

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, stories 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?

Yenza umahluko!

Xa unokubuza abantu ukuba ingaba bayafuna na ukwenza umahluko ehlabathini, abaninzi babo bangathi bayafuna. Abanye abantu bakuphumeza oku ngokwenza umahluko emakhaya nasezikolweni zabo. Abanye banceda ngeeprojekthi zoluntu kwiindawo ezithile okanye esizweni. Abanye bethu bayakhokela, kanti abanye ngabalandeli abangaveliyo emehlweni abantu ukuze kubekho inguquko. Kodwa nokuba yintoni esiyenzayo futhi nokuba siyenza njani, sonke siqhutywa yinto enye: umnqweno wokwenza ihlabathi libe yindawo ephucukileyo – ngoku nakwixesha elizayo.

Usuku loKwenza-uMahluko, olubhiyozelwa ngenyanga yeDwarha ngonyaka ngamnye, lwasekwa ngowe-1992 ukunceda ngokusikhuthaza ukuba nokuba kungosuku olunye enyakeni ebuncinaneni sizame ukwenza umahluko ehlabathini. Kodwa lukwalusuku lokuba sicinga futhi senze izicwangciso ngokuthi siya kuqhuba njani, kunyaka ozayo, ukuze sibe ngabathunywa abasoloko beququzelela inguquko ebomini bethu nasebomini babanye abantu.

Enye yeendlela ezizezona zilula esinokwenza umahluko ngazo kukufunda nokubalisela abantwana abasebomini bethu, amabali. Ukubalisela amabali kuzenzekela ngokwemvelo ebantwini njengokuthi nokulala. Enyanisweni, kumaxesha amaninzi iingcinga ziza ezingqondweni zethu ngamabali! Akukhathaliseki nokuba singabantwana okanye singabantu abadala, sonke siyawabalisa amabali malunga nathi nangabanye abantu. Ngamanye amaxesha loo mabali ayahlala ezingqondweni zethu size ngamanye amaxesha siwabalisele abantu abasebomini bethu. Amabali siwasebenzisela ukuphengulula ubomi bethu – bexesha elidlulileyo nelangoku – nokuphupha ngekamva lethu. Amabali asinceda ngokuthi sifumanise intsingiselo yobomi bethu nokwakha ubudlelwane nosapho kunye nabahlobo bethu.

Amabali esiwamamelayo nesiwafundayo njengabantwana ayanceda ekusikhuliseni kakuhle. Kodwa ngayo le ndlela elula nenamandla angako, unakho ukwenza into abaya kuxhamla kuyo abantwana bethu nehlabathi lethu. Zininzi nezinye izizathu zokubalisela abantwana bethu amabali. Nazi ezimbalwa.

- ★ Ukubalisa amabali kusinceda ngokuzimanya nabantwana bethu. Kubenza bazi ukuba sicinga ukuba babaluleke ngokwaneleyo kuthi kangokokuba side sizinike ixesha lokubalisela nokubafundela amabali.
- ★ Amabali ayanceda kuphuhliso lwengcingane nakwisakhono sokuyila.

INSIDE!

A special cut-out-and-keep book for older children for Make-a-Difference Day.

PHAKATHI!

Incwadana yohlobo olulodwa oyisikaze-uyigcine yabantwana abakhudlwana ukwenzela Usuku loKwenza-uMahluko.



- ★ Amabali anceda ngokuphuhlisa ulwimi oluthethwa ngabantwana nokucinga kwabo, ngakumbi xa bekumamele okanye xa ubafundela ngeelwimi zabo zasekhaya.
- ★ Amabali anika abantwana imizekelo yendlela abantu abaqubisana ngayo nemingeni abajongana nayo.
- ★ Abantwana abayonwabelayo indlela abafundelwa ngayo ekhaya, bafumana inkuthazo yokuzifundela ngokwabo. Xa bekhuthazekile abantwana, bafunda lula ngakumbi.

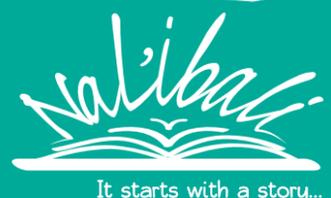
Amabali anamandla okusitshintsha nokutshintsha indlela esilibona ngayo ihlabathi. Xa sibalisela abantwana bethu amabali, nakubo amabali aya kwenza njalo.

Usuku loKwenza-uMahluko lungomhla wama-27 kweyeDwarha ngowama-2018. Wena uza kunceda njani ekwenzeni ihlabathi libe yindawo ephucukileyo?



Drive your imagination

Join us. Share stories in your language every day.
Sijoyine. Balisa amabali ngolwimi lwakho yonke imihla.



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.

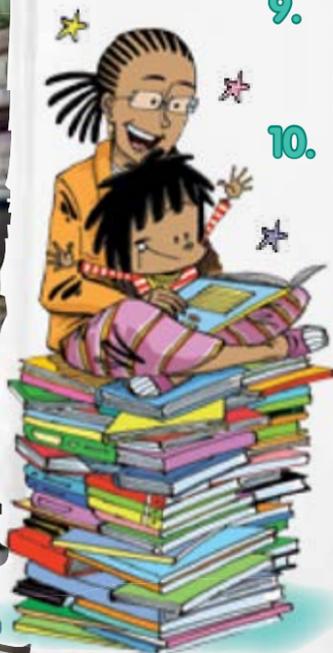
During the launch week, Nal'ibali's Literacy Mentors held public book exchange events across the country. Everyone was encouraged to bring and swap books, enjoy storytelling and read-aloud sessions, and find out more about how to read and share stories effectively with their children.

The book exchanges welcomed books of any variety – printed or handmade books for adults or children. Those who brought books to exchange, received a special sticker which they placed on the books' inside covers. This sticker gave the owner a chance to record their name and the place where they live before passing the book on.

In support of the drive, South African public figures came along with their own books to swap at exchanges in the Eastern Cape, KwaZulu-Natal, Gauteng and Limpopo. They also signed up to join Nal'ibali's volunteer network – FUNda Leader.

But you don't have to be a celebrity to get involved! Everyone is encouraged to hold a book exchange, and these don't have to be great big events. You can hold an exchange at your home, school and/or somewhere in your community. Here are some tips to guide you.

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.



Iindaba zakwaNal'ibali

Ngeveki yama-26 kuCanzibe ngowama-2018, uNal'ibali wandise iphulo lakhe lokufundela-ukuzonwabisa ngokwenza isindululo seprojekthi yesizwe yokutshintshiselana ngeencwadi. Ukufikelela kwizinto ezifundwayo yeminye yemiqobo ethintela ukufunda kwabantu eMzantsi Afrika. Kutshintshiselwano ngeencwadi, umntu ngamnye uza nencwadi aza kutshintshisa ngayo. Le yenye yeendlela uNal'ibali akuxhasa ngayo ukujikeleziswa kweencwadi namabali ngazo zonke iilwimi zaseMzantsi Afrika.

Ngeveki yesindululo, abaCebisi malunga nokuFunda nokuBhala bakwaNal'ibali bebenemisitho yoluntu yokutshintshiselana ngeencwadi kulo lonke ilizwe. Wonke umntu wakuthazwa ukuba eze neencwadi zokutshintshisa, onwabele ukubaliswa kwamabali namathuba okufunda ngokuvakalayo, ngokunjalo nangokufumanisa ngokubanzi ngendlela esebenzayo yokufunda nokufundela abantwana babo amabali.

Kutshintshiselwano ngeencwadi bekusamkelwa naziphi iintlobo zeencwadi – ezishicilelweyo okanye ezihlanganiselwe ngezandla zabantu abakhulu okanye ezabantwana. Abo bebephethe iincwadi zokutshintshisa, banikwa isinamatheli sohlobo olulodwa ababesinamathelisa ngaphakathi kuqweqwe lweencwadi. Isinamatheli besinika umnini ithuba lokubhala igama lakhe nendawo ahlala kuyo phambi kokugqithisela phambili incwadi.

Njengelinge lokuxhasa iphulo, abantu abadumileyo baseMzantsi Afrika beza neencwadi zabo kutshintshiselwano eMpuma Koloni, KwaZulu-Natal, eGauteng naseLimpopo. Baphinde basayinela ukungena kuthungelwano lwamavolontiyi akwaNal'ibali – iFUNda Leader.

Kodwa akukho mfuneko yokuba ube ngumntu odumileyo ukuze uzibandakanye! Wonke umntu uyakuthazwa ukuba asingathe utshintshiselwano lweencwadi, kanti akukho mfuneko yokuba ibe yimisitho emikhulu kangako le. Ungalusingatha utshintshiselwano kwikhaya lakho, esikolweni kunye/okanye kwindawo ethile phakathi koluntu lwakho. Nanga amanye amacebiso okukukhokela.

1. Mema abantu obaziyo ukuba bayakuthanda ukufunda iincwadi nabaneencwadi abanokuzinikela.
2. Bhala kwisimemo indawo yendibano, umhla, ixesha nethuba eliya kuchithwa kwitheko elo.
3. Vumela ixesha elaneleyo. Iiyure ezimbini ukuya kwezintathu zinika wonke ubani ithuba lokujonga nokutshintshiselana ngeencwadi nelokudibana nabahlobo abatsha.
4. Ukuba kuyenzeka, iindwendwe zakho mazikwazise ukuba ingaba ziza kufika na.
5. Kwakhona mazikwazise ukuba ziza neencwadi ezingaphi na, kanti ungazicebisa ngenani leencwadi ezinokuza nazo. (Iincwadi ezintathu linani elilungileyo!)
6. Yiba neetafile ezaneleyo ezilungiselelwe ukuba iindwendwe zakho zibeke iincwadi zazo. (Okanye beka amalaphu etafile okanye iingubo phantsi emgangathweni apho bonke abantu banokubeka khona iincwadi zabo.)
7. Shiya izithuba phakathi kweetafile ukuze iindwendwe zakho zikwazi ukungqonga zityhila-tyhile iincwadi kodwa kushiyeke isithuba esaneleyo sokuba nabanye bajikeleze.
8. Cela iindwendwe zakho ukuba zilinde zide zonke iincwadi zibekwe ezitafileni phambi kokuba ziqalise ukukhetha. Ngale ndlela wonke umntu ufumana ithuba lokufumana iincwadi aya kuzithanda.
9. Mazibekho nezitulo ukuze iindwendwe zihlale xa zisajonga iincwadi ezizikhethileyo. Ukuba unakho, yiba neetafile emi yodwa enamashwamshwam-ekulula-ukuwatya kunye nento yokusela.
10. Cela iindwendwe zakho ukuba umntu agoduke kuphela nenani leencwadi ebeze nalo.



