**Make a difference!**

If you ask people whether they want to make a difference in the world, most of them would say that they do. Some people do this by making a difference at home and in their schools. Others do it by contributing to community projects at a local or national level. Some of us lead the way, while others work behind the scenes to make change happen. But whatever we do and however we do it, we're all driven by the same thing: the desire to make the world a better place — now and in the future.

Make-a-Difference Day, celebrated in October each year, was established in 1992 to help encourage us to take at least one day a year to try to make a difference in the world. But it's also a day for us to think and plan how, in the year ahead, we can be ongoing agents of change in our own lives and the lives of others.

One of the easiest ways we can make a difference is by reading and telling stories to the children in our lives. Sharing stories comes as naturally to human beings as eating and sleeping. In fact, a lot of the time our brains even think in stories! It doesn't matter whether we are children or adults, we all tell stories about ourselves and others. Sometimes those stories stay in our heads and sometimes we share them with the people in our lives. We use stories to explore our lives — past and present — and to dream about our future. Stories allow us to make sense of our own lives and to connect with family and friends.

The stories we hear and read as children help to shape us. So in this very simple but powerful way, you can do something which benefits our children and our world. There are lots of other reasons to share stories with children too. Here are a few.

- **Sharing stories helps us bond with our children.** It lets them know that we think they are important enough for us to make the time to tell and read stories with them.
- **Stories help develop their imagination and creativity.**
- **Stories help to develop children's language and thinking, especially when they hear or read them in their home languages.**
- **Stories provide children with examples of how people meet the challenges that face them.**
- **Children who enjoy being read to at home, are more likely to be motivated to read themselves.** When children are motivated, they learn more easily.

Stories have the power to change us and the way we see the world. When we share stories with our children, we can do the same for them.

Make-a-Difference Day is on 27 October 2018. How will you contribute to making the world a better place?

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*Loko wo vutisa vanhu lesiwakwera xana a swi lwa ku tisa ku hambana emaisweni, vota a vano va to ku a wenda lwa. Vanwana a vano va to tisa ku hambana emaisweni, vota a vano va to ku a wenda lwa. Vanwana a vano va to tisika ku tisika ku hambana emaisweni, vota a vano va to ku a wenda lwa. Vanwana a vano va to tisa ku hambana emaisweni, vota a vano va to ku a wenda lwa. Vanwana a vano va to tisa ku hambana emaisweni, vota a vano va to ku a wenda lwa. Vanwana a vano va to tisa ku hambana emaisweni, vota a vano va to ku a wenda lwa.*

*Siku ro Tisa ku Hambana, ler fangezivakwa hi Nhlangulana lemba na lemba, ri sungutwe hi 1992 ku pluna ku hi nhilothela ku teka ku rina nga siku ni misava yo rinekela ku nhilothela ku tisa ku hambana emaisweni. Nokakimbi ti lethla na vansika a vano hina na rinda nga kunguhtha, sinya lemba na lemba, hikwana hi hwayavva a kakhulu ku hluvuka na hluvuka. Nkandziyiso 146*
**Nal’ibali news**

During the week of 26 May 2018, Nal’ibali expanded its reading-for-enjoyment campaign by initiating a national book exchange project. Access to reading material is one of the biggest barriers to getting South Africans reading. At a book exchange, everyone brings books to swap. It is just one of the ways that Nal’ibali is supporting the circulation of books and stories in all South African languages.

During the launch week, Nal’ibali’s Literacy Mentors held public book exchange events across the country. Everyone was encouraged to bring and swap books, enjoy storytelling and read-aloud sessions, exchange events across the country. Everyone was encouraged to support the circulation of books and stories.

- **1.** Invite people whom you know enjoy reading books and who have books to share.
- **2.** Put the venue, date, time and duration of the event on the invitation.
- **3.** Allow enough time. Two to three hours gives everyone a chance to look at and exchange books and meet new friends.
- **4.** If possible, your guests should let you know if they are coming.
- **5.** They should also let you know how many books they will bring, or you can suggest how many books they should bring. (Three books is a good number!)
- **6.** Have enough tables ready for your guests to put their books on. (Or put tablecloths or blankets on the ground for everyone to put their books on.)
- **7.** Leave space around the tables so that your guests can stand around and page through books while still leaving enough space for others to move around.
- **8.** Ask your guests to wait until all the books have been laid out before they start choosing. In this way everyone has a chance to find books they will enjoy.
- **9.** Put out seats so that guests can sit and look at the books they’ve chosen. If you can, have a separate table with easy-to-eat snacks and something to drink.
- **10.** Ask your guests to only take home as many books as they brought.

