



Ndi tshifhinga tsha u anetshelana zwiṭori!

Ndi kale vhathu vha tshi anetshelana zwiṭori u itela uri vha tandule mihumbulo na u pfesesa zwithu zwine zwa khou itea vhutshiloni havho. Zwi re zwone ndi uri u anetshelana zwiṭori ndi zwa nzulele kha vhathu u fana na u ḽa na u eḽela! Zwiṁwe zwiṭori zwine ra zwi anetshela ṅamusi zwo anetshelwa u bva kha mirafho yo fhiraho, ngeno zwiṁwe zwi zwiswa zwine ra ḽisikela zwone.



It's storytelling time!

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

U anetshelana zwiṭori zwi a vhuyedza vhukuma!

- ★ U anetshelana zwiṭori ndi ṅḽila yavhuḽi ya u gudisa vhana ngudo dza vhutshilo dzine na ṭoḽa uri vha dzi gude. Zwiṭori zwi dovha zwa ita uri vhana vha tandule na u humbula nga ha lufuno, vengo, vhuthu, maṅḽa, vhuḽi na vhuvi.
- ★ U anetshelana zwiṭori zwi ṭuṭuwedza mihumbulo ya vhana na u shumisa havho luambo.
- ★ Zwiṭori zwi nga endedza vhana na u vha ṭanganya na vhathu vha sa athu vhuya vha vha vhona, vha kale-kale na vhane vha bva kule-kule.
- ★ U anetshela vhana tshenzhelo dzaṅu dza musi ni tshee muṭuku zwi ita uri vha ni fune.



Storytelling has great benefits!

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



Ndi nga thoma hani u anetshela zwiṭori?

- ★ Kanzhi zwi a leluwa u thoma nga zwiṭori zwine na zwi ḽivha. Humbulani nga ha zwiṭori zwine zwa ḽo takadza vhatsheshelesi vhaṅu na zwo teaho miṁwaha yavho. Sa tsumbo, ni nga si anetshela vhana vha miṁwaha miraru tshiṭori tshi ofhisaho, fhedzi vhaswa vha re miṁwahani ya vhumfumi vha nga kha ḽi tshi takalela!
- ★ Vhulungani zwiṭori zwine na nga zwi anetshela na u dzula ni tshi ṭoḽa zwiswa nga u vhaḽa bugu kana u zwi ṭoḽa kha Inthanethe. Dalelani www.nalibali.org kana ni rumele ipfi "Stories" nga WhatsApp kha 0600 44 22 54 uri ni wane zwiṭori zwa mahala zwa Nalibali!
- ★ Ṭalutshedzelani na u shandula zwiṭori zwine zwa nga vha zwi tshi wanala nga luambo luthihi fhedzi.



How do I start telling stories?

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



Diphineni nga u anetshelana zwiṭori!

ḽiḽowedzeni u ḽianetshela tshiṭori u swika ni tshi tshi ḽivha zwavhuḽi. Ni songo hangwa uri ipfi na muvhili waṅu ndi zwone zwishumiswa zwaṅu zwiḽulwane! Itani uri vhatsheshelesi vhaṅu vha vhona nga iṭo ḽa muhumbulo zwine na khou zwi amba nga u shumisa:

- ★ maipfi a takadzaho na ane a bula vhuḽipfi
- ★ mbonalo dza tshifhatuwo, dzi ngaho u singalala u sumbedza ṅḽila ye mubvumbudzwa a singuwa ngayo
- ★ ngafhadzo, dzi ngaho u angaladza zwaṅḽa zwaṅu u sumbedza vuhulwane ha tshithu
- ★ maipfi a sa fani kha vhabvumbudzwa, u ambela fhasi ha mubvumbudzwa a re na ṭhoni.

Fhedzi tsha ndeme vhukuma tshine na tea u tshi humbula ndi uri arali ni tshi takalela u anetshela tshiṭori, na vhatsheshelesi vhaṅu vha ḽo takalela u tshi thetsheshelesi!



Have fun telling stories!

Practise telling a story to yourself until you know it well. Remember that your voice and your body are your main tools! Create pictures in the minds of your listeners by using:

- ★ interesting and expressive words
 - ★ facial expressions, like scowling to show how angry a character is
 - ★ gestures, like stretching out your arms to show how wide something is
 - ★ expression in your voice that gives different characters different voices, like a soft voice for a shy character.
- But, most of all, remember that if you enjoy telling a story, there is a good chance that your audience will enjoy listening to it!



IT STARTS WITH
A STORY.
ZWI THOMA NGA
TSHIṬORI.



Mbeu dza Vhukoni ha u Vhala na u Nwala!

U anetshela zwiṭori nga u tamba mitambo u itela uri mihumbulo ya vhana i aluwê na u vha ita uri vha dzule vho farakane!

Literacy Seeds!

Storytelling activities to enrich and engage young minds



Vhabebi na vhaṭhogomeli vha vhana vhaṭuku, kheji miṁwe mitambo ine na nga i tamba na vhana ine ya nga takadza vhukuma na u ita uri vha dziele nṭha nga ho dzikaho na u ṭandavhudza tshenzhelo dza zwiṭori zwine na vha anetshela zwone. Miṁwe mitambo i nga tea vhana vha mirole yoṭhe, ngeno miṁwe i tshi nga tea vhana vho no aluwaho. Zwi nga vha zwavhuḍi uri ni khethe mutambo muthihi kana mivhili ine na nga i ita musi ni tshi khou anetshela tshiṭori tshiṁwe na tshiṁwe.

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

Dalelani www.nalibali.org kana ni rumele ipfi “Stories” nga WhatsApp kha 0600 44 22 54 uri ni wane zwiṭori zwa mahala zwa Nalibali! Ni nga leludza zwiṭori uri zwi tshimbidzane na miṁwaha ya vhana vhaṁu.

Visit www.nalibali.org or WhatsApp “Stories” to 0600 44 22 54 for free Nalibali stories! You can simplify the stories to suit the ages of your children.

Zwithu zwine na nga zwi ita ni sa athu anetshela tshiṭori

- Imbani luimbo kana ni ite tshirendo tshi tshimbidzanaho na zwi re kha tshiṭori kana muṁwe wa vhabvumbedzwa vha tshiṭori.
- Kuvhanganyani zwithu kana zwifanyiso zwa zwithu na zwipuka zwo ambiwaho kha tshiṭori. Ambani nga ha zwenezwi zwifanyiso na zwithu ni sa athu vhala tshiṭori, musi ni tshi khou tshi vhala na musi no no fhedza u tshi vhala.
- Vhudzisani vhana vhaṁu arali vha tshi ḍivha zwiṁwe zwiṭori zwine zwa amba nga ha vhabvumbedzwa vha re kha tshiṭori tshine na khou ṭoḍa u vha anetshela tshone. (Sa tsumbo, “Ndi khou ṭoḍa u ni anetshela nga ha muṁwe mutukana na muṁwe musidzana vhe vha xela ḍakani. Hu na tshiṭori tshine na tshi ḍivha tshine tsha amba ha muṁwe muthu we a xela?”) Vha humbelani vha ni vhudze zwe zwa itea kha zwenezwo zwiṭori.
- Vhudzisani vhana vhaṁu arali zwithu zwo ambiwaho kha tshiṭori tshine na khou ṭoḍa u tshi anetshela zwo no vhuya zwa itea khavho kana kha muṁwe muthu ane vha mu ḍivha. (Sa tsumbo, “Naa inwi kana muṁwe muthu ane na mu ḍivha, o no vhuya a xela? Ho itea mini? No ḍipfa hani?”)