Drive your imagination

Teaching reading as you read aloud



Ukufundisa ukufunda xa ufunda ngokuvakalayo

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.

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

Ukufundela abantwana ngokuvakalayo eklasini yakho lunwabo kuwe nakubo, kodwa kukwangumsetyenzana okhuthaza abantwana ukuba bafunde ukucinga nzulu ngakumbi malunga namabali ngokunjalo kubanceda ngokuthi bafunde izakhono zokufunda ezibalulekileyo.

Abantwana bafanele ukufunda amacebo athile anokubanceda ukuba bawaqonde amabali abawafundayo. Nanga amanye ala macebo namacebiso endlela onokunceda ngayo abantwana ukuba bawazi.

-  **Ukusebenzisa into osowuyazi.** Emva kokufunda ibali, buza abantwana, "Ingaba nakhe nadibana nento efana nale yenzeka ebalini?" Okanye babuze ukuba ingaba bakhe babona, beva okanye bangcamla into ekhankanywe ebalini. Bakhuthaze ukuba bacinge ngeendlela amava abo afana okanye ahluka ngazo nalawo asebalini.
-  **Ukucingela phambili.** Xa ufunda, nqumama kumaxa ambalwa ukuze ubuze abantwana ngezinto abacinga ukuba ziya kulandela.
-  **Ukusebenzisa imikhondo.** Nceda abantwana baqonde ukuba ngamanye amaxesha izinto azichazwa ngokupheleleyo ebalini – ufanele ukuzicingela ngokwakho ukuze ufumanise okuthile okungachazwanga! Babonise indlela yokukhangela imikhondo esixelela banzi ngokwenzekayo, kunye/okanye ngomlinganiswa okanye ngendawo.
-  **Ukusebenzisa ingcingane yabo ukutolika ibali.** Cela abantwana ukuba bazobe into, indawo, umlinganiswa okanye umboniso osebalini ngendlela abacinga ukuba ezi zinto zikhangeleka ngayo. Bukisa ngemizobo yabo ubacele ukuba bakuxelele ngayo.
-  **Ukuqwalasela ingqiqo yakho ngexesha lokufunda.** Phinda ufunde indawo yebali apho kwenzeka khona into ebingalindelekanga okanye ebaluleke kakhulu. Cela abantwana ukuba bamamele ngokuqaphela into ebalulekileyo okanye engaqhelekanga. Mabathethe ngento abayiqaphelileyo.
-  **Ukucinga ngebali.** Emva kokugqiba ukufunda ibali, buza abantwana ukuba yeyiphina eyona ndawo bayithandileyo. Ngamanye amaxesha ungabacela ukuba baphinde balibalise ibali elo ngamazwi abo.

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



Yenza ukufundela ukuzonwabisa kube yinxalenye yesikolo sakho! Ukuba ufuna ulwazi oluthe vetshe kunye nesikhokelo sendlela yokwenza oku, ndwendwela ku-www.storypowerschools.org.

Putting stories at the heart of your school ★ Beka amabali phambili esikolweni sakho

Quotes from great writers

On the power of stories:

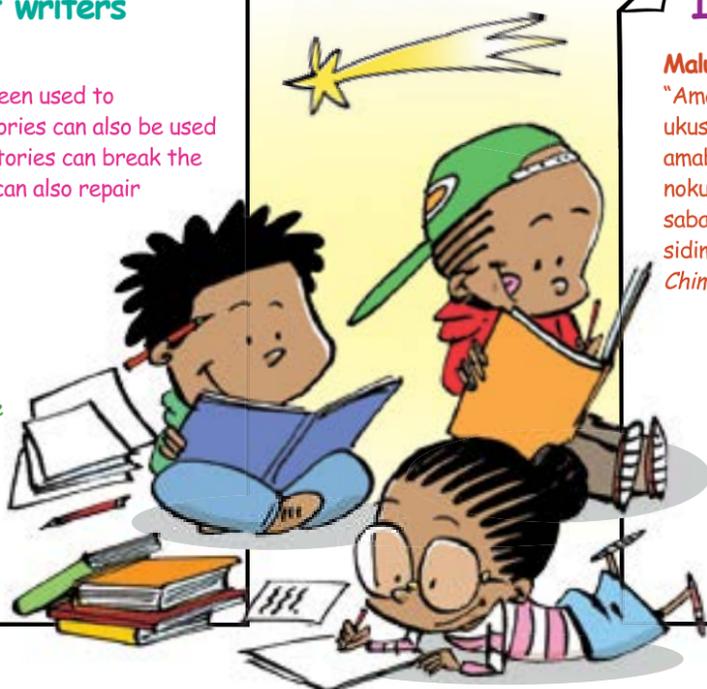
"Stories matter. Stories have been used to dispossess and to malign. But stories can also be used to empower, and to humanise. Stories can break the dignity of a people. But stories can also repair that broken dignity."

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



Izicatshulwa zababhali bodumo

Malunga namandla amabali:

"Amabali abalulekile. Amabali ayakwazi ukusetyenziselwa ukuxutha nokunyelisa. Kodwa amabali anokuphinda asetyenziselwe ukuxhobisa, nokubonisa inceleba. Amabali anakho ukonakalisa isidima sabantu. Kodwa amabali aphinda akwazi ukulungisa eso sidima besaphukile."

Chimamanda Ngozi Adichie

Malunga nokuba kutheni sifanele ukukhuthaza abantwana ukuba babhale:

"Kanye ethubeni ndizibhaqa ndizibuza ukuba ingaba bendiya kuba nayo na inkuthazo yokubhala ukuba ndandingaqalanga ukubhala ngoko ndandisemncinane kakhulu ukuba ndiyazi into endifaneleyo."

Ama Ata Aidoo



Get story active!

Here are some ideas for using the two cut-out-and-keep books: the comic, *Heroes for change* (pages 5, 6, 11 and 12) and *Little Hat* (pages 7, 8, 9 and 10), as well as the Story Corner story, *Dirty dassie* (page 14). Choose the ideas that best suit your children's ages and interests.



Yenza ibali linike umdla!

Nazi ezinye izimvo ngokusetyenziswa kweencwadana ezimbini onokuzisika-ze-uzigcine, ikhomikhi ethi, *Amaqhawengeguqu* (iphepha le-5, ele-6, ele-11 nele-12) kunye nethi *UNomnqwazana* (iphepha le-7, ele-8, ele-9 nele-10), ngokunjalo nebali leNdawo yaMabali, *UDumi imbila* (iphepha le-15). Khetha izimvo ezifanele ubudala nemidla yabantwana bakho.

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 read 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 Nandi and her 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 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!



Amaqhawengeguqu

Le yikhomikhi yabantwana abadadlana nebhakthazayo ukuba bathathe inyathelo ukuze sibe nokukufikelela kuzo iNjongo zeHlabathi zoPhuhliso Olunozinzo zeZizwe eziManyeneyo. Unakho ukufumana iinkcukacha ezithe vetshe ngenjongo nganye kwezi apha: www.globalgoals.org.

- ♥ Hlola ukuba iNjongo zeHlabathi zinxulumene njani nobomi babantwana bakho. Babuze ukuba bacinga ukuba zeziphi ezona ngxaki zinkulu abantu boluntu lwakhe kunye/okanye belizwe abajongene nazo. Banike amaphepha amancinane azizikwere ukuze babhale ingxaki kulo ngalinye. Ngoku jonga iinjongo kwiphepha le-10 nele-11 lencwadana esikwaze-igcinwe ubone ukuba bangakwazi na ukuyelelisa iingxaki kwiinjongo.
- ♥ Nangu umsetyenzana onokukunceda ukuba uthethe ngokuphathwa ngokungalinganiyo. Nika amalungu osapho lwakho, eklabhu yokufunda okanye eklasi iilekese/imiqhathane/izimatheli zenani elithile, kodwa qinisekisa ukuba ubanika ngokungalinganiyo. Kukho abantu abafanele ukuba nezininzi, ngelixa abanye benezibalwa kuphela, okanye ibe nye jwi. Ezona zininzi iilekese/imiqhathane/nezimatheli mazibe kuwe. Babuze uthi, "Ingaba kulungile oku?" Xoxani kunye ngalo mba nithethe nangendlela umntu aziva ngayo xa efumene iilekese/imiqhathane/izimatheli ezibalwa kunezabanye. Chaza ukuba wena unezona zininzi kuba inguwe owongamele umsetyenzana lowo. Ingaba ukhona umntu ocinga ukuba oko akulunganga? Yeyiphi enye indlela nina nonke ebeninokwahlula ngayo iilekese/imiqhathane/izimatheli?



UNomnqwazana

Kubaliso ngokutsha lwebali lwaseMzantsi Afrika, ku-*Little Red Riding Hood*, umama kaNomnqwazana umthuma endlwini kamakhulu wakhe nembiza enesityu setumato. Ulumkisa uNomnqwazana ukuba ahambe aye ngqo endlwini kamakhulu wakhe, kodwa endlwini uNomnqwazana udibana nehlosi.

- ♥ Emva kokuba ulifundile ibali, yalela abantwana bakho ukuba babalise amanye amabali abawafundileyo okanye abawavileyo afana neli.
- ♥ Nceda abantwana bakho bacinge ukuba zeziphi iindawo zeli bali ezinokwenzeka nokuba zeziphi na ezibuntsomi. Ninonke yenzani izintlu ezimbini, ezinezihloko ezithi, "Ezokwenyani" kwakunye nesithi, "Ezibuntsomi". (Umzekelo, Ezokwenyani: indlu, isityu setumato, ihlosi, intombazana; Ezibuntsomi: Ihlosi ebhedini, umnqwazi owenziwe ngemitha yelanga nokukhanya kwenyanga, izilwanyana ezithethayo.)
- ♥ Yalela abantwana bakho ukuba benze iipowusta ezithe "Ofunwayo" ezazinokunceda abantu besixeko ukuba balibambe ihlosi. Bacebise ukuba bazobe umfanekiso wehlosi babhale inkangeleko yamehlo alo, uboya balo neenzipho zalo; ityala lalo (into eyenziwa lihlosi); apho lagqityelwa khona ukubonwa ihlosi; nomvuzo oza kunikwa lowo unike abahlali ulwazi olunoncedo.
- ♥ Yalela abantwana bakho ukuba babhale ileta esuka kwihlosi isiya kuNandi nomakhulu wakhe ecela uxolo ngesenzo salo esibi.