**Mahungu ya Nal’ibali**

Hi nkarhi wo nhloko, Valeteri va Litheresi va Nal’ibali wa endiwayo. Nal’ibali yi seketelaka ndzhendzeleko ya tibuku ku ta cincana na wun’wana. Hi yin’wana ya tivisa leswaku kyawu la emahla, na ku kuma swe ta la lahla va nga hlakula ku ku avetla mbitheko ho kona na va va va va na nga nthilela ya ka kale.

Cincano wu tibuku wu amukerele tibuku fo tshamaka konya. Loxa va nga tona tibuku ku cincana, na ku kuma sibonelana ka hluwela leswi a va xi namatho endiwe ka lhuwela ya buku. Xurhana lesi xi plumelela n’imivi. Xurhana yebo ku tibuku fo tshamaka konya leswu va kwaka tona.

Hi ku seketelaka phumpha lewi. Loxa va nga tona tibuku ku cincana, nsu u cincana kanye ku cincana. Loxa va nga tona tibuku ku cincana, kumbe u cincana kanye ku cincana. Xurhana lesi xi plumelela n’imivi. Xurhana yebo ku tibuku fo tshamaka konya. Loxa va nga tona tibuku ku cincana, nsu u cincana kanye ku cincana.

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Teaching reading as you read aloud

Reading aloud to the children in your class is fun for you and them, but it is also an activity which encourages children to learn to think more deeply about stories and helps them learn important reading skills.

Children need to learn certain strategies to help them make sense of the stories they read. Here are some of these strategies and suggestions on how you can help children acquire them.

1. Use what you already know. After you have read a story, ask the children, “Have you ever experienced something like what happened in the story?” Or ask them if they have seen, heard or tasted something that is mentioned in the story. Encourage them to think about the ways in which their experiences are similar and different to the ones in the story.

2. Predict. While you are reading, stop a few times and ask the children what they think will happen next.

3. Use the clues. Help the children understand that sometimes things are not fully explained in a story – you have to work them out for yourself! Show them how to look for clues that tell us more about what is happening, and/or more about a character or a place.

4. Use your imagination to interpret the story. Ask the children to draw what they think an object, place, character or scene from the story looks like. Display their drawings and ask them to tell you about them.

5. Check your understanding while reading. Reread a part of the story where something unexpected or very important happens. Ask the children to listen carefully for something important or unusual. Let them talk about what they noticed.

6. Reflect on the story. After you have finished reading a story, ask the children what their favourite part was. Sometimes, also ask them to retell the story in their own words.

Make reading for enjoyment part of your school! For more information and guidance on how to do this, go to www.storypoweredschools.org.

Quotes from great writers

On the power of stories:
“Stories matter. Stories have been used to empower, and to humanise. Stories can break the dignity of a people. But stories can also repair that broken dignity.”
Chimamanda Ngozi Adichie

On why we should encourage children to write:
“Once in a while I catch myself wondering whether I would have found the courage to write if I had not started to write when I was too young to know what was good for me.”
Ama Ata Aidoo

Mintshaho ku sukula eka vatsari lavakulu


Chimamanda Ngozi Adichie

On why we should encourage children to write:
Ama Ata Aidoo

On the power of stories:
Ama Ata Aidoo
Heroes for change
This is a comic for older children that inspires them to take action so that we can achieve the United Nations Global Goals for Sustainable Development. You can find out more about each of these goals here: www.globalgoals.org

- Explore how the Global Goals relate to your children’s lives. Ask them what they think the biggest problems are that people in your community and/or country face. Give them small squares of paper and let them write a problem on each one. Now look at the goals on pages 10 and 11 of the cut-out-and-keep book and see if they can match the problems to the goals.

- Here’s an activity to help you talk about inequality. Give members of your family, reading club or class a number of sweets/biscuits/stickers, but make sure that you distribute them unevenly. Some people should have a lot, while some people should have only a few, or one. Keep most of the sweets/biscuits/stickers for yourself. Then ask, “Is this fair?” Discuss this together and talk about how it feels if you are given fewer sweets/biscuits/stickers. Explain that you have the most because you are the one in charge of the activity. Does anyone think this is fair? How else could you all decide to share the sweets/biscuits/stickers?

Little Hat
In this South African retelling of the story, Little Red Riding Hood, Little Hat’s mother sends her to her grandmother’s house with a pot of tomato bredie. She warns Little Hat to go straight to her grandmother’s house, but along the way Little Hat meets a leopard.

