sy vir Mamma Eend. "Gee vir haar hierdie klein, blou reënjassie om aan te trek wanneer dit weer reën." Mamma Eend sê vir MaMbuzi dankie en gaan huis toe met die reënjas.

'n Paar dae later reën dit weer. Mamma Eend gee vir haar kleinste baba-eendjie die reënjas om aan te trek. "Kom ons gaan nou buitentoe en gaan geniet die reën," sê sy.

Al die eendjies loop vrolik agter Mamma Eend aan buitentoe. Maar ná 'n rukkie kom Mamma Eend agter dat die kleinste eendjie nie meer by hulle is nie. Sy soek oral en uiteindelik kry sy haar waar sy stoksielalleen in die huis sit. "Hoekom sit jy so alleen hier? Jy het mos nou 'n reënjas. Kom nou buitentoe en kom geniet die reën," sê Mamma Eend.

"Nee dankie," sê die kleinste eendjie. "Ek hou nie van reën nie. Die modder sit aan my voete vas."

Mamma Eend is baie verward. "Alle eende hou van reën," sê sy. "Hulle gee nie om as hul vere nat word en hul voete vol modder raak nie! Ek sal 'n plan moet maak!"

Die volgende oggend gaan Mamma Eend terug na MaMbuzi toe om hulp te vra. "MaMbuzi, my kleinste eendjie sê sy hou nie van reën nie, want die modder sit aan haar voete vas. Wat is ek veronderstel om te doen? Ons moet 'n plan maak."

MaMbuzi lag weer. "Dis omdat sy nog jonk is en haar voetjies baie klein is," sê sy. Toe soek MaMbuzi op haar rakke rond en vind 'n klein paar groen reënsteweltjies. "Hierso," sê sy vir Mamma Eend. "Gee vir haar hierdie klein, groen reënsteweltjies om aan te trek wanneer dit weer reën." Mamma Eend sê vir MaMbuzi dankie en gaan huis toe met die stewels.

Toe dit weer reën, gee Mamma Eend vir haar kleinste eendjie die reënjas en reënstewels om aan te trek. "Kom ons gaan nou buitentoe en gaan geniet die reën," sê sy.

Die kleinste eendjie is nou baie gelukkiger. Haar vere is droog en haar voete is nie vol modder nie. Mamma Eend glimlag en voel verlig terwyl sy kyk hoe al haar eendjies saam in die reën speel.

Toe die reën ophou en die son uitkom, verskyn 'n groot reënboog in die lug. "Kyk, Mamma," sê die kleinste eendjie en wys na die reënboog. "Wat is daardie kleurvolle ding?"



Mamma Eend en die ander eendjies kyk in die lug op. Die eendjies is almal verstom oor die pragtige, kleurvolle boog wat hulle daar sien.

"Dit is 'n reënboog," glimlag Mamma Eend. "Dit kom uit wanneer die reën ophou en die son uitkom. As julle mooi kyk, sal julle sien dit het sewe verskillende kleure."

"O, ek hou vreeslik baie van die reënboog. Dit het dieselfde kleure as my reënjas, stewels en vere," sê haar kleinste eendjie opgewonde. Die ander vyf eendjies klap hul vlerke instemmend.

Toe die son ondergaan en die reënboog verdwyn, gaan Mamma Eend en haar eendjies huis toe.

Ná daardie dag kan die kleinste eendjie nie wag dat dit weer reën nie, want sy wil so graag weer nog 'n reënboog sien. Om die waarheid te sê, sy is so opgewonde om 'n reënboog te sien dat sy skoon vergeet om haar reënjas en reënstewels aan te trek toe dit weer reën.

Toe die reënboog verskyn, sê sy vir Mamma Eend: "Ek gee nie meer om as my vere nat en my voete vol modder word as dit reën nie, want as dit klaar gereën het, sal die son uitkom en dan sal ek die mooiste ding in die hele wêreld sien – 'n kleurvolle nuwe reënboog. Ek hou baie van die reën, maar ek hou die meeste van reënboë!"

Mamma Eend kan nie gelukkiger, of meer verlig, wees nie. Nou hou al haar eendjies van die reën, nes eendjies veronderstel is om te doen!

Raak doenig met stories!

- Teken 'n prent wat wys wat jy graag op 'n reënerige dag doen. Skryf 'n sin onder die prent om te sê waarom dit gaan.
- Maak 'n lys van dinge waarvan jy hou op reënerige dae en nog 'n lys van dinge waarvan jy nie hou nie.

- Ken jy 'n liedjie oor reën of reënboë? Maak jou eie liedjie of gedig op en voer dit vir jou familie op.