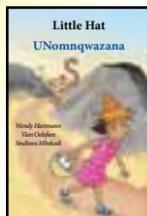
UDumi imbila

Eli bali limalunga nembila engahlambiyo ngenxa yokucaphukela amanzi! Ethubeni ingcole kangokuba ide igxothwe ngabantu abadala elalini. Kodwa ithe yakuna imvula, zatshintsha izinto ebomini bembila.

- ♥ Nika abantwana bakho amacwecwe amakhulu amaphepha ukuze bazobe imifanekiso yendlela uDumi imbila wayeziva ngayo malunga namanzi ekuqaleni okanye ekupheleni kwebali – okanye kuwo omabini la mathuba!
- ♥ Xuba umhlaba namanzi ukuze wenze udaka, uze uxelele abantwana ukuba bapeyinte ngeminwe enodaka.
- ♥ Wena nabantwana bakho, qambani umxhentso owawusenziwa nguDumi nezinye iimbila ekupheleni kwebali. Culani amazwi engoma yabo xa nixhentsa!

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.



Zenzele iincwadana EZIMBINI onokuzisika-ze-uzigcine

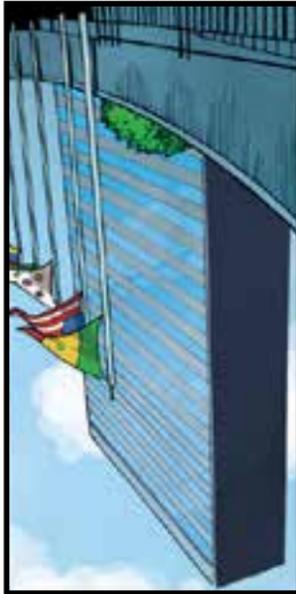
1. Khupha iphepha le-5 ukuya kwele-12 kolu hlelo.
2. Uxwebhu olunamaphepha aqala kwele-5, ele-6, ele-11 nele-12 lwenza incwadi yokuqala. Uxwebhu olunamaphepha aqala kwele-7, ele-8, ele-9 nele-10 lwenza eyesibini incwadi.
3. Sebenzisa uxwebhu ngalunye kula mabini ukwenza incwadana. Landela imiyalelo engezantsi ukwenza incwadi nganye.
 - a) Songa uxwebhu phakathi kumgca wamachaphaza amnyama.
 - b) Phinda ulusonge phakathi kwakhona ulandela umgca wamachaphaza aluhlaza.
 - c) Sika ke ngoku ulandela imigca yamachaphaza abomvu.



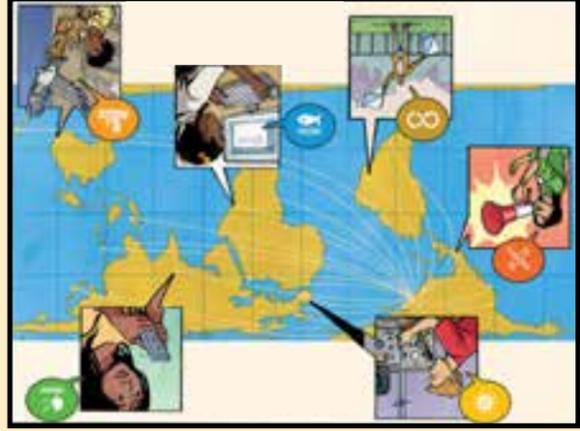
Akuzi kuba lula, kodwa kunokwenzeka. Futhi ukuba nje zinkufezekiswa ezi njongo, oko kungenza izwe libe nobulungisa obuthe kratya, nobutyebi obukwanjalo, futhi libe yindawo ethe kratya ukukhuseleka kuthi sonke.

It won't be easy, but it can be done, and if the goals are achieved, it will make the world a more just, more prosperous and safer place for us all.

Think of the 17 Global Goals as the ultimate to-do list for people and planet – a way for us to work together so that we can find solutions for all the world's biggest problems. Cinga ngeNjongo zeHlabathi ezili-17 njengolona luhlu luphambili ngokubaluleka lwazin to ezifanle ukwenziwa ngabantu nangplanti indlela yokuba sisebenzisane, khona ukuze situmane izisombululo zazo zonke ezona zingxaki zinkulu zelizwe.



Out of those millions of conversations came the Global Goals for Sustainable Development – a plan for economic, social and environmental progress that meets the needs of today without compromising the resources of the future. Kwizigidi zecencoko kwavela iNjongo zeHlabathi zoPhuhliso Olunozinzo – isicwangciso senkqubela yezopolosho nezokusingqongileyo esizitezekisayo iimfuno zanamhlanje ngaphandle kokuphazamisana nekamva.



That's why the United Nations spoke to 7 million people in 193 countries and asked them for ideas on how to fix, well, everything by 2030. Kungeso sizathu ke le nto izizwe ezimanyeneyo zaye zathetha nabantu abazizigidi ezi-7 kumazwe ali-193, zabacela ukuba bakhe banike izimvo zabo ngenlela yokulungisa, eh, yonke into engadlulanga unyaka ka-2030.

Heroes for change Amaqhawe enguqu



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.

I-World's Largest Lesson yiprowujekthi yemfundo edityanelweyo ejoliswe ekuxhaseni isaziso seeNjongo zeHlabathi zoPhuhliso Olunozinzo zeZizwe eziManyeneyo. Le prowujekthi ibungqina obubonakalayo bokubaluleka kweeNjongo zeHlabathi ezili-17, "Iintsebenziswano ngeenNjongo" kwaye ibingenakuze yenzeke ngaphandle koncedo lwawo onke amahlakani esisebenza nawo kwakhona atsho asebenzisane.

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

Ngolwazi oluthe vetshe ngezi ntsebenziswano, ndwendwela ku-www.think-global.org.uk. *Amaqhawe enguqu* lupapasho olushicilelwe kuHlelo lukaNal'ibali ngokusebenzisana neZiko leeNkcukacha leZizwe eziManyeneyo – United Nations Information Centre (UNIC) ePitoli.



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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



It starts with a story...

UNal'ibali liphulo likazwelonke lokufundela ukuzonwabisa elinjongo yalo ikukuvuselela nokwendiselisa inkcubeko nesithethe sokufunda kuMzantsi Afrika uphela. Ukuze ufumane iinkcukacha ezithe vetshe, ndwendwela ku-www.nalibali.org okanye ku-www.nalibali.mobi





But together, well that's a different story.
 Kodwa sikunye, phofu yeny' inkalo ke leyo.

Together we can solve practically any problem and overcome any challenge. All we need is a plan.
 Sikunye, singakwazi ukusombulula nditsho nayiphi na ingxaki, futhi simelane nawo nawuphi na umngeni. Inye nje qha into esiyifunayo; sisicwangciso.

But together, well that's a different story.
 Kodwa sikunye, phofu yeny' inkalo ke leyo.

But setting the goals is just the beginning. It's up to everyone to take action and make sure they're fulfilled. And everyone includes **you**. So what are you waiting for? Turn the page to find out what you can do to help!

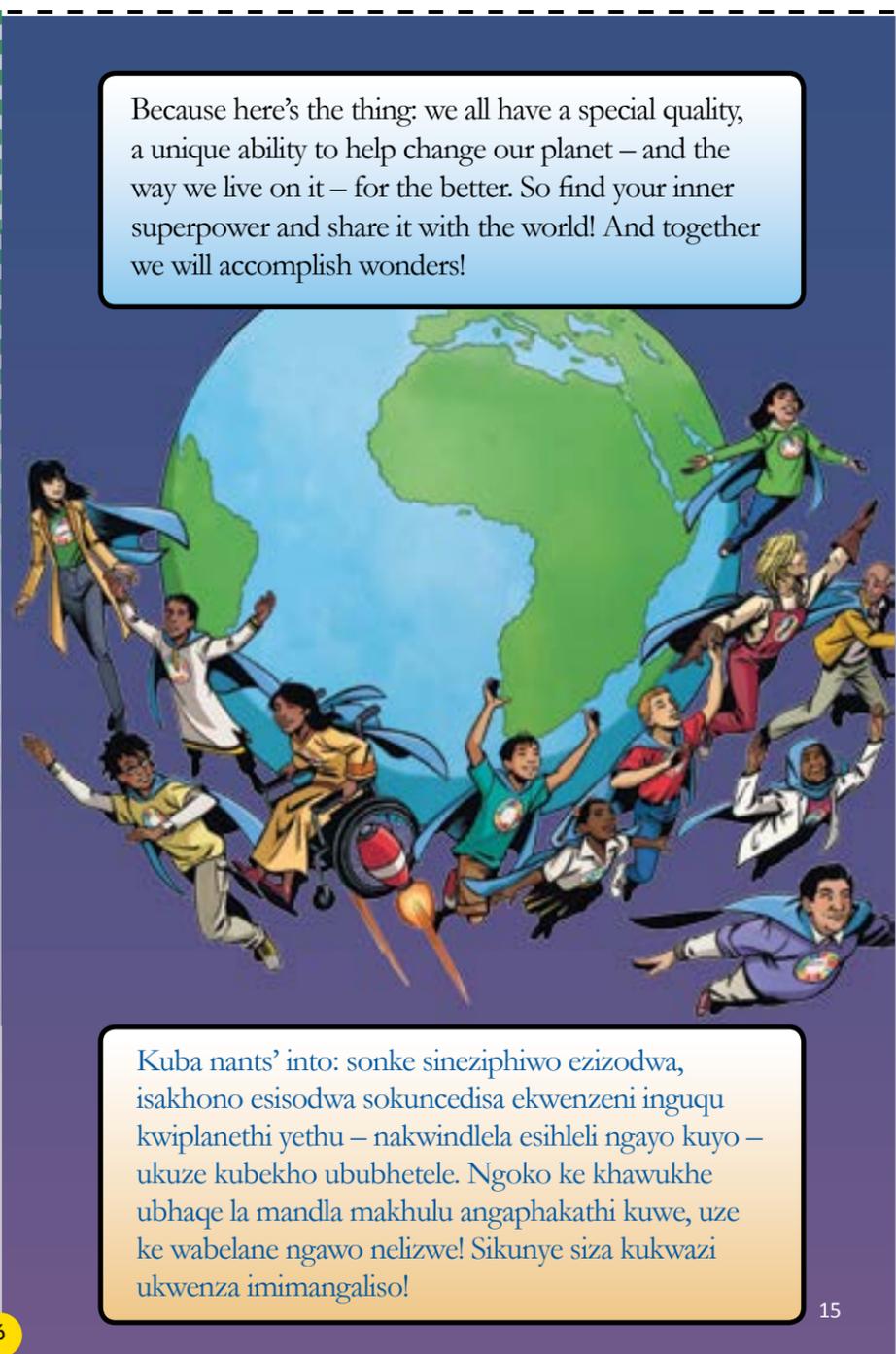


THE GLOBAL GOALS
 For Sustainable Development



This is the earth. As far as planets go, it's kind of a big deal. It's a world filled with wonders ...