- After you have read the story, ask your children to share other stories they have heard or heard that are similar to this one.
- Help your children to think about which parts of the story could really happen and which are just make-believe. Together, make two lists, headed “Real” and “Make-believe.” (For example, real: house, tomato bredie, leopard, girl; Make-believe: leopard in bed, a hat made of a ray of sunshine and a moonbeam, animals that speak.)
- Invite your children to make “Wanted” posters that would have helped the people in the village catch the leopard. Suggest that they draw a picture of the leopard and write descriptions of his eyes, fur and claws, his crime (what the leopard did), where the leopard was last seen, and what reward is being offered to someone who gives the villagers useful information.
- Ask your children to write a letter from the leopard to Grandmother to apologise for what he did wrong.

Dirty dassie
This is a story about a dassie who hates water and won’t wash! Eventually he is so dirty that the village elders send him away. But when it starts to rain, things change for the dassie.

- Give your children large sheets of paper and suggest that they draw pictures of how Dumi Dassie felt about water at the beginning of the story or the end of the story— or both!
- Mix some soil with water to make mud, and let your children finger paint with it.
- With your children, make up the dance that Dumi and the other dassies did at the end of the story. Sing the words of their song as you dance!

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.
Heroes for change

Tinhenha to cinca swilo

World’s Largest Lesson is a collaborative education project to support the announcement of the United Nations Global Goals for Sustainable Development. The project is living proof of the importance of Global Goal 17, “Partnerships for the Goals”, and would not have been possible without the help of all our partners working with us and with each other.

World’s Largest Lesson, a phurojeke leyi hlengeriweke ya Dyondzo leyikulukumba yo seketela xitiviso xa Swikongomelo swa Matiko ya Misava swa Nhluvukiso swa Nkarhi wo Leha swa Nhlangano wa Tinxaka (United Nations Global Goals for Sustainable Development). Phurojeke i vumbhoni lebyi hanyaka bya nkoka wa Swikongomelo swa 17 “Vutirhisano bya Swikongomelo”, na swona a swi nga ta koteka handle ka uphakamela wa funziwo vatirhasankulokuyi lava nga tirisana na hina no tirhisana na hi xivona.

For more information about these partnerships, go to www.think-global.org.uk. Heroes for change is reprinted in the Na’libali Supplement in partnership with the United Nations Information Centre (UNIC) Pretoria.

Ku kuma vuxokoxoko hi xitalo hi xinakulobye lexi, ya na eka www.think-global.org.uk. Tinhenha to cinca swilo yi kandziyisiwa nakambe hi Xitatisi xa Na’libali hi ku tirhisana na Senthara ya Vuokokoxoko ya Nhlangano wa Matiko ya Misava (UNIC), ePitori.

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 or www.nalibali.mobi

Na’libali i pfhumba ra rixaka ro hlayelana ku tiphina ku tlhontlha ni ku simeka ntolovelo wo hlaya eAfrika-Dzonga hinkwamela. Ku kuma vuokokoxoko hi xitalo, endzela www.nalibali.org kumbe www.nalibali.mobi
This is the earth. As far as planets go, it’s kind of a big deal. It’s a world filled with wonders …

Because here’s the thing: we all have a special quality, a unique ability to help change our planet – and the way we live on it – for the better. So find your inner superpower and share it with the world! And together we will accomplish wonders!
Nandi always wears the hat that her grandmother gave her and so everyone calls her Little Hat! One morning, Little Hat’s mother sends her to her grandmother’s house with a pot of tomato bredie. She warns Little Hat not to talk to anyone along the way, but Little Hat stops to talk to a very hungry, dishonest leopard …

Meanwhile Little Hat was making her way to her grandmother’s house. Along the way, she stopped to watch some birds feeding and a dung beetle rolling along a ball of dung. When she eventually arrived at her grandmother’s house, she knocked on the door.

“Who’s there?” asked the leopard, making his voice sound as soft as possible.

“It’s me, Granny, Little Hat. I have a pot of tomato bredie for you for tomorrow.”

“Open the door, child, and come in,” said the leopard. “You sound like you have a cold, Granny,” said Little Hat. “A little one, my dear,” said the leopard pretending to cough. “Now shut the door and put that pot on the table. Then you can take off your hat and your shoes and socks and lie here next to me so that you can have a little rest.”

