

# NA L'IBALI

Kgatisong ena ya Mphalane, ka ho kgetheha re rata hore **RE A LEBOHA! ho matijhere ohle a leng Afrika Borwa** ka tlatsetso ya ona ho ruteng le ho kwetliseng bana ba rona ba ratehang hore ba shebane le bokamoso ba bona ka kgodiseho le kutlwisiso.



In this October edition we would like to say a special **THANK YOU!** to all the **teachers in South Africa** for their contributions in educating and mentoring our precious children to face their future with confidence and understanding.



## Matla a ho balla boithabiso

Ha sekolo se dumela ho matla a ho balla boithabiso, mme se dumella bana ba sona ho iphumanela sena ka bobona, sena se tsosolosa ka hare ho bona thahasello ya ho bala le ho ngola.

## The power of reading for enjoyment

When a school believes in the power of reading for enjoyment and allows its children to experience this first-hand, it sparks in them an interest in reading and writing.

### Hobaneng ha ho balla boithabiso ho le bohlokwa

- Ho balla hodimo mmoho le bana ke ketsahalo e tsejwang hore e bohlokwa haholo bakeng sa ho aha tsebo le bokgoni tseo ba di hlokanang bakeng sa ho ithuta ho bala.
- Dipale di fa bana monyetla wa ho tseba puo e nonneng, e rarahaneng. Di tebisa tsebo ya bana ya kamoo re sebedisang puo ka teng, di ba ruta tlhlotlontswe le kerama, mme di ba fa ditseta tse ntjha tsa ho ithalosa.
- Dipale tse kgahlang le tse thabisang di thusa ho tsoseletsa boinahanelo le boiqapelo ba bana.
- Dipale di fana ka mehlala ya kamoo batho ba shebanang le diphephetso tseo ba kopanang le tsona, mme di thusa bana ho ba le kutlwelano.



### Why reading for enjoyment matters

- Reading aloud with children is known to be the single most important activity for building the knowledge and skills they need to learn to read.
- Stories expose children to rich, complex language. They deepen children's knowledge of how we use language, teach them vocabulary and grammar, and offer them new ways to express themselves.
- Interesting and exciting stories help stimulate children's imagination and creativity.
- Stories provide examples of how people meet the challenges that face them and help children develop empathy.

### Ho etsa hore dipale e be karolo ya bophelo ba sekolong

Etsa hore bana ba sekolong sa hao ba iphumanele ho phetelwa dipale le ho bala kgafetsa e le karolo ya bophelo ba sekolong – e seng feela ka tlelaseng, empa le ka dinako tse ding.

- Kgothaletsa batswadi le bahlokomedi ba bang ho balla bana le ho ba phetela dipale tseleng ha ba ya sekolong.
- Etsa tulo bakeng sa dibuka tsa ditshwantsho moo bana ba baholwanyane ba fihlang sekolong pele ho nako ya sekolo ba ka dulang le ba banyenyane mme ba ba balla dipale.
- Hang ka kgwedi etsa hore nako ya seboka sa hoseng e be ya dipale. Hlophisa le setho sa matijhere ho pheta pale, etsa hore sehlotshwana se itseng sa bana ba e tshwantshise, kapa kopa tlelase ho abelana le bana ba sekolo kaofela seo ba ntseng ba se etsa bakeng sa ho hodisa lerato la ho bala.
- Etsa hore ho balla boithabiso e be karolo ya seo bana ba se etsang kamora sekolo ka ho qala tlelapo ya ho bala sekolong sa hao.

### Making stories part of school life

Let the children at your school experience storytelling and reading regularly as a part of their lives at school – not just in the classroom, but at other times too.

- Encourage parents and other caregivers to read and tell stories to children on their way to school.
- Create a space for picture books where older children who arrive at school early can sit with younger children and read stories to them.
- Turn at least one school assembly a month into a story-focused one. Arrange for a staff member to tell a story, let a group of children act one out, or ask a class to share with the rest of the school what they have been doing to develop a love of reading.
- Make reading for enjoyment part of what children do after school too by starting a reading club at your school.

Ho balla bana ka lentse le phahameng ho ke ke ha etsa hore e be baithuti ba pasetsang hodimo ka mohlolo, empa ho tla ba thusa hore ba be le mohopolo o tjhatsi, ba utlwisise le ho tseba ho eketsehileng, le ho nahana ka botebo le ka tsela e utlwahalang.



Reading aloud to children will not magically make them top learners, but it will help them to develop excellent memories, to understand and know more, and to think critically and logically.



Drive your  
imagination



IT STARTS WITH  
A STORY.  
HO QALA  
KA PALE.



# Dipeo tsa Tsebo ya ho Bala le ho Ngola!

## Disebediswa tsa ho bala bakeng sa diphapusi tsa ho rutela tsa ECD

## Literacy Seeds!

## Reading resources for the ECD classroom



Batswadi le bahlokomedi ba ratehang ba bana ba banyenyane, ka ho kgetheha kgatisong ena re rata ho re RE A LEBOHA! ho matijhere le batsamaisi ba ECD ka Letsatsi la Lefatshe la Matijhere, le bang teng ka la 5 Mphalane!

Bana ba kgona ho utlwisisa le ho natefelwa ke dipale tse leng ka hodimo ho bokgoni ba bona ba ho bala ha ba di utlwa di ballwa hodimo hantle ka dipuo tseo ba di tsebang. Sehlopha ka seng sa bana bao o ba ballang se ikgethile, kahoo, ho tseba dibuka tse ngata ho tla o thusa ho fumana eo ba tlang ho natefelwa ke yona.