Lihlabathi eli. Ngokuphathelele kwiiplanethi, ngumcimbi omkhulu noko lowo. Lilizwe elizele imimangaliso ...



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!

Kuba nants' into: sonke sineziphiwo ezizodwa, isakhono esisodwa sokuncedisa ekwenzeni inguqu kwiplanethi yethu – nakwindlela esihleli ngayo kuyo – ukuze kubekho ububhetele. Ngoko ke khawukhe ubhaqe la mandla makhulu angaphakathi kuwe, uze ke wabelane ngawo nelizwe! Sikunye siza kukwazi ukwenza imimangaliso!

Ngelo xesha uNomnqwazana wayesendleleni eya endlwini kamakhulu wakhe. Endleleni wema wabukela intaka zisitya kwakunye nenkubabulongwe egengqa ibhola yobulongwe. Wathi ekugqibeleni akufika kwindlu kamakhulu wakhe wankqonkqoza emnyango. “Ngubani lowo?” labuza ihlosi, lisenza ilizwi lalo lithambe kangangoko linako.

“Ndim, Makhulu, uNomnqwazana. Ndikuphathela imbiza yesityu setumato oza kusitya ngomso.”

“Vula ucango, mtwan’am, ungene ngaphakathi,” latsho ihlosi. “Uvakala ngathi unomkhulane, Makhulu,” watsho uNomnqwazana.

“Yima kancinci Mntwan’am,” latsho ihlosi lizenza ngathi iyakhohlela. “Ngoku vala ucango, ubeke loo mbiza phezu kwetafle. Wohule loo mnqwazi wakho, ukhulule izihlanu zakho neekawusi, uze kulala apha ecaleni kwam, uphumele kancinci.”

“Open the door, child, and come in,” said the leopard. “You sound like you have a cold, Grammy,” 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.”

Ngelixa xesha uNomnqwazana wayesendleleni eya endlwini kamakhulu wakhe. Endleleni wema wabukela intaka zisitya kwakunye nenkubabulongwe egengqa ibhola yobulongwe. Wathi ekugqibeleni akufika kwindlu kamakhulu wakhe wankqonkqoza emnyango. “Ngubani lowo?” labuza ihlosi, lisenza ilizwi lalo lithambe kangangoko linako.

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Earlier that morning Little Hat's grandmother had left to sell a sack of herbs at the market. She had gone off in such a hurry that she had left her bed unmade and her shawl on the pillow.

“Good!” said the leopard to himself. “I know just what to do.” He shut the door and closed the curtains. Then he wrapped the shawl around his head and lay down under the blanket on the bed.

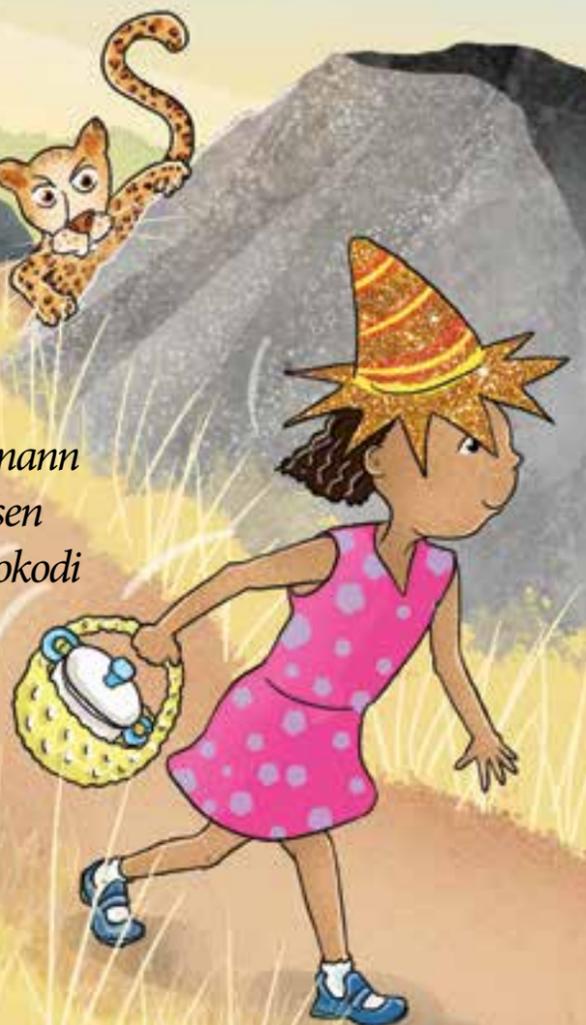
Kwakusasa kakhulu ngaloo mini umakhulu kaNomnqwazana wayevukele emarkeni, eye kuthengisa amayeza akhe azalise ingxowa. Kangangokuba wayevukele, ehambe ngobungxamo, wayishiya ncbhedl yakhe engayondlulanga, nesikhafu sakhe siphuzu komqamelo.

“Heke, kwalungat!” lazixela oko ihlosi. “Ndiyayazi kakuhle into endiza kuyenza.” Lavala ucango laza lathoba nekhethini. Laza lathwala isikhafu, langena phantsi kweengubo ebhedlini.

Little Hat

UNomnqwazana

Wendy Hartmann
Vian Oelofsen
Sindiswa Mbokodi



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 ...



UNandi usoloko ethwele umnqwazi awayewuphiwe ngumakhulu wakhe ngoko ke wonke umntu umbiza ngokuba nguNomnqwazana! Ngenye intsasa, umama kaNomnqwazana umthuma kwamakhulu wakhe ukuba ahambise imbiza enesityu setumato. Ulumkisa uNomnqwazana ukuba aze angathethi namntu endloleni kodwa uNomnqwazana uyema athethe nehlosi elilambe kakhulu, kwaye elinobuqhophololo ...

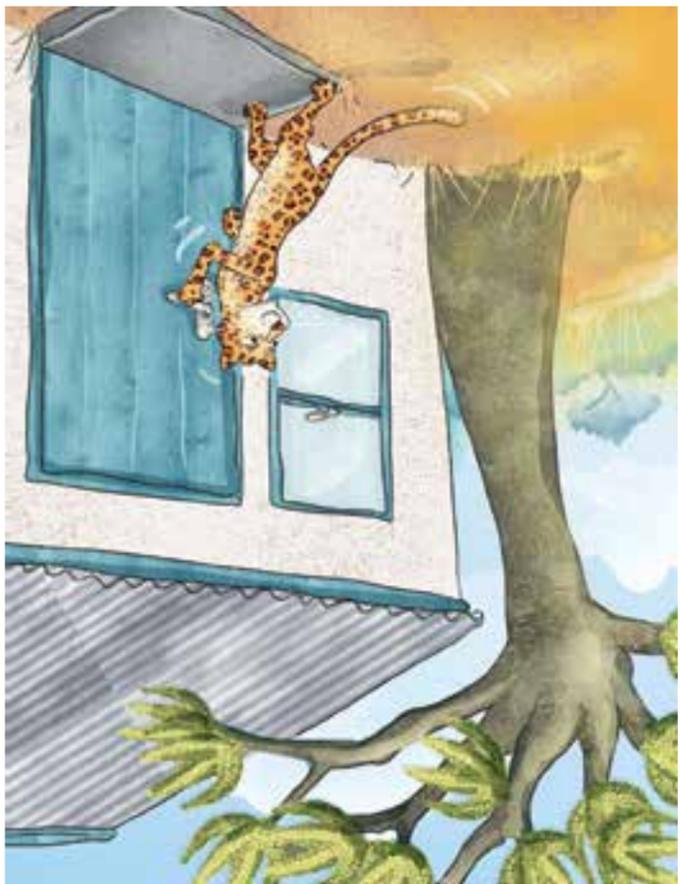
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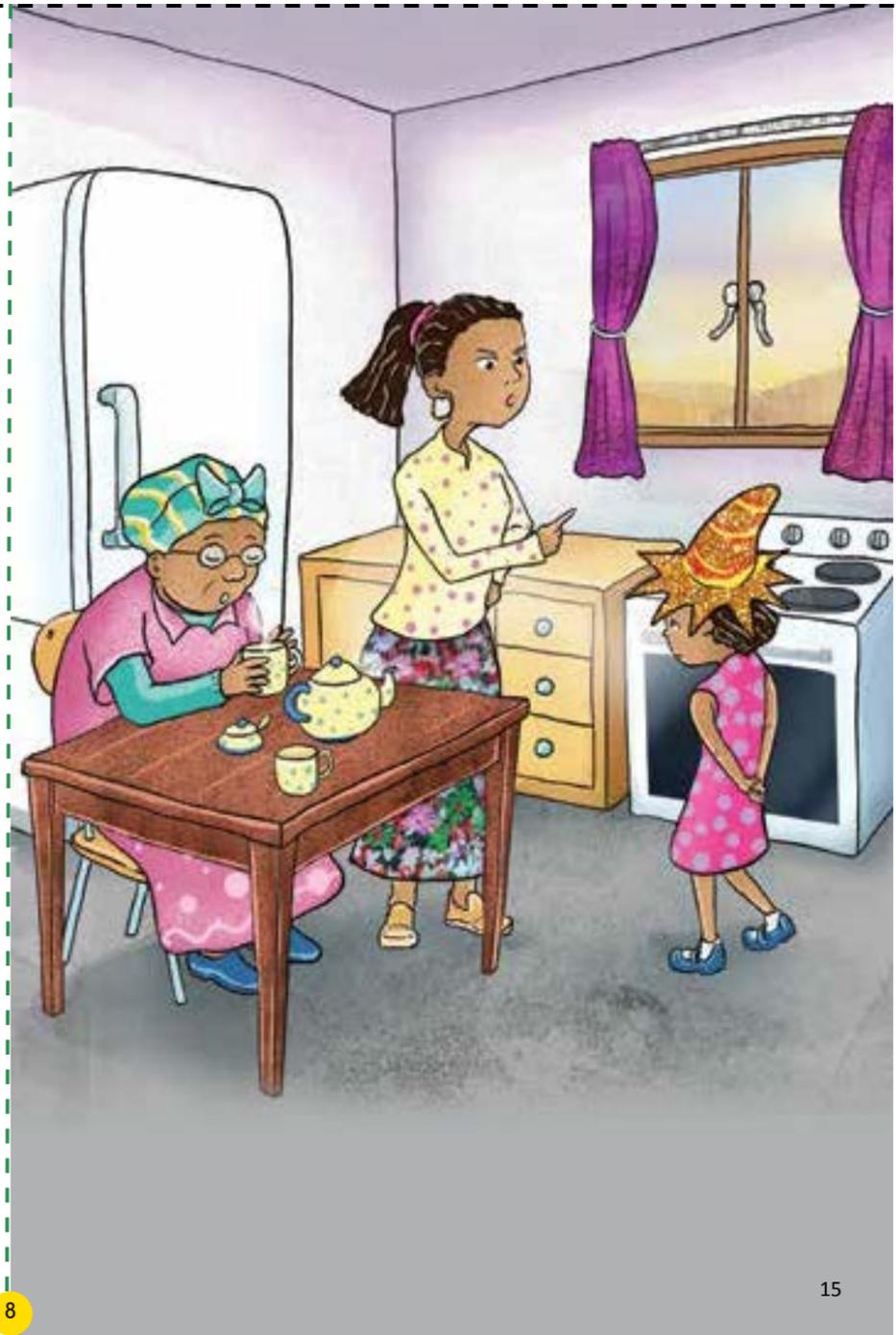
Ihlosi lathi lakay, lakay linqumla elo thafa elingca
 cyomileyo, kwathi kungekudala laya kuHika endwini
 kamakhulu kaNomqwezana. Lanqonkqoza emnyango.
 Zange kubekho mpendulo. Lanqonkqoza kwakhona –
 ngokuvakalayo ngaphenzulu kweli tyeli – kodwa kwakungekho
 mntu ekhaya. Lafaka ithupha lalo kumqheba wocango,
 lawucinezela lavula ucango.