Nandi u tshamela ro ambala xigqoko lexi kokwani wa yena nga n’wi nyika xona hikwalaho un’wana na un’wana u n’wi vitana N’waxigqoko Xitsongo! Mixo wun’wana, manana waa N’waxigqoko Xitsongo u n’wi rhumile ku yisa mbita leyi a yi ri na xiculu eka kokwani wa yena. U tshinya N’waxigqoko Xitsongo leswaku a nga vulavuli na munhu endleleni, kambe N’waxigqoko Xitsongo u yima a vulavula na N’wayingwe loyi a twa ndlala swinene, na ku ka a nga tshembhekangiki …
There was once a little girl, so pretty and so sweet that everyone loved her. Her real name was Nandi, but everyone called her Little Hat because of the gold and fire-coloured hat, which she always wore – except when she was asleep!

The hat was given to her by her grandmother, who was so old she did not know her own age. Her grandmother said that the hat was made of a ray of sunshine and a moonbeam, and it would bring Nandi good luck. And believe it or not, this was true.

One Saturday morning Nandi’s mother said, “Little Hat, you are old enough to find your way by yourself. Take this pot of tomato bredie to your grandmother for her meal tomorrow, ask her how she is and then come back at once. Don’t stop on the way and don’t talk to people that you do not know. Do you understand?”

“Oh, yes, yes,” said Little Hat happily. She was excited as she went off with the pot inside a basket. She felt proud to be going by herself.

Little Hat took off her shoes and socks, but she kept her hat on and she lay down next to the leopard.

“Oh, Granny,” she said, “you look a lot like Friend Leopard.”

“That’s because of the pattern on my shawl,” said the leopard.

“How hairy your arms are!” commented Little Hat.

“They’re just right for hugging you,” explained the leopard.

“Gosh, what a big tongue you have, Granny!” said Little Hat.

“It is good for answering you,” said the leopard, who was getting tired of this conversation.

“Oh! What a mouthful of big white teeth you have,” noticed Little Hat.

Ku tshame ku va na nhwana wun’wana lontsongo, a sasekile a tlhela a va na mahanyelo ya kabile lebo a rhandza hi mani na mani. Vito sakeva ra ntisyiso a ti Nandi, xambe khlavwo a va n‘e‘i thyile vito ra N’waxigqoko Xitsongo hikwalaho ka xigqoko xa mhlwelo wa nsuku na xindzilo, lexi a tshambela ro xi amabala mikarti xinkwazo – handle ka loko a efele! Xigqoko lexi a nyikwile sona hi kolwani wa yena, loyi se a khegurele lebo a nga ha tivi na malembhe yalewe. Kolwani wa yena u vuk leswuku xigqoko lexi xi endlwile hi misewe ya dyamalu na ku vangama ku n‘e‘i, nswona xi ta tisela Nandi mikateko. Hamhi wa swi khotha kwambe a weu swi khothewi, leswi a ku ti ntisyiso.
Mixo wun'wana hi Mugqivela manana wa Nandi a ku, "N'waxigqoko Xitsongo, u khuru ku ringana ku tiva ntlela wena hi Sonto ninhlekanhi," ku hlamula N'waxigqoko Xitsongo.

"Aha, yaleyo i miehleketo ya kahle. Kokwani wa wena u tshama kwihi?" ku vutisa N'wayingwe.

"U tshama lahaya eka muti wyo sungula wa tiko, lahaya ekusuhi na nsinyaa wa mhangani. Xana wa ku tiva?" ku vutisa N'waxigqoko Xitsongo.

"Ina! Ndza ku tiva," ku hlamula N'wayingwe. "Ina, hilaha ndzi yaka kona. Swi nga endla ndzi ku rhangela ku fika hikuva milenge ya mina ya hatlisa ku tlula swinengani swa wena. Ndzi ta byela kokwani wa wena leswku u le ndleleni."
Little Hat’s grandmother lived in the next village and Little Hat had to walk through the veld to get there. When she had gone a little way, Little Hat thought she heard something moving nearby.

“Is someone there?” she asked.

“Oh, hello,” said the leopard, “so nice to see you, Little Hat.” He had watched her leave her village alone and had followed her, hiding behind the rocks as he went. He came up to her like a friendly dog and Little Hat stopped to talk to him, which was the last thing she should have done!

“How are you, Little Hat?” the leopard asked.

“How do you know me?” asked Little Hat. “What’s your name?”

“My name is Friend Leopard. And where are you going pretty one, with your golden hat and pot of food?” asked the leopard.

Just at that moment Little Hat’s grandmother arrived home with her empty herb sack over her shoulder. She saw the leopard opening the door and quickly opened the sack and stretched it across the doorway.