Dear parents and caregivers of young children, in this edition we would like to say a special THANK YOU! to ECD teachers and facilitators on World Teacher's Day, which falls on 5 October!

Children are able to understand and enjoy stories that are far beyond their own reading ability when they hear stories read aloud well in languages they know. Each group of children you read to is unique, so knowing lots of books will help you find one that they will enjoy.

☉ **Ke pale e jwang eo ke lokelang ho e kgetha?** Kgetha dipale tseo o natefelwang ke ho di bala, tse loketseng diithahasello tsa bamamedi ba hao mme di le ka dipuo tseo ba di utlwisang ha bonolo, le tse atolang lefatshe la bona. Dibuka tse nang le raeme, morethetho le phetapheto ke dibuka tse ntle tsa ho ballwa hodimo bakeng sa bana ba banyenyane mme hape ke tselo e ntle haholo ya ho ruta bana puo e ntjha.



☉ **Ke tlo balla bomang?** Haeba o balla sehlopha sa bana ba dilemo tse fapaneng, o ka kgetha setaele se tla kgahla bana ba banyenyane sehlopheng seo.

☉ **Ke sehlopha se boholo bo bokae seo ke tlo se balla?** Haeba o tlo balla sehlopha se kgonang ho bona ditshwantsho ka ho hlaka kapa o ka kgona ho tsamatsamaya ha o ntse o bala, bontsha bana ditshwantsho tse bukeng ha o ntse o bala. Ha o balla sehlopha se seholo, sebedisa metsamao ya mmele, dihusamedumo le disebediswa tse ding ho etsa hore pale e phele.

☉ **Nka sebedisa dithusi dife tsa pale?** Ditshwantsho, diphaphete, dikatiba le dintho tse boletsweng paleng kaofela di ka sebediswa ho thusa hore pale e phele.

☉ **What story should I choose?** Choose stories that you enjoy reading, that match your audience's interests, are in languages that they understand easily and that expand their world. Books with rhyme, rhythm and repetition make good read-aloud books for young children and are also a great way of introducing a new language.

☉ **Who am I reading to?** If you're reading to a group of children who are different ages, then choose a style that will appeal to the younger children in the group.

☉ **What size group will I be reading to?** If you're reading to a group who can see the pictures clearly or if you can move around while you read, show the children the pictures in the book while you read. When you're reading to a large group, use body movements, sound effects and props to bring your story to life.

☉ **What story aids can I use?** Pictures, puppets, hats and objects mentioned in the story can all be used to help a story come alive.

Practice makes perfect, so it's always a good idea to read the story aloud a few times before you read it to a group of children!



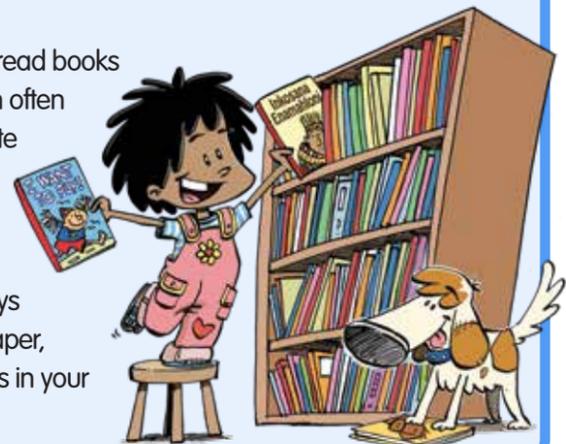
Boikwetliso bo etsa hore ho phethehe, kahoo kamehla ke mohopolo o motle ho balla pale hodimo makgetlo a mmalwa pele o e balla sehlopha sa bana!

### Ho fumana mehlodi ya ho bala

- ☛ Ha ho ntho e fetang ho bala pale ka puo ya hao ya letswele! Ka hoo, etsa bonnete ba hore o na le dibuka tse ngata ka hohle ka moo o ka kgonang ka dipuo tsa letswele tsa bana.
- ☛ Kgetha dibuka tse tshwanelang thahasello le boemo ba ho bala ba bana ba ka tlaseng ya hao.
- ☛ Hopola hore o ka bala dibuka ka makgetlo a fetang le le leng! Bana hangata ba natefelwa ke ho ballwa dipale tseo ba di ratang makgetlo a mmalwa!
- ☛ Ho bala, ho ngola le ho taka di tsamaya mmoho! Kahoo, etsa bonnete ba hore o dula o ena le dintho tse ngata tse kang dipampiri, dikerayone, dipene le dipentshele tse lekaneng ka tlaseng ya hao.

### Finding reading resources

- ☛ Nothing beats reading a story in your home language! So, make sure that you have books in as many of the children's home languages as possible.
- ☛ Choose books that suit the interests and reading levels of the children in your class.
- ☛ Remember that you can read books more than once! Children often enjoy having their favourite stories reread to them.
- ☛ Reading, writing and drawing go together! So, make sure that you always have a good supply of paper, crayons, pens and pencils in your classroom.