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.

Kwakhe kwakho intombazanana, eyayintle neyayibukeka kakhulu, kangokokuba yayithandwa ngabantu bonke. Igama layo lokwenene yayinguNandi, kodwa wonke umntu wayeyibiza ngokuba nguNomqwezana ngenxa yomqwezazi obala libugolide nelalifana nomlilo, awayethanda ukusoloko ewuthwele – ngaphandle kwaxa wayelele! Lo mqwezazi wayewuphiwe ngumakhulu wakhe, nowayemdala kakhulu kangokokuba wayengabazi ubungakanani beminyaka yobudala bakhe. Umakhulu wakhe wayesithi lo mqwezazi wawenziwe ngemitha yelanga nokukhanya kwenyanga, kwaye wawuza kumzisela ithamsanqa. Ukholwa ungakholwa, yayiyinyani emsulwa leyo.



U'Nomqwezana wakhlula izihlanu zakhe nekawusi, kodwa akawuthula umqwezazi wakhe, wala ecaleni kwehlosi.
 "Ovu Makhulu," watsho u'Nomqwezana, "ufana kakhulu noMhlobo Hlosi."
 "Kungenxa yepateni ekwesi sikhafu sam," latsho ihlosi.
 "U'boya obungaka ezingalweni zakho?" wakhuzza watsho u'Nomqwezana.
 "Benzelwe ukwanga wena," lacacisa njalo ihlosi.
 "Tho ulwimi olukhulu kangaka, Makhulu!" watsho u'Nomqwezana.
 "Lwenzelwe ukuba ndikuphendule kakuhle," latsho ihlosi, sele libudmwa yile ncoko.
 "Ovu! Umlomo omkhulu kangaka ozele ngamazinyo amhlophe namakhulu," wagaphela oko u'Nomqwezana.

Little Hat noticed Little Hat getting tired of this conversation.
 "It is good for answering you," said the leopard, who was
 "Oh! What a mouthful of big white teeth you have,"



"Gosh, what a big tongue you have, Grammy!" said you," explained the leopard.
 "They're just right for hugging
 commented Little Hat.
 "How hairy your arms are!"
 on my shawl," said the leopard.
 "That's because of the pattern
 look a lot like Friend Leopard."
 "Oh, Grammy," she said, "you
 the leopard.
 on and she lay down next to
 and socks, but she kept her hat
 Little Hat took off her shoes

“Hal! Ngawokunqunqutha nokunqamwama abantwana abancinane!” langxola likhazaza ihlosi, livula imihlatshi banzi ukuze hlume uNomnqwazana.

Kodwa wathi uNomnqwazana akuthoba indoko yakhe ekhazaza unina, ihlosi laxatywa ngenxa yokuba imihlatshi yalo yabamba umnqwazi owayesoloko ewuthwala. Ihlosi lakhala hsezindlungwini. Layinikina ngamandla indoko yalo. Umlomo walo wawutshisa ngathi liginye amalale abomvu atshisayo. Umnqwazi wawutshise ulwimi lwakhe nomgala wakhe. Watsiba ebhedini wazama ukuya ngesemnyango ongaphambili.



“Hal! That’s for crunching up little children!” shouted the leopard opening his jaws wide to bite Little Hat.

But as Little Hat put her head down and shouted for her mother, the leopard’s jaws caught the golden hat that she always wore. The leopard screamed in pain. He shook his head from side to side. His mouth was burning as if he had swallowed red hot coals. The hat had burnt his tongue and his throat. He jumped off the bed and tried to make his way to the front door.

When she got back to her house, she helped Little Hat put on her shoes and socks. “It’s a good thing that you had your hat to protect you,” said Little Hat’s grandmother. “Without it, where would you be now?”

A little later she took Little Hat by the hand and together they walked back to her village. Once they got home they told Little Hat’s mother what had happened. Little Hat was scolded until the sun went down. Over and over, she had to promise that she would never talk to strangers again, until, at last, her mother forgave her.

To this day, Nandi (or Little Hat) has kept her promise. Sometimes you can see her in the village shopping for her mother. She only talks to the people she knows. And you will recognise her by the gold and fire-coloured hat that she always wears – the one that looks as if it is made of a ray of sunshine and a moonbeam.

Wathi akubuyela endlwini yakhe wancedisa uNomnqwazana ukunxiba izihlangu zakhe neekawusi. “Kuhle ukuthi kanti ubuwuthwele umnqwazi wakho ukuze ukhuseleke,” watsho umakhulu kaNomnqwazana. “Ngaphandle kwawo, ngowuphi ngoku?”

Emva kwethutyana wabamba uNomnqwazana ngesandla, bahamba kunye ukubuyela elalini yakhe. Bakufika ekhaya bambalisela umama kaNomnqwazana ngokwakwenzekile. UNomnqwazana wangxoliswa kwada kwatshona ilanga. Kwafuneka aphindaphinde athembise ukuba soze aphinde athethe nabantu angabaziyo, wade umama wakhe wamxolela ekugqibeleni.

Kude kube namhlanje uNandi (okanye uNomnqwazana) usasigcinile isithembiso sakhe. Ngamanye amaxesha ungambona esixekweni ethengela umama wakhe izinto ezivenkileni. Uthetha kuphela nabantu abaziyo. Kwaye uya kumbona ngomnqwazi obugolide nofana nomlilo asoloko ewuthwele – lo ukhangeleka ngathi wenziwe ngemitha yelanga nokukhanya kwenyanga.

“Ndiya kuMakhulu, ndimphathele isityu setumato esisidlo sangomso ngeCawa,” waphendula watsho uNomnqwazana.

“Ayu, yantle loo ngecamango. Uhlala phi ke yena umakhulu wakho?” labuza ihlosi.

“Uhlala phaya kumzi wokugala kule lali, kufutshane nomthi omkhulu *wekokerboom*. Uyawazi?” wabuza uNomnqwazana.

“Ewe ndiyawazi ke ngoku,” latsho ihlosi. “Nam kulapho ndiya khona. Mhlawumbi ndakufika kuqala kunawe kubda eyam imilenze ikhawuleza ngapheszu kwale mlenczana yakho. Ndiza kumxela umakhulu wakho ukuba usendleleni eza kuye.”

“I’m going to my grandmother to take her some tomato bread for her Sunday lunch tomorrow,” answered Little Hat. “Ah, that is such a nice idea. And where does your grandmother live?” the leopard asked.

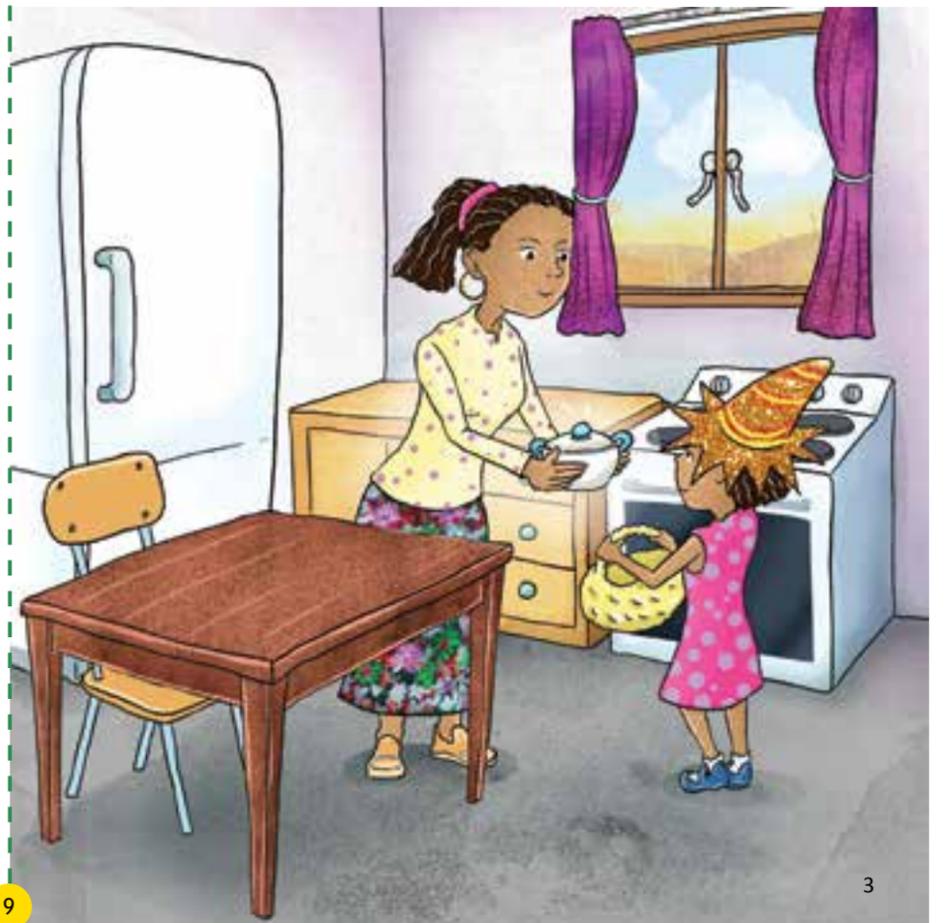
“She lives over there in the first house in the village, right next to the big kokerboom. Do you know it?” asked Little Hat.