“Oh no, you don’t!” she said, catching the leopard in the sack.

Then the brave old lady ran to the dam and threw the sack into it. The leopard fell head first into the water.
Get involved with organisations that work on issues that matter most to you, engage with your government and find ways to be a hero for change in your own community!

3: DO SOMETHING
3: ENDLA XO KARHI

Teka xiave xo tirhisana na mhlungano yin’wana eka swilo leswi swi ku karhataka ngophu, tirhisana na mfuno no kuma tindlela to va nhentha ya ku cine swilo eka ndhavu ya vaaki ya ka n’winha!
But there is nothing on all the earth more wondrous than the billions of people who call it home. Because we all have something special within us: the ability to imagine a better world and then to take action to make it real. And isn’t that a kind of superpower? And if we use that power to help others, then wouldn’t that make us all … SUPERHEROES?

Kambe a ku na xihlamariso xikulukumba eka misava ku thula thihlanyoni ta vanhu lava va tekaku misava leyi tanithi kaya ra vona. Hikuva hinkwerhu ka hina hi na swa nkoka endzeni ka hina: vuswikori bya ku anakanya hi misava yo antswa, na ku teka goza ra ku endla leswo ku va na misava yo antswa hi xiviri. Xana a hi xihlamariso xeso? Naswona loko ho tirhisa matimba lawa ku phuma van’wana, xana sweswo, a swi nge hi endli leswo hi va … TINHENHA LETIKULU?

The #globalgoals can change the world, but only if we all work together! #telleveryone

Ndiela yin’we leyi yif nga endlaku swikongomelo swi humelela, hi leswo swi tivika, kutani kuma tindlela to khatisa to byela van’wana lava u va tivaka hi Swikongomelo swa Matiko ya Misava no va khutaza leswo va endla swo fara!

The only way the goals can succeed is by making them famous, so find creative ways to tell everyone you know about the Global Goals and encourage them to do the same!

Ndlela yin’we leyi yig nga endlaku swikongomelo swi humelela, hi leswo swi tivika, kutani kuma tindlela to khatisa to byela van’wana lava u va tivaka hi Swikongomelo swa Matiko ya Misava no va khutaza leswo va endla swo fara!
Dear Nal'ibali

I have read to my son since he was a baby. Now he is at primary school and his aftercare teacher spends a lot of time on storytelling activities. Wouldn't it be better to just let the children read on their own?

Mark Camber, Knysna

Dear Mark

We agree that reading is a very worthwhile thing to do, but storytelling is also important and it has many benefits.

Storytelling helps to build relationships between people, and teaches us to understand others and their experiences. As children tell a story, they have to think about the effects an action might have on others, and they also learn to predict future events. These are useful life skills!

Telling stories helps to develop children's ability to communicate their thoughts and ideas. They become more confident and learn how to listen with understanding. Telling stories is also a good way to learn new words and practise using them.

When you tell a story, you have to draw pictures in your mind. Having opportunities to use their imaginations, makes children's play more creative and satisfying and helps them to draw more detailed pictures.

So, your child is getting the best of both worlds – he gets to experience storytelling and being read to!

The Nal'ibali Team

Eka Nal'ibali la rhandzekaka

Názi thama na tiyabela n’wana wo mina ku sukela loka a ha n’wana Sesselí ki le ka dyonda ya te hansi esikhetheni nazwani loko xiko loxuma u ya loka a tiyabela kona loka mudyondzasi wo yena a tekela nickhi wo leho ku endla menginko yo ya tiyabela mithekelo. Xana a swi antisibva tshika yena va tiyabela hi vsi?

Mark Camber, eKnyansa

Eka Mark

Ha plumbi leswaku ku tiyabela i chuma wo ka endla, kambu kungula nthetho i swi nikathi naswona swi na wakhuza loko.

Ku rungula mithekelo swi pluma ku aha wekuza esikhetheni ka va nthetho swi. Loko u pluma ku tiyabela swi, ka endla ku nizwa esikhetheni i kwanda kwa xalo leswi le ka endla ka va nthetho ka va nthetho swi nga va nthetho.

Ku rungula mithekelo i swi pluma ku tshikiza mazizelelele ka va nthetho i ng guno leswi. Ku rungula mithekelo i ntsheko yena ku tiyabela.

Loko u pluma ku tiyabela, ku endla ku diro swi esikhetheni esikhetheni i ku nthetho. Ku va nthetho i kwanda ku nthetho i kwanda ku nthetho i kwanda ku nthetho.