Drive your imagination



## Ho hlokomela dibuka

Dibuka ke tsa bohlokwa mme kahoo ho a utlwahala hore re batla di dule nako e telele. Empa hape re batla hore bana ba di bale mme ba keke ba kgona ho etsa seo ha di notleletswe! Tsena ke dihlhahiso tse itseng tsa diitlaha tsa ho thusa bana ho ithuta ho hlokomela dibuka e le hore di tle di kgone ho natefela batho ba bangata nako e telele.

- \* Re keke ra lebella hore bana ba tshware dibuka hantle ha e le hore ha ba rate dipale! Ha o qeta nako e ngata o bala le ho natefelwa ke dipale mmoho le bana, ba phakisa ho ithuta ho hlomphe le ho hlokomela dibuka.
- \* Bana ba ithuta haholwanyane ka ho re shebella ho feta ka ho bolellwa seo ba lokelang ho se etsa. Ho etsa mohlala, ha o ntse o di bala, phetla maqephe ka hloko, mme ha o qetile ho bala pale, kgutlisetsa buka tulong ya yona shelofong ya dibuka.
- \* Kgothaletsa boitshwara ba dibuka bo loketseng dilemo tse itseng. Ho etsa mohlala, re ka lebella bana ba dilemo tse supileng ho phetla maqephe a buka butle le ha bonolo, empa boholo ba bana ba dilemo tse hlano ba sa ntse ba ithuta ho etsa sena.
- \* Thusa bana ho ithuta ho hlokomela dibuka ka ho etsa dibuka tse kgethehileng tsa ho di boloka. O ka sebedisa dishelofo tseo ba ka di fihlelang ha bonolo, esitana le mabokoso a disereale a kgabisitsweng, mabokoso a dieta, diitshelo tsa aesekerimi tsa polasetiki le diroto.

Jwaloka dintho tse ngata bophelong, ho ithuta ho hlokomela dibuka ho batla nako, boikwetliso le kgothaletso.



## Caring for books

Books are precious, and so it is understandable that we want them to last. But we also need children to read them, and they can't do that if the books are locked away! Here are some suggestions to help children learn to take care of books so that they can be enjoyed over and over again.

- \* We cannot expect children to treat books well if they do not love stories! When you spend time reading and enjoying stories with children, they soon learn to treasure books.
- \* Children learn more by watching us than by being told what to do. For example, as you read to them, turn the pages carefully, and when you have finished reading a story, return the book to its place on the bookshelf.
- \* Encourage age-appropriate book behaviour. For example, we can

expect seven-year-olds to turn the pages of a book gently, but many five-year-olds are still learning to do this.

- \* Help children learn to care for books by creating special places to store them. You can use shelves that are easy for them to reach, as well as decorated cereal boxes, shoe boxes, plastic ice cream containers and baskets.

As with most things in life, learning to take care of books involves time, practice and encouragement.

## Dipuo tse ngata, mehlodi e mengata

Ho ballwa ka puo ya heno ha e a lokela hore e be kgetho ya tlatseliso bakeng sa bana. Hantlente ke karolo ya bohlokwa le e matla ya ho ithuta puo le ho hodisa tsebo ya ho bala le ho ngola.

- ★ Binang dipina le ho etsa dihotokiso ka puo kapa dipuo tsa lapeng tsa bana bohle.
- ★ Etsa hore bana ba potapotwe ke dingolwa tsa dipuo tsohle tsa bona ka ho etsa diphousetara tsa lona tse ngotsweng ka dipuo tse pedi kapa dipuo tse ngata tsa dihlloho tse ba kgahlang.
- ★ Balla bana ka lentse le phahameng ka dipuo tsohle tseo o kgonang ho di bua le ho di bala.
- ★ Sebedisa selefouno ho rekota batswadi, bonkgono le bahlokomedi ba bang ba pheta le/kapa ho bala dipale ka puo kapa dipuo tsa bona tsa lapeng – mme ebe o mamedisa bana dipale tsena.
- ★ E re bana ba buang puo e tshwanang, ba bale mme ba buisane ka dibuka tsa dipale ka dihlotswana.



## More languages, more resources

Being read to in your own language should not be an optional extra for children. It is really an essential and powerful part of learning language and developing literacy.

- ★ Sing songs and say rhymes in the home language(s) of all the children.
- ★ Surround children with print in all their languages by making your own bilingual or multilingual posters on topics that interest them.
- ★ Read aloud to the children in all the languages that you can speak and read.
- ★ Use a cellphone to record parents, grandparents and other caregivers telling and/or reading stories in their home language(s) – and then let the children listen to these stories.
- ★ Let the children who speak the same home language read and talk about storybooks together in groups.

Fumana dipale ka dipuo tse leshome le motso o le mong ho [www.nalibali.org](http://www.nalibali.org).

Find stories in eleven languages at [www.nalibali.org](http://www.nalibali.org).



Drive your imagination

**“Dibuka di molemo.  
Dibuka di monate.  
Dibuka re a di hloka!”**



**“Books are good.  
Books are fun.  
Books are necessary!”**

Ona ke molaetsa oo **Paleng**, e leng mokgatlo wa bana wa ho tseba ho bala le ho ngola wa mahaeng Lesotho, o o fang bana bao o ikopanyang le bona. Bana ke bana ba se nang dibuka malapeng mme hangata diithahasello tsa bona, ditaba tse amanang le setso hammoho le puo ha di tshohlwe ho le hokalo dibukeng tsa sekolo.