“Yes! I know now,” said the leopard. “Well, that’s just where I am going. I will probably get there before you because my legs are much faster than your little legs. I’ll tell your grandmother that you’re on your way to her.”

The leopard darted across the dry veld and in no time at all he arrived at Little Hat’s grandmother’s house. He knocked on the door. There was no answer. He knocked again – louder this time – but there was no one at home. So he put his paw on the door handle, pressed it down and opened the door.

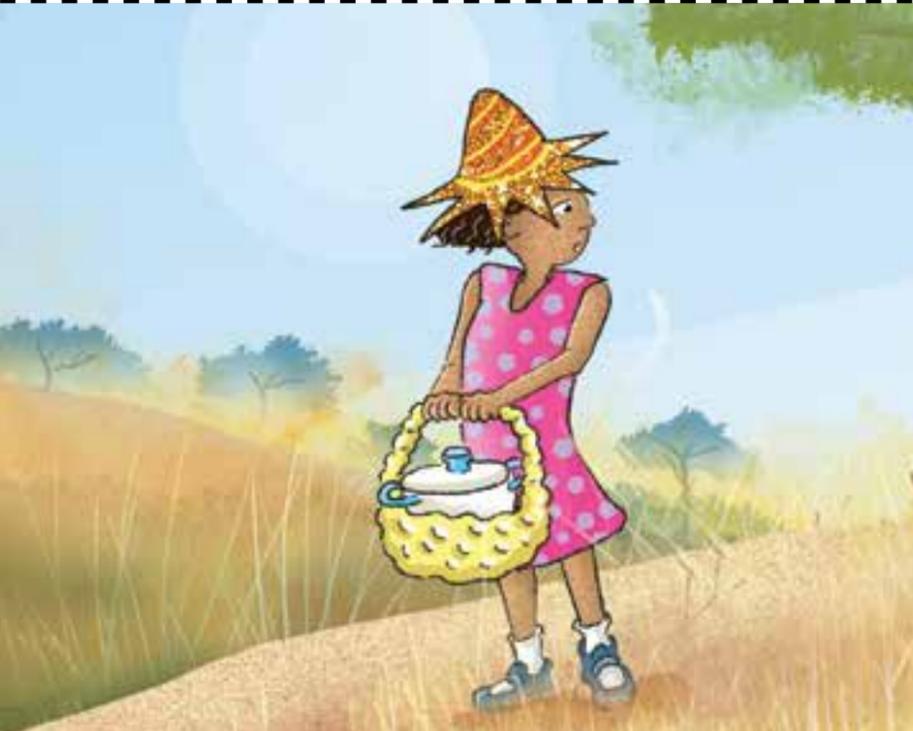
Ngenye intsasa yoMgqibelo umama kaNandi wathi, “Nomnqwazana, umdala ngokwaneleyo ukuba uzibonele indlela ngokwakho. Yisa le mbiza yesityu setumato kumakhulu wakho ibe sisidlo sakhe sangomso, uze umbuze ukuba uphila njani, ukhawuleze ubuye ke emva koko. Ungahambi usima endleleni, ungathethi nabantu ongabaziyo. Uyaqonda?”

“Owu, ewe, ewe,” watsho uNomnqwazana ngovuyo. Wayechulumancile njengoko wayehamba nembiza isebhasikitini. Waziva enegugu kuba ezihambela eyedwa.



“Igama lam ndinguluhlolo Hlozi. Uya phi ke wena nzakazi, usho ngomqwazi obugolide nembiza yokutya?” labuza ihlozi. “Undazela phi?” kwabuza uNompqazana. “Ungubani igama lakho?”

“Ungani Nompqazana?” labuza ihlozi. ukuba uyenzile! uNompqazana wema wathetha nalo, nto leyo wayengamlanga tu lishela ngamatye. Lasondele kuye oku kwenja enobude waza lamibukele eshyia ilali yakhe ehamba yedwa laza lamlandela, lihamba “Owu, molo,” latsho ihlozi, “kuhle ukukubona Nompqazana.” “Kukho umntu apho?” wabuza. wacinga ukuba uve into ishukuma kufutshane naye. ukuze ayekufika apho. Ekubeni ehambе umganyana, uNompqazana kwaye uNompqazana kwakufuneka enqumle ithafa elingca ende Umakhulu kaNompqazana wayehlala kwenye ilali ekufutshane



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.

Ngaloo mzuzu umakhulu kaNompqazana wafika ekhaya exwaye ingxowa yamayaza engasenanto. Wabona ihlozi livula ucanango, wakhawuleza wavula ingxowa wavala indlela ephuma emnyango ngayo. “Owu hayi awuyi ndawo!” watsho eanga ihlozi elifaka engxoweni. Kuthe emva koko ikhapha lomama omala labaleka nengxowa leyo, laya kuyiphosa emlanjeni. Ihlozi latshona ngenlolo emanzini.

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.





Ingayintw' ende ke, kuba ihlabathi
 Ifuna amaqhawe kangangoko
 okukhusela indalo yalo nokukhusela
 amalungelo oluntu kumntu wonke
 ngokukhusela abantu balo kwimpahlo
 enganabulungisa, kwindupheko
 nasekucalulweni. Kwakhona
 akukho namnye – nditsho neqhawe
 elingumandlamakhulu – owomelele
 ngokwanele kangangokuba angakwazi
 ukubuthwala ubunzima behlabathi.

Good thing too, because the earth
 needs all the heroes it can get to
 defend its environment from harm
 and to guarantee human rights for
 everyone by protecting its people from
 injustice, poverty and inequality. But
 no one – not even a superhero – is
 strong enough to carry the weight of
 the world alone.

Kambe ke uqulunqo lwezi njongo isisigalo nje. Kusemntwini
 ngamnye ukuba athathe amanyathelo aqinisekise ukuba
 ziyafezekiseka. Wonke umntu ke, ubandakanya *name*. Ke
 ngaba usalinde ntoni? Tyhila iphepha, ubone onokukwenza
 ekufakeni isandlal!



INJONGO ZEHLABATHI
 zophuhliso Olunozinzo

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: YIBA NENTO
OYENZAYO

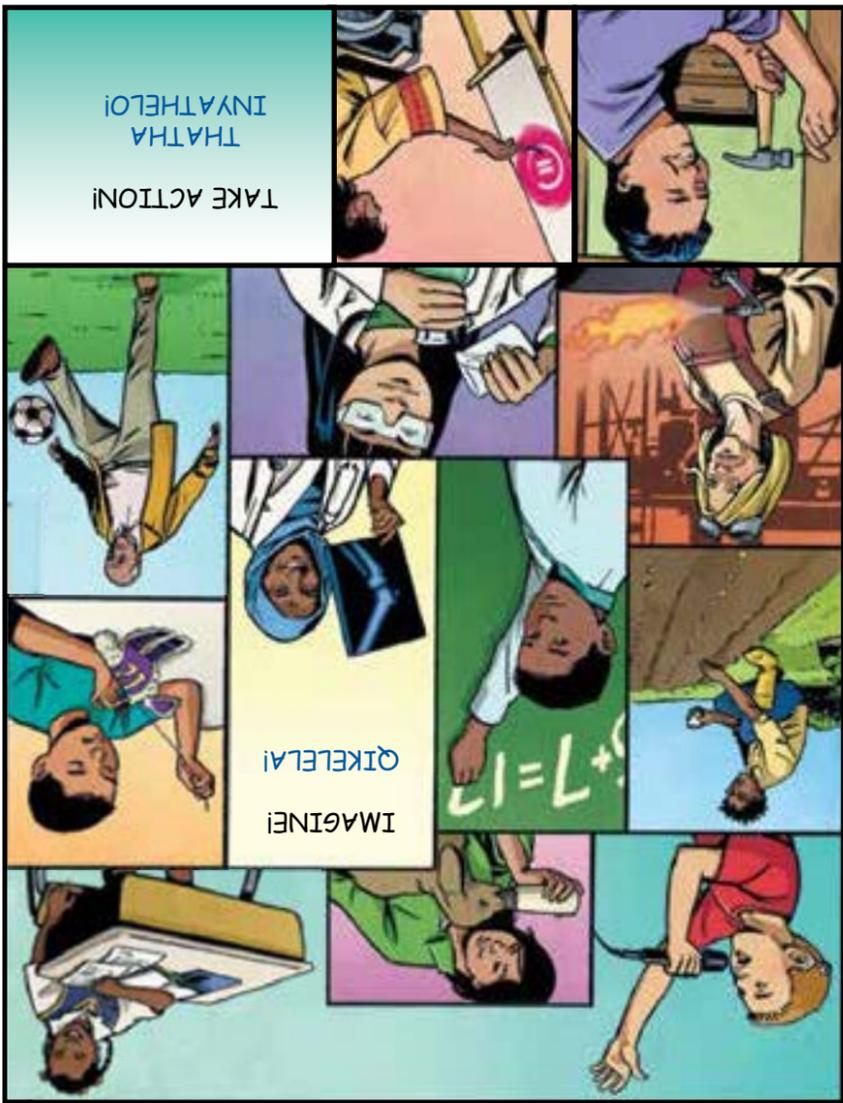
Zibandakanye nemibutho ejongene nemiba ebaluleke
 kakhulu kuwe, qhagamshelana norhulumente wakho,
 ufumane iindlela zokuba liqhawe lenguqu kwindawo
 ohlala kuyo!

... both natural ...
 ... ngokwasendalweni ...



... and those we ourselves have created.
 ... nezo sithe saziyila ngokwethu.





TAKE ACTION!
THATHA
INYATHHELO!

IMAGINE!
IKHELELAI!

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 ke, kwihlabathi liphela awukho ummangaliso odlula izigidi-gidi zabantu abathi lilikhaya labo. Kuba umntu ngamnye kuthi unento eyodwa ngobumangaliso bayo apha ngaphakathi: isiphiwo sokucinga ngelizwe elibhetele nesokuthi ayifezekise loo nginga. Ngaba oko asibobusomandla obukhulu? Futhi ukuba sinokuthi siwasebenzise loo mandla ekuncedeni abanye, oko akungesenzi sibe ...
NGOOMANDLAMAKHULU BAMAQHAWE?