Ku pluma ku tiyabela, ku nthetho ku mazizelelele esikhetheni esikhetheni i nthetho i nthetho. Ku pluma ku pluma ku nthetho ku nthetho.

Ku pluma ku pluma ku nthetho ku nthetho.

Ku nthetho ku nthetho.

Loko u pluma ku tiyabela, ku nthetho ku pluma ku nthetho.

Xipano xa Nal'ibali

Dear Nal'ibali

My Grade 3 child struggles with reading at school. Instead of trying to read books herself, she prefers it when someone else reads to her. Will this make it even harder for her to improve her reading?

Kanthie Govender, Pietermaritzburg

Dear Kanthie

The good news is that listening to someone else read to her, helps make your daughter a better reader. When she looks at the page of the book as you read to her, she is using her eyes, ears and brain all at the same time! So, she is able to understand more easily and it is more enjoyable for her. This will motivate her to explore books for herself.

Listening to you read to her, also enables your child to get to know the same books that her classmates and friends are reading on their own. This means that she can join in conversations they have about books and this also helps to motivate her to want to try reading for herself.

At your daughter’s age, the most important thing is to grow a love for books. And it is a very good sign that she wants you to read to her.

The Nal’ibali Team

Eka Nal’ibali la rhandzekaka

N’wana va mina wa le ka Giried 3 u fumi a tiyabela hi ku tiyabela esikhetheni. Emathathini weyo nginiso kwa tiyabela lbiku yena hi yesi, u lavo leswaku umvuna munhu u n’i tiyabela. Xana leswi swi nga nganyisa ku tiyabela ka yena ku antswiwa mahlayelo ya yena?

Kanthie Govender, ePietermaritzburg

Eka Kanthie

Muhungu lamanene hi leswaku ku tiyabela i khayelwayo leswi umvuna munhu u n’i tiyabela. Swi pluma nthswana wo wena ku va muhlayi wo antswa. Loko a i karhi a languta pheli ya buku lo ku i karhi u n’i tiyabela, u uhlalwe mthola yakhe, tindilele la byangona i karhi wumi! Hikhulakho, u swi kota ku twisisa ku ku okonaxena swa nthetho. Leswi swi nga nthetho ku valanga lbiku yena n’i.

Ku tiyabela wena lo ku i karhi u tiyabela, swi nthetho swi pluma swi nthswana wo wena ku va muhlayi wo antswa. Loko a i karhi a languta pheli ya buku lo ku i karhi u n’i tiyabela, u uhlalwe mthola yakhe, tindilele la byangona i karhi wumi! Hikhulakho, u swi kota ku twisisa ku ku okonaxena swa nthetho. Leswi swi nga nthetho ku valanga lbiku yena n’i.

Eka Nal’ibali ...
Dirty dassie
By Joanne Bloch Illustrations by Heidel Dedekind

Dumi Dassie lay flat on his back, sunning his fuzzy tummy on a big, flat rock. He was nearly asleep when he heard loud giggles. Lazily, he opened one eye. Two little dassies were scampering by.

“EWWWW!!” said one of them to the other when they were safely past the rock. “That dassie smells BAD!” They giggled some more as they rushed off.

Dumi sighed, and flicked at a fly that was buzzing around his ear. “It’s not fair!” he thought to himself. “Nobody understands me.”

It was true. Dumi smelled bad because he was dirty. He was dirty because he never washed, but nobody knew why. The truth was, Dumi was scared of water. Once, when he was still a baby, he fell head first into a big muddy puddle. Dumi couldn’t swim, but luckily, his big brother fished him out by his hind legs. Ever since that day, Dumi couldn’t bear to be near water. When the other dassies went to the pool every morning to wash, Dumi slunk off and hid in the bushes. Nobody could get him to change his mind about water – not even his mother!

The days passed – the summer was very hot and there was no rain. Dumi grew dirtier and dirtier. His fur was greasy and matted, and he smelled horrible. Even worse, a swarm of flies followed him wherever he went. Dumi didn’t like this, of course, but he acted like he didn’t care.

One morning, the village elders came to talk to Dumi. They stood far away, and Dumi saw them holding their noses and gasping for air.

“We are sorry, Dumi,” they said, “but as you know it hasn’t rained for a long time. There are many flies around. Flies love dirt, and you are very dirty, so the flies love you! All these flies will make us sick ... it is best that you leave this village.”

Poor Dumi! What could he do? Sadly, he slunk off. He walked and walked. The day grew hotter as the sun rose high into the bright blue sky. His head felt heavy, and his feet were so sore! Eventually, he felt he could not walk another step.