“Ho tloha ka 2015, re ntile ra hlahisa le ho fana ka dibuka tsa rona tsa dipale tse nang le ditshwantsho tse ngotsweng ka dipuo tse pedi bakeng sa bana ba banyenyane.

“Mahaeng, hang ha bana ba tswa sekolong sa mathomo, ha ho sa na lebaka le ba tlamang hore ba bale bophelong ba bona kaofela. Ha ba a rutwa hore ho bala ke ntho e monate kapa yona e fanang ka lesedi, hore ho bala ho ka ntlafatsa bophelo ba motho, le hore ho bala ke ntho e molemo, eo mehleng ena ya kajeno e leng tlamo. Ka hona, tabatabelo ya Paleng ke hore e fe bana ba bangata ka moo e ka kgonang ba mahaeng a Afrika e ka Borwa dibuka tsa mahala tseo ba ka reng ke tsa bona ho ya ka tsona lapeng, tse buang ka dintho tse ba loketseng, tse loketseng dilemo tsa bona, boemo ba bona ba ho bala hammoho le puo ya bona.

“Re tshepa hore dibuka tsa rona di tla ama bophelo ba bana haholo mme di jale ho se hokae ‘peo ya ho bala’ e tlang ho hola le bana mme qetellong e etse hore ba rate ho bala.”



Marion Drew le Khothatso Ranoosi, bathehi mmoho ba Paleng  
Marion Drew and Khothatso Ranoosi, co-founders of Paleng

This is the message that **Paleng**, a children’s literacy organisation in rural Lesotho, shares with the children who they reach out to. These are children who have no books at home and whose interests, cultural context and language is often not seriously considered in the books at school.

“We have been creating and sharing our own bilingual picture storybooks for young children since 2015.

“In the rural areas, once children leave primary school, there is no compelling reason for them to read for the rest of their lives. They have not learnt that reading is fun or enlightening, that reading can enrich one’s life and that reading is useful and non-negotiable in today’s world. Paleng’s vision is, therefore, to provide as many rural children

in Southern Africa as possible with free, mine-to-take-home reading material that is appropriate for their context, their age, their reading level and their language.

“We hope our books burrow deep into the lives of children and that they plant little ‘reading seeds’ that will grow throughout the children’s lives and bloom into a love of reading.”

Dilaeborari tsa rona, dibuka le meketjana ya dibuka e entse hore bana ba bangata ba Basotho ba dulang mahaeng ba latswe thabo e tswang ke dibuka tsa dipale.



Our library, books, and book festivals have allowed many rural Basotho children to experience the joy of storybooks.



“Ho fihlela jwale, sehlopha sa rona se hlahisitse dibuka tse 13 tse ngotsweng ka dipuo tse pedi bakeng sa bana ba dulang mahaeng ba dilemo tse 4 ho ya ho tse 15 mme re se re sebeditse le bana ba fetang 1 000 meketjaneng ya rona ya dibuka.”



“So far, our team has produced 13 bilingual books for rural children aged 4-15 and we have worked with over 1 000 children through our book festivals.”

**Ho fumana ho eketsehileng ka Paleng, eya ho**



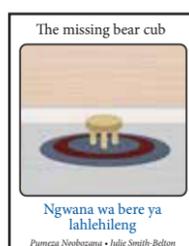
**To find out more about Paleng**

[www.palengplaceofstories.org](http://www.palengplaceofstories.org) [info@palengplaceofstories.org](mailto:info@palengplaceofstories.org) [palengchildren](https://www.instagram.com/palengchildren) [PalengPlaceOfStories](https://www.facebook.com/PalengPlaceOfStories)

**Haha laeborari ya hao.**

**Iketsetse dibuka tse sehwanng-le-ho-opolokelwa tse PEDI**

1. Ntsha leqephe la 5 ho isa ho la 12 tlatsetsong ena.
2. Leqephehadi le nang le maqephe ana, 5, 6, 11 le 12 ho lona le etsa buka e le nngwe. Leqephehadi le nang le maqephe ana, 7, 8, 9 le 10 ho lona le etsa buka e nngwe.
3. Sebedisa leqephehadi ka leng ho etsa buka. Latela ditaello tse ka tlase ho etsa buka ka nngwe.
  - a) Mena leqephehadi ka halofo hodima mola wa matheba a matsho.
  - b) Le mene ka halofo hape hodima mola wa matheba a matala.
  - c) Seha hodima mela ya matheba a mafubedu.