Things to do before you tell the story

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





Zwithu zwine na nga zwi ita musu ni tshi khou anetshela tshitori

* Musu ni tshi khou anetshela tshitori, imaninyana luthihi kana luvhili ni vhudzise, “Ni vhone u nga hu do itea mini nga murahu?” Hezwi zwi thusa vhana uri vha tahulele vhutsila ha u bvumba zwine zwa nga itea, zwenezwi ndi zwa ndeme kha u vhalo.

* Tutuwedzani vhana vhanu uri vha shele mulenzhe kha u anetshela tshitori nga u ita mibvumo (i ngaho u gikhinya fhasi u edzisa muthu ane a khou khokhonya vothini kana u ita mibvumo ya u vhudzula ha muya) kana u dzinginyea ha muvhili (u fana na u edzisa miri ine ya khou vhudzulwa nga muya).



Things to do while you tell the story

* As you tell the story, stop briefly once or twice to ask, “What do you think will happen next?” This helps to develop your children’s prediction skills, which are important for reading.

* Encourage your children to participate in the telling of the story by making sound effects (like knocking on the floor to imitate knocking on a door or making the noise of the wind) or using body movements (like imitating trees swaying in the wind).



Zwithu zwine na nga zwi ita musu no no anetshela tshitori

* Zwitōri zwinzhi zwi amba nga ha ndila ine vhabvumbedzwa vha sedzana ngayo na khaedu dza vhutshilo. Thusani vhana vhanu uri vha vhone ndila ine khaedu dzine vhabvumbedzwa vha kha tshitori vha sedzana nadzo dza yelana ngayo na dzine vhone vha sedzana nadzo vhutshiloni havho. Vha tutuwedzeni uri vha ite zwenezwi nga u amba uri, “Musu ndi tshi anetshela hetshi tshitori, tshi nkumbudza ndila ine khonani dzavhuḏi dza vha ngayo. Inwi tshi ni humbudza mini?”

* Vhana vha nga dovha vha guda u pfela vhutungu nga u divhea kha vhuimo ha mubvumbedzwa. Vha thuseni uri vha ite zwenezwi nga u vha vhudzisa uri ndi ngani vha tshi humbula uri vhabvumbedzwa vho ita zwithu nga ndila ye vha zwi ita ngayo kha tshitori.

Vha thuseni uri vha humbule nga ha zwithu zwa ndeme nga u vha vhudzisa arali vha tshi nga ita kana u amba zwe mubvumbedzwa a zwi amba kana u zwi ita. Vha vhudziseni uri vha humbule nga ha ndila dzi sa fani dze mubvumbedzwa a vha a tshi nga vha o sedzana ngadzo na khaedu.

* Tutuwedzani vhana uri vha ole kana u pennda tshipiḏa tsha tshitori tshine vha tshi funesa.

* Diiteni u nga no fara nyambedzano ni humbele vhana vhanu uri vha diite vhabvumbedzwa vha kha tshitori. Farani nyambedzano navho zwa tou nga ni mutshimbidzi wa mbekanyamushumo. Hezwi zwi do thusa vhana vhanu uri vha humbule nga ha vhumuthu ha mubvumbedzwa na zwine vha zwi ita kha tshitori.

* Tutuwedzani vhana vhanu uri vha humbule, vha vhe na vhukoni ha vhusiki na u vhamba maano nga u vha ita uri vha range phanḏa kha u ita zwithu zwi re kha tshitori. Arali zwi tshi konadzea, vha thuseni u ambara kana u ita zwithu zwine vha do zwi shumisa uri tshipiḏa tshine vha do tshi tamba tshi vhonele tshi tsha vhukuma.



Things to do after you have told the story

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

* Children can also learn to develop empathy by putting themselves in a character’s situation. Help them to do this by asking them why they think the characters behave in particular ways in the story. Help them consider values by asking them if they would do or say what the character said or did. Ask them to think of different ways that the character could have faced a challenge.

* Encourage children to draw or paint a picture of their favourite part of the story.

* Pretend you are an interviewer and ask your children to be different characters from the story. Interview them as if you are a talk show host. This will give your children the chance to think more about a character’s personality and their role in the story.



* Encourage imaginative, creative and strategic thinking by letting your children take the lead in acting out the story. If possible, help them dress up or make props to use that will make their role play feel more real.



20 Thafamuhwe - Duvha la Dzitshaka la Dakalo!

20 March - International Day of Happiness!

1 Vhathu vho takalaho a vha anzeli u farwa nga mukhushwane.

Happy people are less likely to catch a cold.

2 Munukho wa maluvha u ita uri ni takale.

The smell of flowers makes you happier.

3 U tamba na tshifuwo kana u tshi phaphatha zwi engedza dakalo.

Playing with or stroking a pet increases feelings of happiness.



4 Vhana vhane vha tamba nnga kanzhi vha a takala u fhira vhana vha sa tamba nnga.

Children who play outside are often happier than children who do not.

5 Vhana vhane vha dipfa vhe tshipiga tsha tshikolo vha anzela u takala vhukuma nahone vha a phasa zwavhudi musu vha tshi vhala na kha mbalo.

Children with a greater sense of belonging at school tend to be happier and progress better in reading and mathematics.

NDI MINI ZWINE ZWA ITA URI MAHAYANI NA ZWIKOLONI HU TAKADZE?

1. U thogomela zwishaiwa zwa vhana zwi tea u dzhiwa zwi zwa ndeme.
2. Vhana vhothe vha a tufuwedzwa na u khodiwa tshifhinga tshothe.
3. Vhana vhothe vha dzhiwa vhe vha ndeme nahone vho khethea.
4. Muriwe na muriwe a nga amba zwine a zwi humbula na u bula ndila ine a dipfa ngayo hu si na ane a mu hatula.
5. Muriwe na muriwe u a thonifiwa.

PEMBELELANI DAKALO!

1. Tshimbilani dakani. Shumisani zwipfi zwanu zwa u vhona, u fembedza, mubvumo, u kwama na u thetshela uri ni kone u pfesesa zwithu zwine na khou zwi vhona.
2. Vhalani bugu ine ya ni ita uri ni nwethuwe kana ni setshele ntha!
3. Thetshesani muzika u takadzaho. Ni tshine!
4. Rwelani lufingo muthu we na mu guma kale, ane a nga takalela u amba na inwi!
5. Tambani mitambo na vha mufa wanu.