Drive your
imagination



The duckling who didn't like rain



By Nosiselo Darly Dongwana ■ Illustrations by Jiggs Snaddon-Wood

Once upon a time, there was a mother duck who had six small, yellow ducklings. They lived in a small house on a farm, but the ducklings hatched during a dry, hot summer. There was no rain to play in and no puddles to splash in. "I wish it would rain," Mother Duck said to her ducklings. "It is such fun to play in the rain. I know you will love the rain. All ducks love the rain!"

Then, as summer turned to autumn, it finally started to rain! Mother Duck woke up when she heard the rain tip-tapping on the roof. She called her ducklings, "Come and see the rain!" She was so excited and quickly gathered all the ducklings. Then they all followed Mother Duck out into the rain.



But the smallest duckling quickly went back inside. "What is the matter?" Mother Duck asked. "Come outside and feel the lovely rain."

"No, thank you," said the smallest duckling. "I don't like the rain. I don't like getting wet, and the rain makes my yellow feathers stick to me."

Mother Duck could not believe her ears. She flapped her wings and said, "Have you ever heard of a duck who doesn't like the rain? I will have to make a plan."

The next morning, Mother Duck went to talk to Mother Goat MaMbuzi, who had a shop on the farm that sold everything. "MaMbuzi, my smallest duckling does not want to go out when it rains. She says she doesn't like getting wet. Have you ever heard of a duck who doesn't like the rain? We have to make a plan!" said Mother Duck.

MaMbuzi laughed. "It is because she is still young and has not seen rain before," she said. Then MaMbuzi searched in her cupboards and found a small, blue raincoat. "Here you go," she said to Mother Duck. "Give her this little, blue raincoat to wear when it rains again." Mother Duck thanked MaMbuzi and went home with the raincoat.

A few days later, it rained again. Mother Duck gave her smallest duckling the raincoat to wear. "Now, let's go outside and enjoy the rain," she said.

All the ducklings happily followed Mother Duck outside into the rain. But after a while, Mother Duck noticed that the smallest duckling was no longer with them. She searched everywhere and eventually found her all alone inside the house. "Why are you sitting here all alone? You have a raincoat now, so come outside and enjoy the rain," said Mother Duck.

"No, thank you," said the smallest duckling. "I don't like the rain. The mud sticks to my feet."

Mother Duck was very confused. "All ducks like the rain," she said. "They don't mind when their feathers get wet and their feet get muddy! I will have to make a plan!"

The next morning, Mother Duck went back to MaMbuzi to ask for her help. "MaMbuzi, my smallest duckling says she does not like the rain because the mud sticks to her feet. What am I supposed to do? We have to make a plan."

MaMbuzi laughed again. "It is because she is still young and her feet are very small," she said. Then MaMbuzi searched on her shelves and found a small pair of green rainboots. "Here you go," she said to Mother Duck. "Give her these little, green rainboots to wear when it rains again." Mother Duck thanked MaMbuzi and went home with the boots.

When it rained again, Mother Duck gave her smallest duckling the raincoat and rainboots to wear. "Now, let's go outside and enjoy the rain," she said.

The smallest duckling was much happier now. Her feathers were dry, and her feet weren't muddy. Mother Duck smiled and felt very relieved as she watched all her ducklings play in the rain together.

When the rain stopped and the sun came out, a huge rainbow appeared in the sky. "Look, Mama," said the smallest duckling pointing at the rainbow. "What is that colourful thing?"



Mother Duck and the other ducklings looked up at the sky. The little ducklings were all amazed at the beautiful, colourful ribbon they saw there.

"That is a rainbow," smiled Mother Duck. "It comes out when the rain stops, and the sun comes out. If you look carefully, you will see it has seven different colours."

"Oh, I really love the rainbow. It has the same colours as my raincoat, boots and feathers," said her smallest duckling excitedly. The other five ducklings flapped their wings in agreement.

When the sun went down and the rainbow disappeared, Mother Duck and her ducklings went home.

After that day, the smallest duckling couldn't wait for it to rain again so that she could see another rainbow. In fact, she was so excited to see a rainbow, that she completely forgot to wear her raincoat and rainboots the next time it rained.

When the rainbow appeared, she said to Mother Duck, "I no longer mind if my feathers get wet and my feet get muddy when it rains because after the rain, the sun will come out and then I will see the most beautiful thing in the world – a colourful new rainbow. I love the rain, but most of all I love rainbows!"

Mother Duck could not be happier, nor more relieved. Now all her ducklings loved the rain, just like ducks are supposed to do!

Get story active!

- Draw a picture showing what you love doing on a rainy day. Under the picture, write a sentence describing what it is about.
- Make a list of what you love about rainy days, and another list of what you don't like.