“I need some shade!” he said, looking around. There weren’t many trees in this part of the veld, but he saw a small thorn tree not far away. Slowly, Dumi limped over to this little tree. He lay down under it, and fell fast asleep.

Many hours passed. Dumi had been sleeping so soundly that he hadn’t seen the storm clouds gathering in the sky. The sun had disappeared. The sky grew dark. The air grew cooler and cooler, but still the tired dassie slept. At last, the rain began pelting down.

Dumi woke up. Fat raindrops were splashing all over his body! In the dassie village, all the dassies hid from the rain under the big rocks. But here, there was nowhere to hide! At first, when Dumi saw and felt the rain, he screamed and cried and rolled into a little furry ball. “Help!” he yelped. “Somebody help me!” But even the flies were gone, and Dumi was all alone.

Then a strange thing happened. As the cool rain ran over his body, Dumi realised that it felt good. Slowly, he calmed down and after a while, he even dared to open his eyes. “The rain looks pretty,” he said, “and it makes the veld smell fresh!” Then Dumi stood up, and opened his mouth to drink the raindrops. “It tastes good too!” he said in wonder. He was so happy that soon he began to tap his foot and click his fingers.

That was when Dumi turned around, and danced all the way back to the dassie village, singing as he went: “The rain! The rain! I love the rain! Imvula! Imvula! Imvula!”

Dumi arrived at the village at sunset. None of the other dassies saw him – they were all hiding from the rain under big rocks. Dumi didn’t care. He was used to being alone, and anyway, he felt so happy! He ate a few leaves for supper, crawled under a bush and fell fast asleep again.

When Dumi woke up, the rain had stopped and the village looked beautiful and fresh. As the sun rose, a carpet of bright pink flowers burst into bloom.

“Wow!” he said, looking around.

Just then, all the other dassies came walking towards him. They were on their way to the pool to wash. How surprised they were to see the new, clean, sweet-smelling Dumi!

“Dumi! What happened?” they all asked, crowding around him. But instead of speaking, Dumi began to click his fingers and tap his foot ... soon he was dancing and singing again. All the dassies joined in, as they made their way to the pool: “The rain! The rain! We love the rain! Imvula! Imvula! Imvula!”
Dumi N’wavhondo ka ganamirile hi xikosi, a ri karhi a orherisa khwiri ra yena etambeni lekeriiku ra xiphepherhele. A ri kusuhi no etlela loko a ta twa huwa yo hleka. Hi vulolo, a pfuła thlholo rin’we. A ku ri swivhondwani swimbhirhi leswi a swi ri karhi swi tsutsumatsutsumo.

“UHHMMMM!” ku vula rin’wana ra wona ri byela laman’wana loko ma hundze tampa ma hlayisitšele. “Vhondo leriyi ra nun’hwa SWINENE!” Va hleka nakambe loko vo ri karhi vo hundza hi ku tsutsumo.

Dumi a ahlamula, na ku bakanya nhongani leyi a yi n’wi bela huwa endleveni ya yena. “Leswi a swi kahle!” a vuluvulela embilwini a ri swakwe. “Ku hava loyi a ndzi twlisaka!”

A ku ri nthyiso. Dumi a ri na risema ro biha naswona a thayikile. A thayikile hikuva a nga hlambeni, kambem a ku ri hava loyi a swi tiva leswaku hikokwalo ha yi ninyi. Nthiyiso a ku ri leswaku, Dumi a chha mathe. Siku rin’wana, loko a ha ri rin’wana, u wele hi nthlhogi endzeni ka xidziva leswiku xa ridaka. Dumi a nga swi koti ku hlambela, kambem nkateko wa kona, botta wo yena u n’wi kikile hi milenge ya le ndzimba a huma. Ku sukela siku rero, Dumi a nga swi tyisitse ku va ekusiku na mathe. Loko mavhondo laman’wani ma ya exidziveni xinsinyana wu wu wu’wana wu wu’wana ku ya hlambeni, Dumi a huma a ya thlholo a yimbelela ka mathe. Loko rin’we a ngi hleka koni yena a madyota hi tintiho na ku ba nenge … hi xinkadyana a ri eku cineni na ku kule ngopfu. Vhondo loko a ngi hleka. Dumi u cina ndelela hinkwelelo. Loko laha, a ku ri hava laha la ta tumbela kona! Emasunguleni, lokgo Dumi a vona no ku twa mpfula, u cemile na ku ri a khunguluka a yena a xinkadyana, a ku ri hava laha a yena u yima hi milenge, a pfuła nomo wa yena a nga swi tiva leswaku hikakwe.