WHAT MAKES FOR HAPPIER HOMES AND SCHOOLS?

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

CELEBRATE HAPPINESS!

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

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

Goggles to the rescue

1. Tear off page 9 of this supplement.
2. Fold the sheet in half along the black dotted line.
3. Fold it in half again along the green dotted line to make the book.
4. Cut along the red dotted lines to separate the pages.

The lion and the monkey

1. To make this book, use pages 5, 6, 7, 8, 11 and 12.
2. Keep pages 7 and 8 inside the other pages.
3. Fold the sheets in half along the black dotted line.
4. Fold them in half again along the green dotted line to make the book.
5. Cut along the red dotted lines to separate the pages.



Tandavhudzani laiburari yanu.
Itani bugu **MBILI** dza tumula u vhulunge

Goggles tsho thusa

1. Bvisani masiatari 9 a yenei thumetshedzo.
2. Petani bammbiri nga vhukati kha mutalo mutswu u re na zwithoma.
3. Dovhani ni li pete nga vhukati kha mutalo mudala ni ite bugu.
4. Gerani kha mitalo mitswuku i re na zwithoma uri ni fhandekanye masiatari.

Ndau na thoho

1. Uri ni ite heyi bugu shumisani masiatari 5, 6, 7, 8, 11 na 12.
2. Vheani masiatari 7 na 8 ngomu ha marwe masiatari.
3. Petani mabammbiri nga vhukati kha mutalo mutswu u re na zwithoma.
4. Dovhani ni a pete nga vhukati kha mutalo mudala u re na zwithoma uri ni ite bugu.
5. Gerani kha mitalo mitswuku i re na zwithoma uri ni fhandekanye masiatari.

“Ndi a zwi ñvha uri wo ñalilha lune u nga si tende mazwifhi o ambivawho nga maswina anga,” ya ralo ndau. “Ndi khou tou humbela wee, nthuseni nandi.”

Thoho ya fheledza yo pfela ndau vhuṅungu nahone ya tsitsela mutshila wayo dindini u fana na thambo. Nda u ya farela mutshila wa thoho, ya gonya ngawo.

“I know you are too smart to believe lies told by my enemies,” said the lion. “Please, please, help me.”

In the end, the monkey took pity on the lion and lowered his tail into the pit like a rope. The lion held onto the monkey’s tail and climbed up it.

The lion and the monkey was first published in Edition 30 of the supplement. The story was first featured as a reading performance by the author, Ikeogu Oke, at the 2012 South African Literary Awards held at the University of the Free State, Bloemfontein.



Tshiṭori tsha ndau na thoho tsho thoma tsho gandiswa kha Thumetshedzo 30. Tshenetsho tshiṭori tsho thoma u vhalwa nga muñwali ane a pfi Ikeogu Oke, kha Pfufho dza Vhukoni ha u Vhala na u Nwala ha Afurika Tshipembe dza 2012 dze dza farelwa Yunivesithi ya Free State, Bloemfontein.

Get story active!

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

Itani uri tshiṭori tshi nyanyule!

- ★ Olani tshifanyiso tsha muraḡo wa muṭa u tshi khou ni anetshela tshiṭori.
- ★ Shumisani suko la u tamba ngaḡo kana vumba ni vhumbe ndau, thoho na mukegulu.
- ★ Shumisani zwithu zwe na zwi vhumba u dovha na anetshela tshiṭori tsha ndau na thoho nga maipfi aṅu.
- ★ Sikani luimbo nga ha tshenetsho tshiṭori ni lu imbe musi ni tshi fhedza u anetshela tshiṭori.

Nalibali 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



Nalibali ndi fulo la lushaka la u vhalela u ḡiphina u itela u karusa na u ṭahulela ṅdowelo ya u vhalwa kha loṭhe la Afurika Tshipembe. U wana mafhungo nga vhuḡalo, dalelani www.nalibali.org



The lion and the monkey



Nda u na thoho

Ikeogu Oke

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

Zwine ha nga ambiwa nga hazwo: Naa ni a ḡivha zwitōri zwine zwa amba nga ha ndau na thoho? Nda u dzi ḡivhelwa mini? Thoho dzi ḡivhelwa mini? Ni vhona u nga itshi tshiṭori tshi amba nga ha mini?



One day, Grandpa wanted to teach us a lesson about trust and gratitude, so he told us a story about the lion and the monkey.

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

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

Lĩnwe ðuvha Makhulu vho vha vha tshi ðoda u ri gudisa ngudo nga ha u fulufhela na u livhuwa, nga zwenezwo vha ri vhudza tshiṭori nga ha ndau na ṭhoho.

Ndau na ṭhoho zwo vha zwi tshi dzula ḁakani lo pinzanaho. Ndau yo vha i tshi tshimbila-tshimbila ḁakani, ngeno ṭhoho i tshi dzula nṭha ha miri!

Nga tshiñwe tshifhinga ṭhoho yo vha i tshi tsela fhasi ya ya ḁakani u itela u ṭoda zwĩliwa kana u thamukana mirini yo thalanganaho.





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

Makhulu vha imanyana nahone vha lavhelesa zwifhatuwo zwashu zwe zwa vha zwo no takalela ndila i takadzaho ye mafhungo a thoho a guma ngayo.

“What is the royal one doing in such a deep, dark place?” asked the monkey, looking into the pit.
“I fell in,” said the lion in a weak voice. “I have been here all day. Please help me.”
The monkey hesitated and started to walk away, but the lion begged him again.
Then the monkey said, “I am told that all the animals that ever did you a good turn, never lived to tell the story.”

“Vhamusanda vha khou ita ni dindini jitswu, lo tsaho nga u rali?” hu vhudzisa thoho, yo tolela dindini.
“Ndo tou wela,” ya ralo ndau nga ipfi lo netaho. “Ndo twa duvha jothe dindini. Ndi khou humbela ni nthuse.”
Thoho ya timatima nahone ya thoma u tuwa, fhedzi ndau ya dovhya ya i luvheledza.
Ndi izwi-ha thoho i tshi ri, “Ndo vhudzwa uri zwipuka zwothe zwe zwa vhuya zwa u thusa, a zwo ngo vhuya zwa tshila nga murahu ha zwenezwo.”

But even when he was out of the pit, the lion hung onto the monkey's tail.
“Let me go! Haven't I helped you out of the deep pit as you begged me to?” the monkey asked the lion.
But the lion tightened his grip on the monkey's tail even more, and when the monkey looked into the lion's eyes, he saw the look of hunger.
“Please let me go!” the monkey cried. But the lion's grip only got tighter.