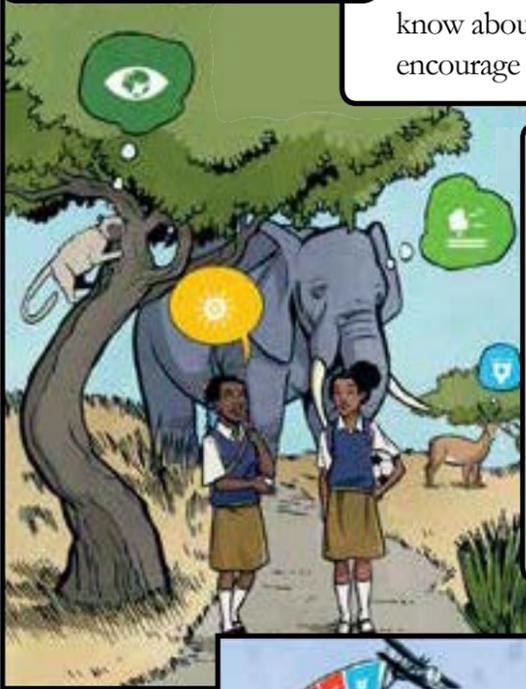
Find out what the goals are and discover why they are important to your own life!
Khangela ukuba zithini na ezi njongo uze utmanise ukuba zibaluleke njani na ebomini bakho!



1: FUNDANGEZI NJONGO
1: LEARN ABOUT THE GOALS

2: TELL EVERYONE
2: XELELA WONKE UMNTU

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!



Inye indlela ezinokuphumelela ngayo ezi njongo: kukuzenza zibe nendumasi; ngoko ke khangela iindlela ezinobuchule zokwazisa wonke umntu omaziyo ngeenjongo zeHlabathi, ubakhuthaze ukuba benze njalo nabo!



The **#globalgoals** can change the world, but only if we all work together! **#telleveryone**
I-**#globalgoals** zingalitshintsha ilizwe, kodwa ke kuphela xa sinokutsala ngaxhatha linye sonke!
#telleveryone

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

Nal'ibali othandekayo

Bendisoloko ndimfundela unyana wam ukususela ngoko wayelusana. Ngoku usesikolweni samabanga aphantsi futhi utitshala wakhe omgcina ukuphuma kwesikolo uchiitha ixesha elininzi kwimisetyenzana emalunga nokubaliswa kwamabali. Ingaba bekungenakuba yinto ephucukileyo ukubayeka abantwana bazifundele ngokwabo?

Mark Camber, Knysna

Mark othandekayo

Siyavuma ukuba ukufunda yinto ebaluleke kakhulu enokwenziwa, kodwa nokubaliswa kwamabali nako kubalulekile kwaye kunezinto ezininzi eziluncedo.

Ukubaliswa kwamabali kunceda ngokwakha ubudlelwane phakathi kwabantu, kwaye kusifundisa ukuba sibaqonde abanye kunye namava abo. Xa bebalisa ibali abantwana, bazifumana becinga ngeziphumo ezinokuchaphazela abanye zenyathelo elithile, kanti baphinda bafunde nokuzicingela kwangaphambili iziganeko ezinokubakho kwixesha elizayo. Ezi zizakhono zobuchule eziluncedo ebomini!

Ukubalisa amabali kunceda ngokuphuhlisa isakhono sabantwana sokunxibelelana nabanye ngeengcinga nangezimvo zabo. Basuka bazithembe ngakumbi bafunde nendlela yokumamela ngengqiqo. Ukubalisa amabali kukwayindlela elungileyo yokufunda amagama amatsha nokuziqhelanisa nokuwasebenzisa.

Xa ubalisa ibali, uzibona uzizobela imifanekiso-ngqondweni. Ukufumana amathuba okusebenzisa iingcingane zabo, kwenza ukuba ukudlala kwabantwana kube noyilo lwezinto ezintsha ngakumbi kwaye kwanelise, kwangokunjalo kubanceda bazobe imifanekiso eneenkcukacha ezibanzi kakhulu.

Ngoko ke, ufumana okona kufanelekileyo kuzo zombini ezi nkalo – ufumana amava okubalisa ibali nokufundelwa!

Liqela lakwaNal'ibali

Dear Nal'ibali ... Nal'ibali othandekayo ...

WRITE TO US! SIBHALELE!

The Nal'ibali Supplement
The Nal'ibali Trust
Suite 17-201, Building 17
Waverley Business Park
Wycroft Road
Mowbray
7700

info@nalibali.org

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

Nal'ibali othandekayo

Umntwana wam okwiBanga le-3 unengxaki yokufunda okubhaliweyo esikolweni. Endaweni yokuzama ukuzifundela iincwadi ngokwakhe, ukhetha ukufundelwa ngomnye umntu. Ingaba oku kuya kwenza kube nzima ngakumbi ukuphucula ukufunda kwakhe?

Kanthie Govender, Pietermaritzburg

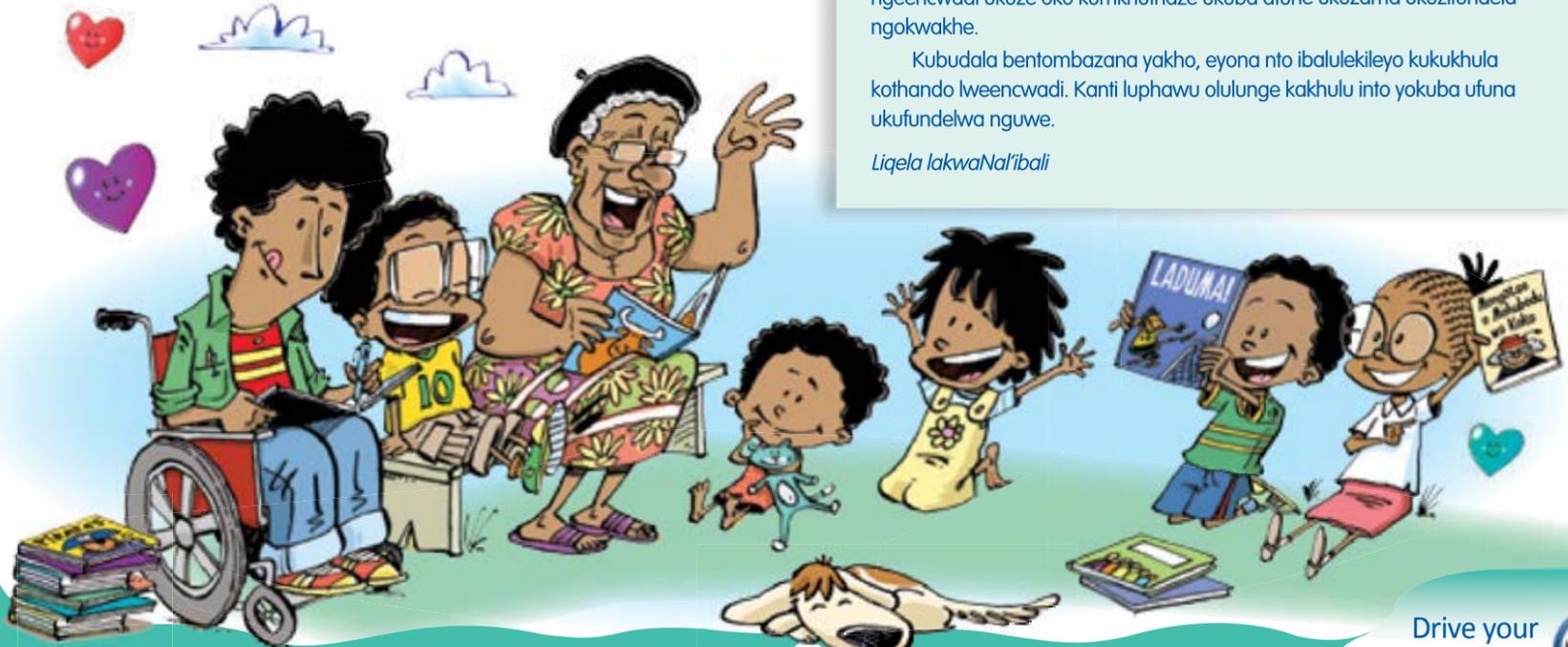
Kanthie othandekayo

Iindaba ezilungileyo kukuba ukumamela omnye umntu efundela intombazana yakho, kuyenza ibe ngumfundi wokubhaliweyo ophucukileyo. Xa ejonge iphepha lencwadi omfundela kulo, usebenzisa amehlo, iindlebe nobuchopho bakhe konke ngexesha elinye! Ngoko ke, uyakwazi ukuqonda lula kwaye ukonwabela ngakumbi oko. Oku kuya kumkhuthaza ukuba azihlolele ngokwakhe iincwadi.

Ukukumamela umfundela, kuphinda kwenze umntwana wakho ukuba azazi iincwadi abazifundela zona ngokwabo abantwana beklasi yakhe nabahlobo bakhe. Oku kuthetha ukuba naye angangenelela kwiincwadi zabo ngeencwadi ukuze oko kumkhuthaze ukuba afune ukuzama ukuzifundela ngokwakhe.

Kubudala bentombazana yakho, eyona nto ibalulekileyo kukukhula kothando lweencwadi. Kanti luphawu olulunge kakhulu into yokuba ufuna ukufundelwa nguwe.

Liqela lakwaNal'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.



“EWWW!!!” 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!*”



UDumi iMbila ucambalele ngomqolo, ugcakamele ilanga ejongise phezulu isisu sakhe esimpukumpuku phezu kweliwa elikhulu, elimcaba. Wayesozela seleza kubiwa bubuthongo xa wayesiva intsini ithulwa phezulu. Uvule iliso elinye, ecubhukile. Iimbila ezimbini ezincinane zazizama ukubaleka zikufutshane kuye.



“PHU-UUUU!!!” yatsho enye kwenye xa zazidlula ngononophelo zigqitha kwelo liwa. “Yhu! Laa mbila inevumba ELIBI!” Zagigitheka kakhulu xa zikhawuleza zigqitha.

UDumi wabefunyeka, ephekuza impukane eyayibhuza ijikeleza ngasendlebeni yakhe. “Akulunganga oku!” wacinga. “Akukho mntu undamkelayo.”

Kwakuyinyaniso oko. UDumi wayenevumba elibi ngenxa yokungcola. Wayengcole kuba wayengahlambi kwaphela, kodwa akukho mntu owayesazi isizathu. Inyaniso yayikukuba, uDumi wayewoyika amanzi. Kwaba kanye eselusana, apho wawa ngentloko esadungeni esasinodaka oluninzi. UDumi wayengakwazi kuqubha, kodwa ngethamsanqa, umkhuluwa wakhe wamkhupha ngemilenze yakhe yangasemva. Ukususela ngaloo mini, uDumi wayengafuni kwaphela ukuba kufuphi namanzi. Xa ezinye iimbila zisiya echibini qho kusasa ukuya kuhlamba, uDumi wayenyamalala aye kuzimela ematyhloweni. Akukho mntu wayenokukwazi ukuguqula ingqondo yakhe malunga namanzi – nkqu nomama wakhe!