“Ndzi lava ndzhu!” a vuluvula, a ri karhi a languta kwala mathoelo. A ku ri hava misinyo ya tala eka ndzwawu ha nhova leyi, kambem a vona xhilalahla xa mitwa lexi a xi nga ri kule ngopfu. Hi ku nonokwa, Dumi a khwita a ya eka xinsinya lexi. A etlela ehanasi ka xona, kutuni byi phaha.

Tiwana ra tiwana ti hundza. Dumi a etelele kahle lero a nga kalanga a vona mapapa ya xidzedezi loko ya ri karhi ya khuvangana ehenhla. Dyambu a ri nyamalarile. Xibakakaba xi niyana ku dzwiala. Moya wu nyana ku xititmelna ku ri xititmelna, kambem avhondo leswu karha a ri etelele. Emakumfo, mpfula yi sungula ku thwana.

Dumi a pfuła. Mathonisi lamakulumu a ya ri ekhu hlatweseni ka miri mi yena! Eka tiko ra Van’wavhondo, mavaahlo ohwekavo ya tuntubetle hoehansi ka maribye lamakulumu. Kambem laha, a ku ri hava laha la ta tumbela kona! Emasunguleni, lokgo Dumi a vona no ku twa mpfula, u cemile na ku ri a khunguluka a yena a xinkadyana, a ku ri hava laha a yena u yima hi milenge.

Kupelelele mhaka yona hlamarisa. Lokgo mpfula leswu xititmelna yi sungula ku tsakamisa miri mi yena, Dumi u lemulile leswaku se a twa kahle. Hi ku nonokwa, a vuyela ehanasi endzenku ka xikosi, a noko leku no kufula mahlo yakwe. “Mpfula yi langutuka yi sasekile!” a vula, “naswona yi endla leswaku nhova yi n’huwela kahle!” Dumi a yima hi milenge, a pfuła nomo wa yena a nga hlatsho isithu isithu mpfula. “Na wona ya nandziha!” a vula ku hlamalu. A tsakile swiniwe hikakweho a nga sungula ku kandzula ehanasi hi nenge we yena uui a ba madyota hi tinthlo. xhonyana a xithakase. Xhonyana a xithakase.

Hi Joanne Bloch        Mikombiso hi Heidel Dedekind

Hi laha, a ku ri hava laha a yena vo xita leswaku uvi a yena. Loko laha, a ku ri hava laha a yena u yima hi milenge, a pfuła nomo wa yena a nga hlatsho isithu isithu mpfula. “Na wona ya nandziha!” a vula ku hlamalu. A tsakile swiniwe hikakweho a nga sungula ku kandzula ehanasi hi nenge we yena uvi a ba madyota hi tinthlo. xhonyana a xithakase. Xhonyana a xithakase.

Dumi u ngelele etkweni hi ku pula ka dyambu. Ku ve hava na wu’nwe a mmavaahlo leso yi nga ndzibho wu nga ndzibho – a nga hlatsho isithu isithu mpfula. Dumi a nga ri swi kahle a nga ndlela ka Twi. Himba ti yena, a ku ri hava laha a yena u yima hi milenge, a pfuła nomo wa yena a nga hlatsho isithu isithu mpfula. “Na wona ya nandziha!” a vula ku hlamalu. A tsakile swiniwe hikakweho a nga sungula ku kandzula ehanasi hi nenge we yena uvi a ba madyota hi tinthlo. xhonyana a xithakase. Xhonyana a xithakase.
1. Topi thandile "Xana u ngi kota ku pananisa ndzhuti na xifaniso lexi nga xona?"

2. Xana u ngi kota ku hetisa ntsheketo lowu wo koma hi tindlela to hambana? Xana u ngi kota ku tumbulakwa ntsheketo wo hleksia na wou chavisa? Xana hi yihi mitsheketo yin’wana leyi u ngi tumbulakwa?

One day _____________ met _____________

She said, "_______________________________."

He said, "_______________________________."

She __________________________________________________________________

He __________________________________________________________________

And so __________________________________________________________________

Siku rin’wana _____________ hlanganile _____________

A ku ka mina, "_______________________________."

A ku ka mina, "_______________________________."

Yena ________________________________

Yena ________________________________

Kutani ku, ________________________________

Siku rin’wana _____________ hlanganile _____________

A ku ka mina, "_______________________________."

A ku ka mina, "_______________________________."

Yena ________________________________

Yena ________________________________

Kutani ku, ________________________________

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