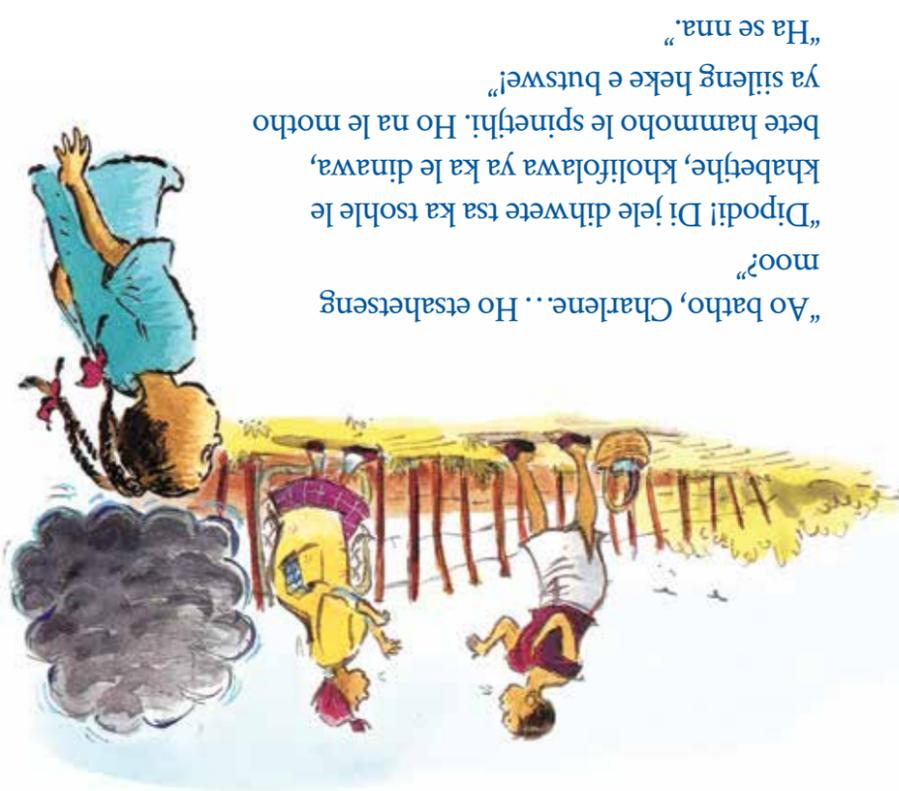
**Grow your own library.**

**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.

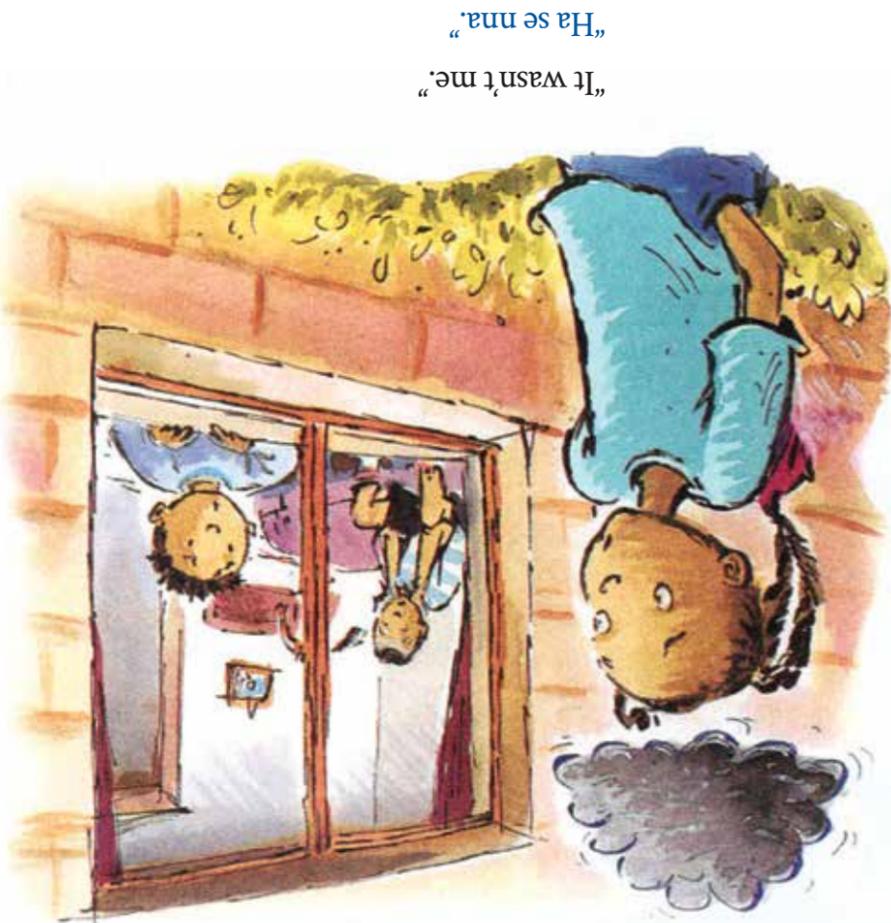


**Drive your imagination**



“Oh my goodness, Charlene ... what happened here?”  
 “The goats! They ate up all my carrots and cabbages,  
 my cauliflower and beans, beetroot and spinach too.  
 Someone left the gate open!”  
 “It wasn’t me.”

“Ao batho, Charlene... Ho etsahetseng  
 moo?”  
 “Dipodi! Di jele dihwete tsa ka tsohle le  
 khabetjhe, kholifolawa ya ka le dinawa,  
 bete hammo ho le spinetjhi. Ho na le motho  
 ya sileng heke e butswel!”  
 “Ha se nna.”



“It wasn’t me.”  
 “Ha se nna.”

**HEARTLINES**  
 The Centre for Values Promotion



Bakeng sa tlhahisoleseding e nngwe ka kopo imeilela  
[info@heartlines.org.za](mailto:info@heartlines.org.za) kapa o letsetse (011) 771 2540.

For more information please email [info@heartlines.org.za](mailto:info@heartlines.org.za) or  
 phone (011) 771 2540.

### Get story active!

- ★ Why do you think Lily didn’t say she was the one who had left the gate open when Ouma first asked?
- ★ Why do you think the picture of the cloud above Lily’s head gets bigger during the story and then “rains” on page 12?
- ★ Is it sometimes scary to own up if you’ve done something wrong? Why or why not?
- ★ Is owning up the right thing to do? Why or why not?