Fhedzi na musii yo no bva dindini, ndau ya di kwambatela mutshila wa thoho.
“Nditsheni ndi tuwe!” Thi ndo ni thusa u bva dindini lo tsaho samusi no nkhumabela?” thoho ya ralo i tshi khou vhudzisa ndau.
Fhedzi yeneyo ndau ya tou fara wonoyo mutshila wa thoho ya tou hana nahone musii thoho i tshi ndo lavhelesa mato a ndau, ya zwi vhone uri ndau yo farwa nga ndala.
“Nditsheni ndi tuwe, ndi khou tou humbela!” thoho ya lila. Fhedzi ndau ya tou hana tshohe wonoyo mutshila.



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

Yo kulea nungo, ndau ya lavhelesa he ya vhona hone mukegulu, fhedzi o vha a si tsheeho.

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



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

The pit was so narrow that the lion could only stand upright on his hind legs. He frantically tried to climb out of the deep pit, but with each attempt the red soil crumbled under his claws, and he sank back to the bottom of the pit.

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

The lion desperately called for help.

Khunḁa yo vha i tsekene lwe ndau ya vha i tshi kona u ima nga mlENZhe ya murahu fhedzi. Yo lingedza nga nḁlla dzoṽhe uri i bve dindini, fhedzi mavu a luvhundi a mepfuwa ṅalani dzayo nahone ya mbwandamela fhasi dindini.

Ndau yo vha yo no neta nga luvhima-vhaeni mus i tshi vhona mutshila u tshi lavhi. Wonooyo mutshila wo vha u wa ṽhoḁo ye ya pfuka ḽeneḽo dindi.

Yeneyo ndau ya huwelela yo hanganea i tshi ṽoḁa thuso.



This story is an adapted version of **Goggles to the rescue**, published by Cadbury in partnership with Nal'ibali as part of the Cadbury Dairy Milk #InOurOwnWords initiative. Each story is available in the eleven official South African languages. To find out more about the Cadbury Dairy Milk #InOurOwnWords initiative titles, go to <https://cadbury.one/library.html>.

Hetshi tshitori tsho shandulwa u bva kha **Goggles tsho thusa** tsho gandiswaho nga Cadbury i tshi shumisana na Nal'ibali sa tshipiġa tsha Cadbury Dairy Milk #InOurOwnWords initiative. Tshitori tshirwe na tshirwe tshi wanala nga nyambo dza fuminthihi dza tshiofisi dza Afurika Tshipembe. Uri ni wane zwo engedzeaho nga ha Cadbury Dairy Milk #InOurOwnWords initiative titles iyani kha <https://cadbury.one/library.html>.

Get story active!

- ★ Reread the paragraph on page 4 in which Jay explains how rubbish lands up in our rivers and seas, and on our beaches. Create a diagram to show how this happens. Draw small, labelled pictures and arrows between the pictures.
- ★ Write a newspaper article about the different ways in which Goggles helped to make Earth beautiful again. Don't forget to give the article a catchy title! Draw picture to go with it.
- ★ Reuse materials like tins, plastic jars and cardboard boxes that often get thrown away. Decorate them using paper, glitter, paint and/or crayons to make things that you and other family members can use, like pencil holders, vases and storage containers.

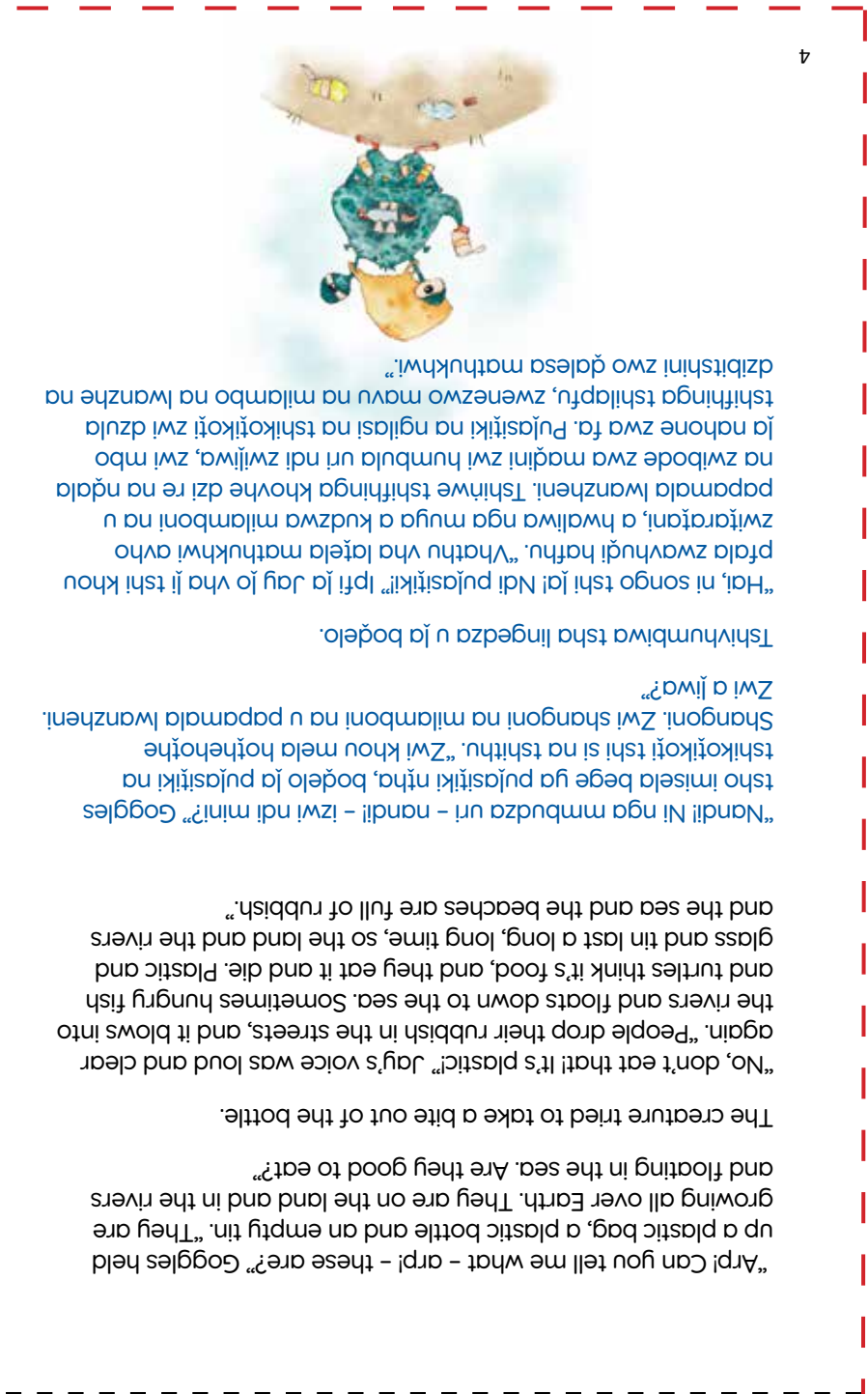
Itani uri tshitori tshi nyanyule!