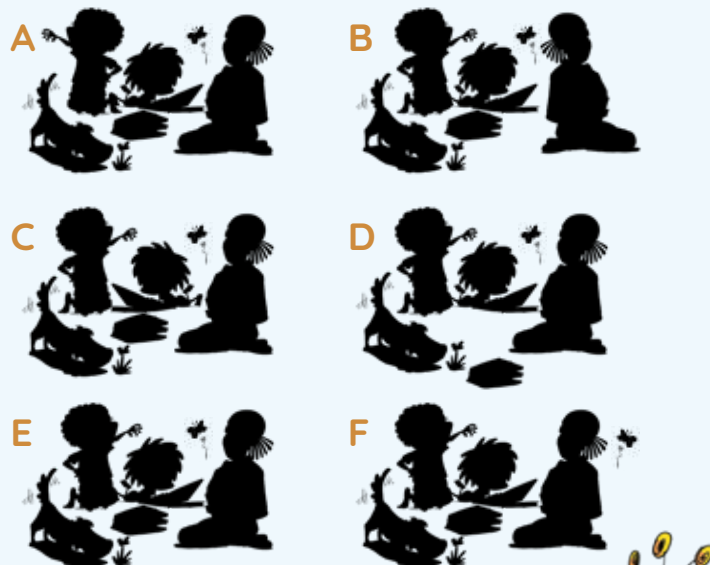
- Do you know a song about rain or rainbows? Make up your own song or poem and perform it for your family.

Nal'ibali-pret

Nal'ibali fun



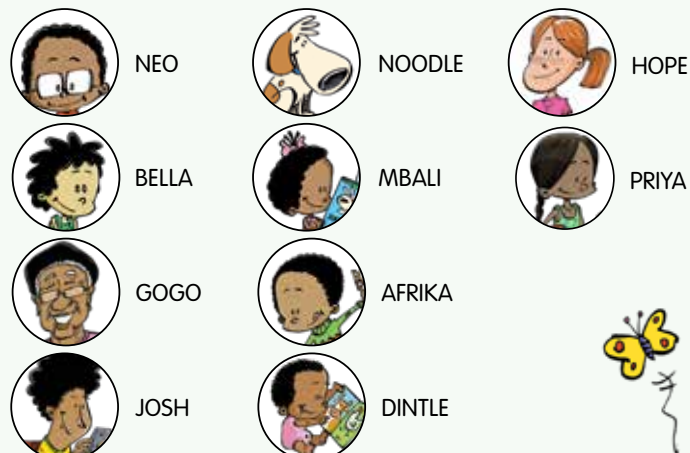
1. Kan jy die korrekte skaduwee by die prent pas?
Can you match the correct shadow to the picture?



2. Kan jy die name van hierdie Nal'ibali-karakters in dié woordsoekblok vind?

C	G	O	G	O	M	X	H	I	T
A	D	E	O	O	B	L	G	O	G
A	F	R	I	K	A	M	D	N	S
V	N	O	O	D	L	E	I	A	P
J	K	N	P	Q	I	R	N	S	R
O	T	B	E	L	L	A	T	U	I
S	W	M	Y	Z	A	C	L	E	Y
H	O	P	E	A	G	N	E	O	A

Can you find the names of these Nal'ibali characters in this wordsearch?

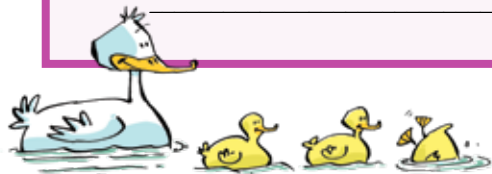


3. Wees 'n woordspeurder en vind die volgende dinge in die storie *Die eendjie wat nie van reën gehou het nie*.

- a) twee soorte diere: _____
- b) twee seisoene: _____
- c) drie kleure: _____
- d) drie getalle: _____
- e) twee dinge wat in die lug is: _____

Be a word detective and find these things in the story *The duckling who didn't like rain*.

- a) two kinds of animals: _____
- b) two seasons: _____
- c) three colours: _____
- d) three numbers: _____
- e) two things that are in the sky: _____



Antwoorde: 1. E; 3 a) eend, bok; b) somer, herts; c) geel, blou, groen; d) ses, sewe, vyf; e) son, reënboog
Answers: 1. E; 3 a) duck, goat; b) summer, autumn; c) yellow, blue, green; d) six, seven, five; e) sun, rainbow

Nal'ibali is hier om jou te motiveer en te ondersteun. Kontak ons op een van die volgende maniere:

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



Produced by The Nal'ibali Trust. Translation by Anita van Zyl. Nal'ibali character illustrations by Rico.



Drive your imagination