### Eba mahlahlaha ka pale!

- ★ O nahana hore ke hobaneng ha Lily a sa ka a tjho hore ke yena ya sileng heke e butswel ha Ouma a ne a botsa kgetlo la pele?
- ★ O nahana hore ke hobaneng ha setshwantsho sa leru le ka hodima hlooho ya Lily le dula le ntse le hola ha pale e ntse e tswella mme ebe “pula” e a na leqepheng la 12?
- ★ Na ho a tshosa ka nako tse ding ho dumela hore o entse phoso? Hobaneng o re Ee kapa Tjhe?
- ★ Na ho dumela molato ke ntho e lokileng? Hobaneng o re Ee kapa Tjhe?

Nal’ibali is a national reading-for-enjoyment  
 campaign to spark and embed a culture of reading  
 across South Africa. For more information, visit  
[www.nalibali.org](http://www.nalibali.org)



Nal’ibali ke letsholo la naha la ho-balla-  
 boithabiso bakeng sa ho tsoseletsela le ho jala  
 tlwaelo ya ho bala Afrika Borwa ka bophara.  
 Bakeng sa tlhahisoleseding e nngwe, etela  
[www.nalibali.org](http://www.nalibali.org)



Drive your  
 imagination

## It wasn’t me



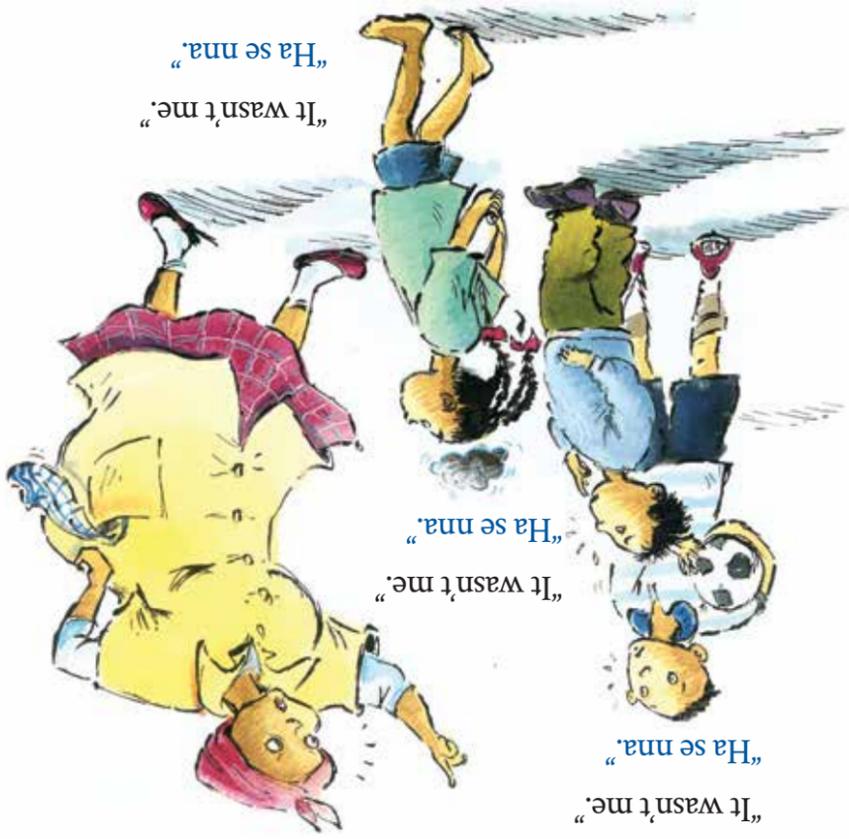
## Ha se nna

Glynis Clacherty • Tasia Rosser

**Ideas to talk about:** Think of a time when you made a mistake that affected someone else. What was the mistake you made? How did you feel when you realised that you had made a mistake? What did you do next? What else could you have done?

**Mehopolo eo le ka buang ka yona:** Nahana ka nako eo o ileng wa etsa phoso e ileng ya ama motho e mong. O ne o entse phoso ya eng? O ile wa ikutlwa jwang ha o hlokomela hore o entse phoso? O ile wa etsang ka mora moo? Ke eng e nngwe eo o ka beng o e entse?