Zadlula iintsuku – ihlobo lalishushu kakhulu futhi imvula yayingani. UDumi waya ngokungcola waze wangcola. Uboya bakhe babunentsila enamafutha futhi bunebala elimfiliba, kanti wayenuka kakubi kakhulu. Eyona nto yayimbi, wayelandelwa ligquba leempukane naphi apho akhoyo. UDumi wayengakuthandi oku, tu kwaphela, kodwa wayesenza ngathi wayengakhathali.

Ngenye intsasa, abadala belali beza kuthetha noDumi. Babemi kude kuye, waze uDumi wababona bevale iimpumlo zabo ngezandla bemana ukutsala umoya.

“Sicela uxolo, Dumi,” batsho, “kaloku njengoko usazi kudala ingani imvula. Iimpukane sezininzi kakhulu. Iimpukane zikuthanda kakhulu ukungcola, kanti wena ungcoble kakhulu, ngoko ke wena uthandwa ziimpukane! Zonke ezi mpukane ziza kusigulisa ... Into eya kusinceda kukuba wena uhambe kule lali.”

Usizana olunguDumi! Wayeza kwenza ntoni? Usizi lwaba kukuba, wasuka wanyamalala. Wahamba waze wahamba. Lwaya ngokuba shushu usuku xa ilanga seliphezulu lidlula esibhakabhakeni esiqaqambe ngombala obhlowu. Waziva esindwa yintloko, iinyawo zakhe ziqaqamba! Ekugqibeleni, waziva ngathi akanakuphinda akwazi ukuya phambili.

“Ndidinga umthunzi!” watsho, ephunguza. Yayingamininzanga imithi kule ndawo yeli thafa, kodwa wabona umthi omfutshane wameva owawungekudanga kuye. Ecothoza, uDumi waqhwalala esiya kulo mthi mncinane. Wangqengqa phantsi kwawo, wabiwa bubuthongo obunzulu.

Kudlule iiyure ezininzi. UDumi wayelele kamnandi kangangokuba zange awabone namafu emvula esithi fingi esibhakabhakeni. Ilanga lalingabonakali. Isibhakabhaka sasimnyama. Umoya waya uphola ngokuphola, kodwa imbila ediniweyo yayisalele. Ekugqibeleni, imvula yaqalisa ukuna ngamandla.

Wavuka uDumi. Amaqabaza amakhulu emvula ayegaleleka phezu kwawo wonke umzimba wakhe! Elalini yeembila, zonke iimbila zazimela imvula phantsi kwamawa amakhulu. Kodwa apha, kwakungekho khushi lokuzifihla! Ekuqaleni kwemvula, utha xa uDumi eyiva emzimbeni, watsho ngesikhalo esikrakra, wakhala eziqengqa ezenza ibhola encinane yoboya. “Ncedani bo!” ekhala okwenja. “Khanindincedeni bo!” Kodwa neempukane zazibalekile, uDumi eyedwa jwi.

Kwasuka kwenzeka into engaqhelekanga. Yathi xa imvula iqengqeleka emzimbeni wakhe, uDumi wafumanisa ukuba uziva kamnandi. Engangxamanga, wazola waze emva kwexesha, wade wavula amehlo akhe. “Kuthe kanti imvula yinto entle,” watsho, “futhi ilenza libe nevumba lokuhlaziyeka ithafa!” Wasukuma uDumi, wavula umlomo wakhe ukuze asele amaqabaza emvula. “Amnandi nawo!” watsho emangalisiwe. Wayechwayite kangangokuba waqala wangqisha ngonyawo lwakhe enqakrazisa iminwe yakhe.

Wajika wajonga ngasemva uDumi, waza wabuyela elalini yeembila exhentsa engayeki, ehamba ecula: “Imvula! Imvula! Ndiyayithanda imvula! Imvula! Imvula! Imvula!”

UDumi wafika ngorhatya elalini. Zange zimbone ezinye iimbila – zazizifihle emvuleni zonke phantsi kwamawa amakhulu. UDumi wayengakhathali. Wayekuqhelile ukuba yedwa, kwaye, wayeziva echwayite kakhulu! Watya amagqabi ambalwa njengesidlo sakhe sasebusuku, wakhabela phantsi kwetyholo waphinda wabiwa bubuthongo kwakhona.

Akuba evukile uDumi, wabona ukuba imvula ayisani kodwa yayishiye ilali ibukeka intle kwaye ihlaziyekile. Lathi lakuphuma ilanga, iqela leentyatyambo zombala opinki oqaqambileyo zasuka zadubula.

“Wowu!” watsho, ephunguza.

Kanye ngelo xesha, zonke ezinye iimbila zazihamba zisiya ngakuye. Zazisendleleni eya echibini zisiya kuhlamba. Indlela ezazimangalisiwe ngayo ukubona uDumi omtsha, ococekileyo, nonuka kamnandi!

“Dumi! Kwenzeke ntoni?” babuza bonke, bemngqongile. Kodwa endaweni yokuthetha uDumi waqala wanqakrazisa iminwe yakhe engqisha nangonyawo lwakhe ... kungekudala wayexhentsa ecula kwakhona. Zonke iimbila zangenelela, xa zazihamba zisiya echibini: “Imvula! Imvula! Siyayithanda imvula! Imvula! Imvula! Imvula!”



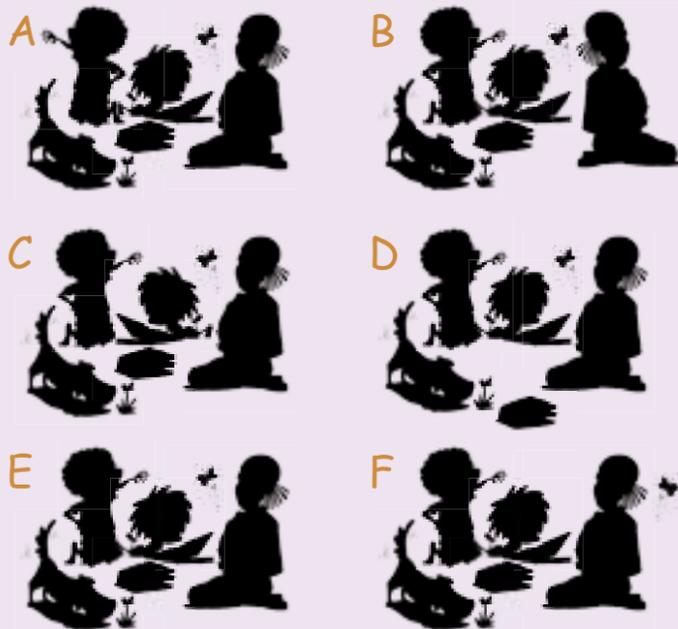
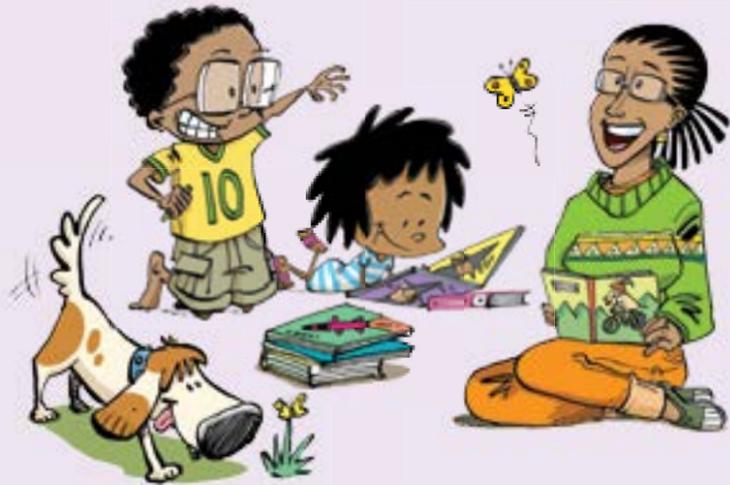
Nal'ibali fun

Okokuzonwabisa kwakwaNal'ibali



1.

- ★ Can you match the correct shadow to the picture?
- ★ Ungayelelisa isithunzi esichanekileyo nomfanekiso?



2.

- ★ Can you complete this short story in different ways? Can you create a funny story as well as a scary one? What other stories can you create?

Have fun reading your completed stories to friends and family!

One day _____ met _____
(person) (person)

(where they met)
 She said, " _____ "
 He said, " _____ "
 She _____
(what she did)
 He _____
(what he did)
 And so, _____
(what happened)



One day _____ met _____
(person) (person)

(where they met)
 She said, " _____ "
 He said, " _____ "
 She _____
(what she did)
 He _____
(what he did)
 And so, _____
(what happened)

- ★ Ungaligqibezela ngeendlela ezahluka-hlukileyo eli bali lifutshane? Ungayila ibali elihlekisayo kunye neloyikelayo? Ngawaphi amanye amabali onokuwayila?

Yonwabela ukufundela abahlobo nosapho amabali apheleleyo akho!

Ngenye imini _____ wadibana _____
(umntu) (umntu)

(indawo yendibano)
 Olibhinqa wathi, " _____ "
 Oyindoda wathi, " _____ "
 Olibhinqa _____
(okwenziwa libhinqa)
 Oyindoda _____
(okwenziwa yindoda)
 Emva koko, _____
(kwenzeka ntoni)



Ngenye imini _____ wadibana _____
(umntu) (umntu)

(indawo yendibano)
 Olibhinqa wathi, " _____ "
 Oyindoda wathi, " _____ "
 Olibhinqa _____
(okwenziwa libhinqa)
 Oyindoda _____
(okwenziwa yindoda)
 Emva koko, _____
(kwenzeka ntoni)

Answer/Impendulo: 1. E

Running out of story ideas? Visit www.nalibali.org or www.nalibali.mobi for articles and ideas to encourage a love of reading in your child, and to help keep them hooked!



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www.facebook.com/nalibaliSA

Ingaba umelwe yingqondo malunga nokusetyenziswa kwamabali? Ndwendwela ku-www.nalibali.org okanye ku-www.nalibali.mobi ukuze ufumane amanqaku kunye neengcebiso zokukhuthaza uthando lokufunda emntwaneni wakho, kunye nokumgcina enxanelwe ukufunda nangakumbi!

Produced for Nal'ibali by the Project for the Study of Alternative Education in South Africa (PRAESA) and Tiso Blackstar Education. Translation by Kholisa Podile. Nal'ibali character illustrations by Rico.