- ★ Vhalani hafhu phara i re kha siatari 4 hune Jay a talutshedza uri malakati a dzehana hani milamboni yashu na maġanzheni ashu, na bitshini dzashu. Olani tshifanyiso (ngolo) ni tshi sumbedza uri hezwi zwi itea hani. Olani zwifanyiso zwiġuku, zwi re na leibulu na misevhe yo sumbaho zwifanyiso.
- ★ Nwalani atikili ya gurannda nga ha ndila dzo fhambanaho dze Goggles ya thusa ngadzo kha u ita uri lifhasi li nake hafhu. Ni so ngo hangwa u nea thoho i no kunga! Olani tshifanyiso tshi no sumbedza iyi thoho.
- ★ Shumisani hafhu matheriala ane a nga sa zwikoġi, mabutebuġe (mabogelo) a puġasitiki na makhadibogisi zwine zwa anzela u latwa. Zwi nakiseni ni tshi shumisa mabammbiri, zwipenyeleli (glitter), pennde na/kana khirayoni uri zwi vhe zwithu zwine inwi na vha muġa wa hanu na nga zwishumisa, kha u longa zwa u nwa ngazwo, sa vasi na zwifaro (zwifaredzi) zwa u vhulunga zwithu.

Nal'ibali is a national reading-for-enjoyment campaign to spark and embed a culture of reading across South Africa. For more information, visit www.nalibali.org



Nal'ibali ndi fulo la lushaka la u vhaela u diphina u itela u karusa na u tahulela ngowelo ya u vha kha lothe la Afurika Tshipembe. U wana mafhungo nga vhuġalo, dalelani www.nalibali.org



This story is an adapted version of **Goggles to the rescue**, published by Cadbury in partnership with Nal'ibali as part of the Cadbury Dairy Milk #InOurOwnWords initiative. Each story is available in the eleven official South African languages. To find out more about the Cadbury Dairy Milk #InOurOwnWords initiative titles, go to <https://cadbury.one/library.html>.

Hetshi tshitori tsho shandulwa u bva kha **Goggles tsho thusa** tsho gandiswaho nga Cadbury i tshi shumisana na Nal'ibali sa tshipiġa tsha Cadbury Dairy Milk #InOurOwnWords initiative. Tshitori tshirwe na tshirwe tshi wanala nga nyambo dza fuminthihi dza tshiofisi dza Afurika Tshipembe. Uri ni wane zwo engedzeaho nga ha Cadbury Dairy Milk #InOurOwnWords initiative titles iyani kha <https://cadbury.one/library.html>.

Goggles to the rescue



Goggles tsho thusa

Liz Sparg • Megan Vermaak

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

Zwine ha nga ambiwa nga hazwo: U lakatedza hu ita mini vhuponi hashu? Ni nga ita mini kha u tsireledza vhupo hanu?



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

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

And that’s just what happened.

They made Earth beautiful again.

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

“Arp! Hello, my name is Goggles. Arp,” the creature said.

Jay tried to talk but no sound came out.

Vhuṛwe vhusiku, Jay o vuwa a vhona tshedza tshi penyaho lutomboni. Tshiṛwe tshithu tsho vha tshi tshi khou fhufha nga luvhilo luhulu tshi tshi khou ḡela fasiṛereni. Nga khathihi fhedzi, tsha ima. Vothi ḡa vulea,

tshivhumbiwa tshi songo ḡowealeaho tsha bvela nṅa.

“Nandi! Hurini, dzina ḡanga ndi Goggles. Nandi,” hu amba tshivhumbiwa.

Jay o lingedza u amba fhedzi ipfi ḡa sa bve.

Fhedzi a hu na we a shandukisa matshilele awe. Vho ḡi bvela phanḡa na u laṭela mathukhwi zwiṭaraṭani. Nga kufhinga kuṭukuṭuku, zwiṭaraṭa na milambo na dzibitshi zwa vhonala zwo tshikafhala sa kale.

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

“Nandi! Zwino ndi khou ya u lingedza muloro wanga,” Goggles tsho vhudza Jay. “Muṛwe na muṛwe Shangoni u ḡo lora a khou doba thukhwi, nandi! Na u ṭavha miri, nandi! Na u bikulula thukhwi, nandi! Na u ita zwithu zwoṭhe zwi thusaho u dzudza Shango ḡo naka. Vha ḡo pfa vho takala miloroni yavho lune vha ḡo ṭoḡa u bvela phanḡa na u ita izwi zwithu musi vha tshi vuwa. Nandi.”

Izwo ndi zwone zwe zwa itea.

Vho ita uri Shango ḡi nake hafhu.



“Is this true?” the old woman asked the lion.
The lion nodded in agreement.
Then the old woman said to the monkey, “Clasp your hands
and say, ‘I am about to die for my kindness. I am about to die
for my kindness.’”
So the monkey did this.
Ndi izwi-ha hu tshi bvelela muhwe mukegulu. O vha a
tshi khou ya tsimuni yawe musi a tshi vhona zwipuka zwi
tshi khou nanisana. A ima a zwi vhudzisa uri ndi ngani
zwo vusa bonyongo.
Ṭhoho ya vhudza onoyo mukegulu ndila ye ya thusa
ngayo ndau uri i bve dindini lo tsaho. “Fhedzi zwino yo
hana mutshila wanga, a i tsha toḁa u u litsha,” ya ralo i tshi
khon vhlaila.
“Naa izwi ndi ngoho?” mukegulu a vhudzisa ndau.
Nda u ya tenda nga ṭhoho.
Ndi izwi-ha onoyo mukegulu a tshi vhudza ṭhoho a ri,
“Kwamanyani zwanḁa ni ri, ‘ndi ḁo fela vhutshu hanga.
’”
Ṭhoho ya mbo ḁi ita zwenezwo.

The lion chased the monkey until the monkey
climbed up a nearby tree.