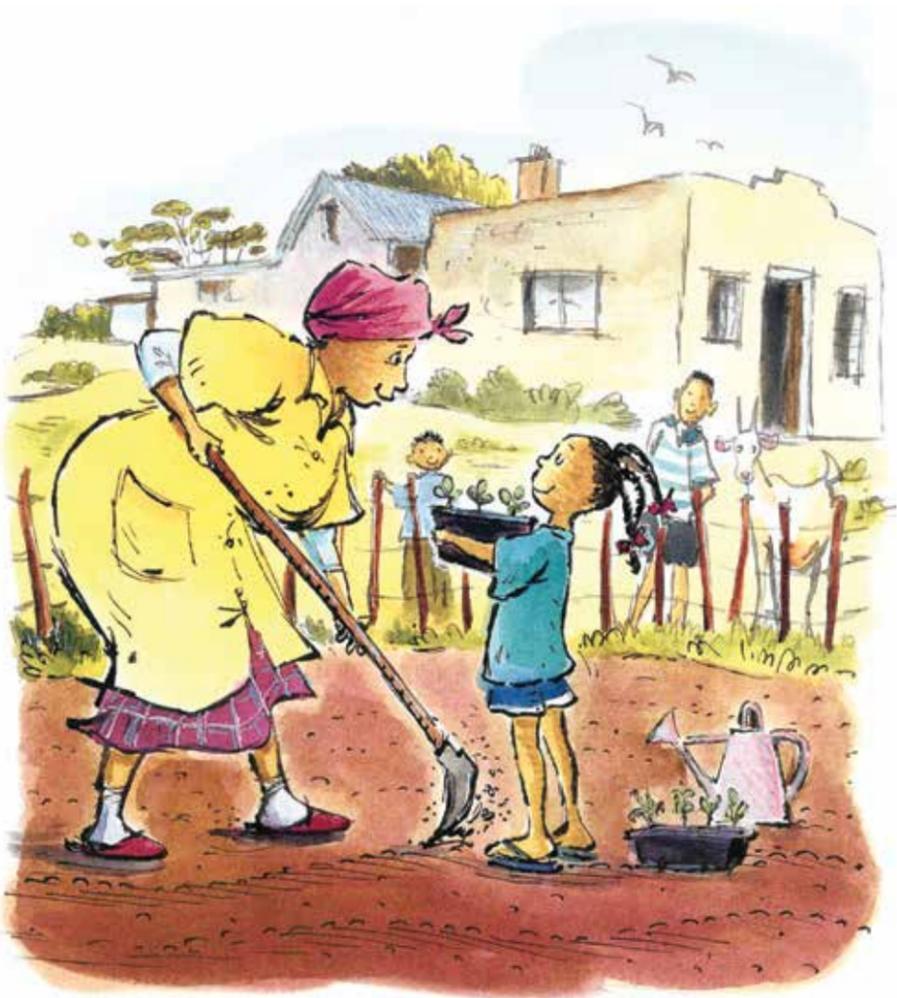
“You boys, you make me crazy! Go to your room!”  
 “It wasn’t us, Ouma.”  
 “Lona bashanyana ting, le a ntlhantshai Eyang  
 kamoreng ya lona!”  
 “Ha se rona, Ouma.”



“Ke batla tamati, Ouma - bakenng sa bredi,” ha tjo Mme.  
 “Ha ho tamati! Dipodi di e jela kaofela le dihwete tsa ka le  
 khabetjhe, le kholifolawa ya ka le dinawa, bete hammo ho  
 le spinetjhi. Ho na le ya sileng heke e butswel!”  
 “Ha se nna.”

“I need tomatoes, Ouma – for bredie,” said Ma.  
 “No tomatoes! The goats ate them up and my carrots  
 and cabbages, my cauliflower and beans, beetroot and  
 spinach too. Someone left the gate open!”  
 “It wasn’t me.”

“Don’t open the gate to my garden, Lily!” Ouma  
 always said. “The goats will get in and eat up all my  
 carrots and cabbages and cauliflower and beans; all  
 my beetroot, tomatoes and spinach too. Don’t open  
 the gate to my garden whatever you do.”





Little Bear knows how to count to ten. That's how he knows that one of the bear cubs is missing! Where can it be?

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



Berenyana o tseba ho bala ho fihlela ho leshome. Ke lona lebaka le etsang hore a tsebe hore ngwana e mong wa bere o lahlehile! Ebe o hokae?

Pale ena e qapilwe ka ho kgetheha bakeng sa Nal'ibali – letsholo la naha la ho-balla-boithabiso bakeng sa ho tsoseletsa bokgoni boo bana ba ka bang le bona ka ho pheta dipale le ho bala.

### Get story active!

- ★ Do you know your important information such as your address, a family member's telephone number and someone you could contact in an emergency? Write it in your diary.
- ★ There are no bears in South Africa. Retell the story using animals found in South Africa.
- ★ Now draw a picture for your story with South African animals.

### Eba mahlahlaha ka pale!

- ★ Na o tseba tlhahisoleseding ya hao ya bohlokwa e kang aterese ya heno, nomoro ya mohala ya setho sa lelapa leno le motho eo o ka ikopanyang le yena boemong ba tshohanyetso? Ngola dintho tsena dayaring ya hao.
- ★ Ha ho na dibere Afrika Borwa. Pheta pale ena hape o sebedisa diphoofolo tse fumanehang Afrika Borwa.
- ★ Jwale taka setshwantsho bakeng sa pale ya hao e nang le diphoofolo tsa Afrika Borwa.

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



Nal'ibali ke letsholo la naha la ho-balla-boithabiso bakeng sa ho tsoseletsa le ho jala tlwaelo ya ho bala Afrika Borwa ka bophara. Bakeng sa tlhahisoleseding e nngwe, etela [www.nalibali.org](http://www.nalibali.org)



Drive your  
imagination



Ho ne ho na le bana ba robong feela ba bere!

Berenyana.

Berenyana a pikida mahlo mme a bala hape. "Nngwe, pedi, tharo, me, hlano, tshela, supa, robong ya bana ba bere," ha bala robong ya bana ba bere," ha bala Berenyana.

Mantsiboyeng ao pele ba ja, bana ba bere ba ema ka pela Berenyana hore a ba bale. "Nngwe, pedi, tharo, me, hlano, tshela, supa,

There were only nine bear cubs!

four, five, six, seven, eight, nine bear cubs."