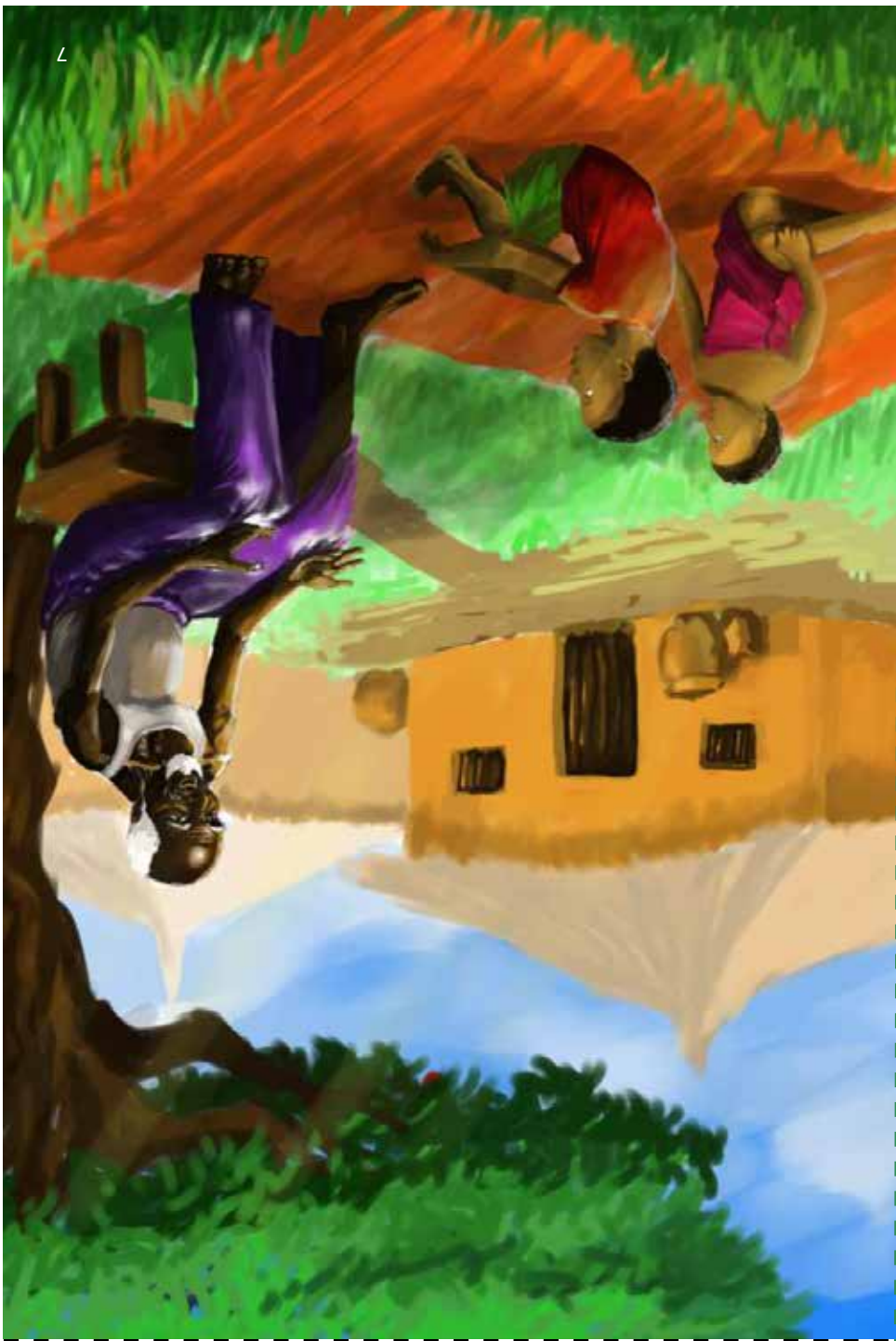


Nda u ya pandamedza ṭhoho u swikela ṭhoho i tshi
gonya muri u re nga henefho tsini.



One day, the lion saw some meat on a banana leaf on
the jungle floor.
“There’s a free and easy meal for me,” he thought.
The lion moved towards the middle of the banana leaf,
but as he sunk his teeth into the meat, the ground gave
way beneath him. Together with the meat and the
banana leaf, he fell into a deep pit.

Ḷiṇwe ḁuvha ndau ya vhona ṇama i kha ṭari la
muomva le la vha li fhasi ḁakani.
“Khezwo zwiliwa zwa mahala zwine nda ḁo zwi wana
nga hu leluwaho,” ya ḁivhudza nga u ralo.
Nda u ya sendela vhukati ha ṭari la muomva, fhedzi
musi i tshi tou khaṭha yeneyo ṇama nga maṇo, ya mbo
ḁi godimela fhasi. Yone kathihi na ṭari la muomva vha
wela dindini lo tsaho.



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

“Ndau yo vha i tshi ɔ zwi ɔivha hani uri zwiliwa zwa mahala a si kanzhi zwi tshi vha mahala; uri zwiliwa zwine zwa wanala nga hu leluwaho a si kanzhi zwi tshi leluwa nga ndila ine zwa vhone ngayo?” vha ralo Makhulu. “Khosi ya ɔakani yo vha i tshi ɔ zwi ɔivha hani uri muzwimi o bwa khunda yo tsaho nahone a i thithiedza nga tari la muomva, a vhea nama vhukati ha tari nahone a thivha tari nga mutavha uri khunda i sa vhone?”

The old woman then turned to the lion and said, “Clasp your paws and say, ‘Someone is about to die for his kindness. Someone is about to die for his kindness.’” The lion raised his free front paw and repeated the old woman’s words. “No!” said the old woman, “I said clasp your paws, and I mean your two front paws, and then say the words.” As the lion obeyed her command and clasped his paws, the monkey escaped and ran away.

“Hai, wee!” a ralo onoyo mukegulu, “ndo ri kwamanyani marimba anu, ndi khou amba marimba mavhili a milenzhe ya nga phanda ni ambe eneo maipfi.” Musi ndau i tshi ita zwe ya laedzwa zwone, ya kwamanya marimba, thoho ya mbo ɔ ponyoka ya shavha.



5

ya zwiitisi zwi sumbedzaho ndeme ya u guda luambo lwa damuni reasons why learning your mother tongue is important



1

Vhana vhane vha guda luambo lwavho lwa damuni vha vha na vhukoni ha u elekanya, vhutsila ha u sika zwithu na ha u piringulula thaidzo. Zwi nga vha lelutshela vhukuma u guda luambo ngauri vha divha ndila ine luambo lwa shuma ngayo.

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



2

Vhana vhane vha kona u amba zwavhuḁi luambo lwavho lwa damuni vha shuma zwavhuḁi tshikoloni na yunivesithi. Vha pfesesa zwavhuḁi luambo nahone vha a kona u bula nga ndila ya khwine zwine vha zwi humbula na u pfesesa thero dzothe dzine dza funzwa.

Children who are fluent in their mother tongue at home tend to perform better at school and university. They have a better understanding of the language and are better able to express their ideas and understanding across all subjects.



3

U divha luambo lwavho lwa damuni zwi vha ita uri vha divhe ifa na mvelele yavho. Luambo lwashu lwa damuni ndi lwa ndeme kha vhumuthu hashu. U guda luambo lwashu lwa damuni zwi ri thusa uri ri pfesese khwine hune ra bva hone na u dipfa ri tshipiḁa tsha vhaṁwe vhathu.

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



4

Musi vhana vha tshi amba nga luambo lwavho lwa damuni zwi vha thusa uri vha davhidzane na mirado ya muṁa na tshitshavha. Vha a kona u talutshedza khwine ndila ine vha dipfa ngayo na u anetshela zwine zwa khou itea kha tshitshavha tshavho na u amba na vhathu hune vha dzula hone.

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



5

U amba luambo lwavho lwa damuni zwi nga ita uri vha difulufhele na u sa didzhiela fhasi. Musi vhana vha tshi kona u amba zwavhuḁi luambo lwavho lwa damuni zwi ita uri vha dikhoḁe na u dipfa vhe tshipiḁa tsha tshithu tsha ndeme tshe tsha vha hone lwa mirafho minzhi.

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



Contact us in any of these ways: • **Ri kwameni** nga inwe ya dzenedzi ndila:

f nalibaliSA

@nalibaliSA

@nalibaliSA

info@nalibali.org





Vhathu a vha vhuyi vha fushea

Nga Nosiselo Darly Dongwana ■ Zwifanyiso nga Heidel Dedekind



Kha muṛwe muḍana u re magumoni a ḍaka, ho vha hu tshi dzula muṛwe mutukana ane a pfi Ntando. O vha a tshi funa ḍaka nahone o vha e khonani dza zwipuka zwoṭhe zwine zwa dzula heneḥo. Kanzhi Ntando o vha a tshi ya u dalela khonani dzawe dza zwipuka. Ho vha hu na dakalo na pfano vhukati ha onoyo mutukana na zwipuka.



Liṛwe ḍuvha zwipuka zwo pfa muṛwe muthu a tshi khou lila nahone zwa ya u vhona uri ndi nnyi. “Yowee nandi! Ndi khonani yashu Ntando,” zwa ralo.

“Ni khou lilela mini?” hu vhudzisa Goni.

“A thi vhoni zwavhudi nahone zwi ita uri ndi vhe na madebe. Tshifhinga tshoṭhe ndi a piringedzea nda wa, vhaṛwe vhana vha a ntsea,” hu ṭalutshedza Ntando.

“Yeneyo ndi thaidzo,” ḵa ralo Goni, “fhedzi ni songo vhilaela, ndi ḍo ni thusa.” Ndi izwi-ha Goni ḵi tshi ita uri Ntando a vhe na maṭo avhudi. Zwino Ntando o vha a tshi vho kona u vhona zwavhudi. Ntando o vha o takala zwihulu. A livhuwa Goni nahone ho ngo tsha dovha a wa musi a tshi ya hayani. Zwipuka zwo vha zwo takala nga maanḍa nge zwa thusa khonani yazwo.

Nga murahu ha maḍuvha a si gathi, Ntando a vhuya a tshi khou bva ḍakani o ṭungufhala. “Ndi ngani no ṭungufhala?” hu vhudzisa Gwitha.

“A tho ngo ṭaliffa nga u tou ralo nahone a hu na muthu ane a thetshesela zwine nda amba,” u ralo Ntando a tshi khou shonelela.

“Yeneyo ndi thaidzo,” ḵa ralo Gwitha, “fhedzi ni songo vhilaela, ndi ḍo ni thusa.” Ndi izwi-ha Gwitha ḵi tshi ṛea Ntando tshifhiwa tsha vhuṭali. Ntando a takala zwihulu. A livhuwa Gwitha nahone o vha a tshi tou ri ndi swika lini hayani uri a ambe na khonani dzawe. O vha a tshi zwi ḍivha uri vha ḍo mu thetshesela! Zwipuka zwo vha zwo takala nga maanḍa nge zwa thusa khonani yazwo.

Nga liṛwe ḍuvha musi Ntando a tshi ya ḍakani, a ṭangana na Ndau. “Ri a vusa Ndau,” ndi Ntando a no ralo. “Ni nga nthusa? Kanzhi ndi a ofha nahone ndi vhilaedziswa ngauri khonani dzanga dzi nga humbula uri ndi goswi.”

Ndau a yo ngo vhuya ya timatima u thusa Ntando. “A hu na dinani, ndi ḍo ni thusa. Ndi ḍo ni ṛea tshifhiwa tsha tshivhindi,” ya ralo. Ntando o vha o takala zwihulu. A livhuwa ndau nahone a ya hayani a tshi khou ḍipfa e na tshivhindi vhukuma.

Musi vhege dzi tshi khou ṭandulukana dzi tshi ya, Ntando a dzula a tshi vhuṛelela ḍakani musi a tshi ṭoḍa thuso. Nahone khonani dzawe dza zwipuka dzo vha dzi tshi anzela u mu thusa. “A thi na maanḍa mahulwane,” Ntando a vhilaela. Ngḍou ya mbo ḍi bvelela, ya ṛea Ntando tshifhiwa tsha maanḍa.

“Ndi na thoṭho, ndi nga si vhuye nda kunda mbambe,” ha lila Ntando. Didingwe ḵa mbo ḍi ṭavhanya ḵa ṛea Ntando tshifhiwa tsha luvhilo.

“A thi koni u bammbe nahone ndi vhilaedziswa nga uri ndi ḍo nwela kotho,” ha ruṛuna Ntando. Ngweṇa ya ṛwethuwa nahone ya gudisa Ntando u bammbe mulamboni.

Tshifhinga tshoṭhe musi Ntando a tshi humbela thuso, zwipuka zwo vha zwo ḍiimisela u mu thusa. Fhedzi musi tshifhinga tshi tshi khou ḍi ṭandulukana tshi tshi ya, Ntando o vha a si tsha livhuwa thuso nahone a si tsha thusa zwipuka musi zwi tshi ṭoḍa thuso. O vha a si tsheena vhukonani nahone a tshi vhonelela a sa tsha fushea nga tshithu.

Liṛwe ḍuvha Gwitha ḵa dzudzanya muṭangano. “Khonani dzanga dza zwipuka,” ndi ṇḍila ye Gwitha ḵa thoma ngayo, “hoyu mutukana ro mu ṛea zwoṭhe zwe a zwi humbela, fhedzi ha tsha livhuwa, u dzulela u humbela zwithu zwo engedzeaho. Ha livhuwa nahone ha vhuyi a fushea. U dzulela u vhilaela. Nahone ha vhuyi a thusa.” Zwiṛwe zwipuka zwa tenda. Zwipuka zwa dzhia tsho ya uri a zwi tsha ḍo dovha zwa thusa Ntando u swikela a tshi humbela pfarelo nga ṇṭhani ha ṇḍila i si yavhudi ine a ḍifara ngayo, u swika a tshi livhuwa musi a tshi thuswa nahone a ḍiimisela u zwi thusa-vho.

Tshifhingi tshi tevhelaho musi Ntando a tshi vhuṛelela ḍakani, a vhilaela uri o vha a si na tshilidzi tsho eḍanaho. A dzula fhasi ha muri a lila, fhedzi hu sa ḍe tshipuka na tshithi u mu thusa.

Nga murahu ha tshifhinganyana, ha ḍa Lunyunyu lwa ṛoṇa ṭhoho ya Ntando. “Ni khou lilela’ni?” ha vhudzisa Lunyunyu. Lwo vha lu tshi khou pfela vhuṭungu Ntando.

“Ndi khou ṭoḍa u vha na tshilidzi, fhedzi a hu na zwipuka zwine zwa ṭoḍa u nthusa,” ha lila Ntando.

“Zwipuka zwo no ḍi ni ṛea zwithu zwinzhi, fhedzi a ni athu fushea,” hu amba Lunyunyu. “Khamusi ni tea u livhuwa vhuthu hazwo ni sa athu humbela zwithu zwo engedzeaho.”

Musi Ntando a tshi pfa zwenezwi, a sinyuwa zwihulu. “Ṭutshelani kule hange!” a huwelela. A dzungudza tshanḍa tshawe lwe a nga a sa pwaṭula Lunyunyu!



Zwiṛwe zwipuka zwa mangala vhukuma. “Ndi ngani ni na tshiambela na tshituṭhu tshingafha, Ntando?” ha vhudzisa Gwitha. “Tshifhinga tshoṭhe ro ni sumbedza vhuthu na u ni thusa. Musi ni tshi humbela, ro ni ṛea maṭo avhudi, vhuṭali, tshivhindi, maanḍa, luvhilo nahone ro ni gudisa na u bammbe. Fhedzi ṇṭhani ha u livhuwa, no vha na tshiambela nahone a no ngo shumisana na riṇe nga vhuthu. Ndi ngani ni sa vhuyi na fushea?”

“Hu dzula hu na tshithu tshithi tshine nda tshi ṭoḍa,” hu fhindula Ntando. “Ndi lavhelela uri ni nthuse.”

Zwipuka zwo mangadzwa ngauri Ntando o vha a tshi khou zwi fara nga yeneyo ṇḍila, zwa mbo ḍi kuvhangana nahone zwa pandela Ntando ḍakani. Zwa dovha zwa tendelana uri a zwi tsha ḍo dovha zwa thusa Ntando kana muṛwe muthu ngauri zwo guda uri vhathu a vha vhuyi vha fushea!

Itani uri tshitori tshi nyanyule!

- ★ Arali tshipuka tsha ni ṛea tshifhiwa, ni nga ṭoḍa uri tshi vhe tsha mini?
- ★ Itani phostara i re na zwifanyiso zwa zwipuka u ṭuṭuwedza vhathu uri vha vhe na vhuthu kha zwipuka. Ṇwalani mulaedza mupfufhi kha phostara. Sa tsumbo, “Ivhani na vhuthu kha zwipuka. Zwi ṛeeni maḍi a rotholelaho, avhudi musi ḍuvha ḵi tshi fhisu.”

- ★ Humbulani nga ha muthu we a ni sumbedza mafunda na vhuthu. Ṇwalelani onoyo muthu ni livhuwe vhuthu na ṭhogomelo yawe. Khavhisani zwe na ṛwala nga zwifanyiso zwa mivhala na miolo.



Humans are never satisfied

By Nosiselo Darly Dongwana ■ Illustrations by Heidel Dedekind

Story
corner



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



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

"Why are you crying?" asked Eagle.

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

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

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

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

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

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

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

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

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

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

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

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

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

"I can't swim and I'm worried I will drown," whined Ntando. Crocodile smiled and taught Ntando to swim in the river.

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

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

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

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

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

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

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

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

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



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

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

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

Get story active!

- ★ If you could get a gift from an animal, what would you like it to be?
- ★ Make a poster with pictures of animals on it to encourage people to be kind to animals. Write short messages on the poster. For example, "Be kind to animals. Give them cool, fresh water on a hot day."

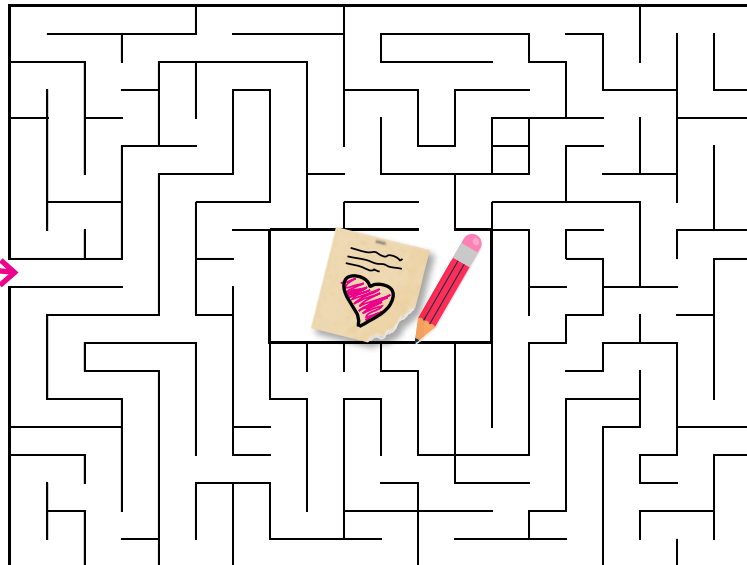
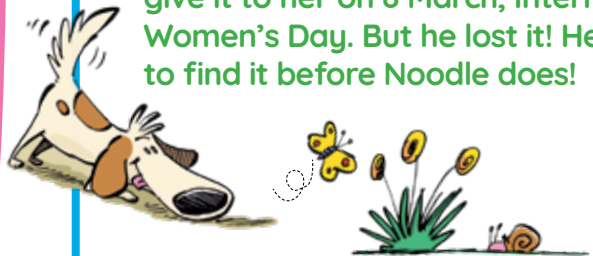
- ★ Think of someone who has been generous and kind to you. Write the person a note to say thank you for the kindness and care. Decorate the note with colourful patterns and drawings.

Nal'ibali fun



1.

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



2.

A cartoon illustration of a young girl with dark skin and curly hair, wearing a pink and blue striped shirt and blue pants, sitting on the ground and looking up at the lined paper.

This image shows a blank sheet of handwriting practice paper. It features multiple sets of horizontal blue lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line. In the bottom-left corner, there is a small illustration of a cartoon boy with dark hair, wearing a white shirt, looking towards the right. The rest of the page is empty, providing space for writing practice.



Winani bugu ya tshitori!

Ni tshi fhedza ni rumele kopi ya tshiṭori tshaṇu kha stories@nalibali.org. Vhaṛiwali vha u thoma vhararu vha ḡo ṇewa bugu ya tshiṭori nahone zwiṭori zwavho zwi ḡo gandiswa kha ṭhumetshedzo.



Win a storybook!

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



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

Phindulo: 2. Sa tsumbero: daka, loka, alia, ola, kola, dala, kala, oka, kolo, oda, kalo, dolo

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



+27 64 801 5496

Produced by The Nal'ibali Trust. Translation by Mosekola Solutions. Nal'ibali character illustrations by Rico.