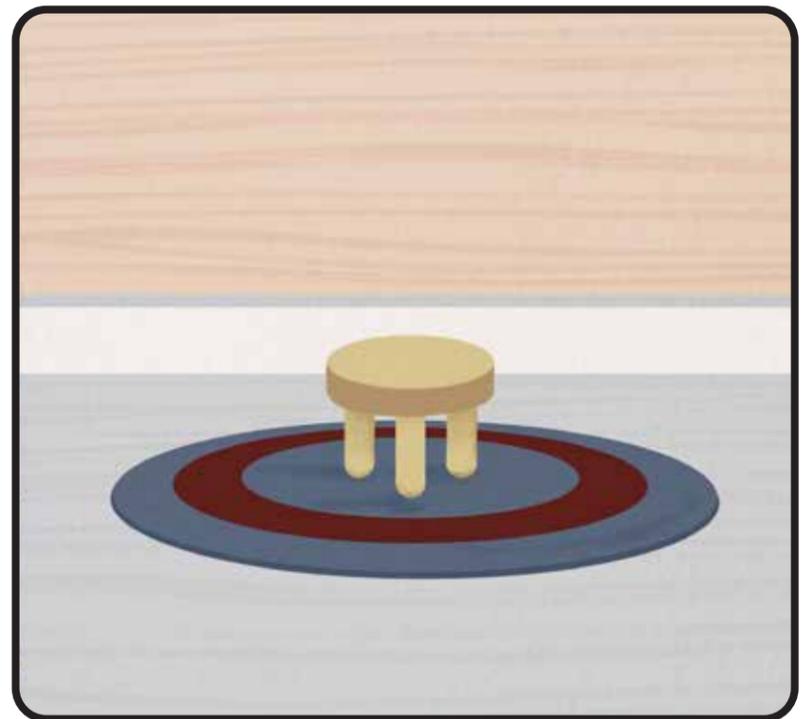
Little Bear rubbed his eyes and counted again. "One, two, three,

eight, nine bear cubs," counted Little Bear.

Bear to be counted. "One, two, three, four, five, six, seven,

That night before supper, the bear cubs stood in front of Little

## The missing bear cub

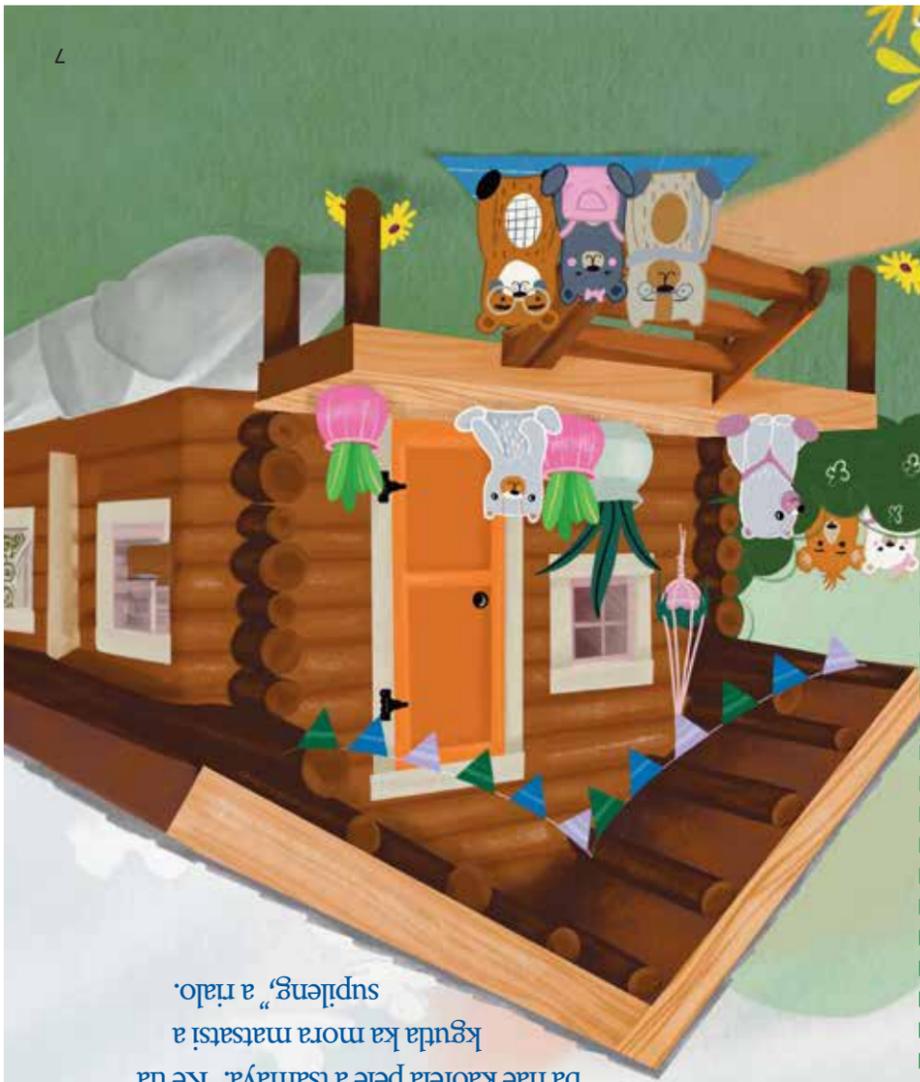


## Ngwana wa bere ya lahlehileng

Pumeza Ngobozana • Julie Smith-Belton

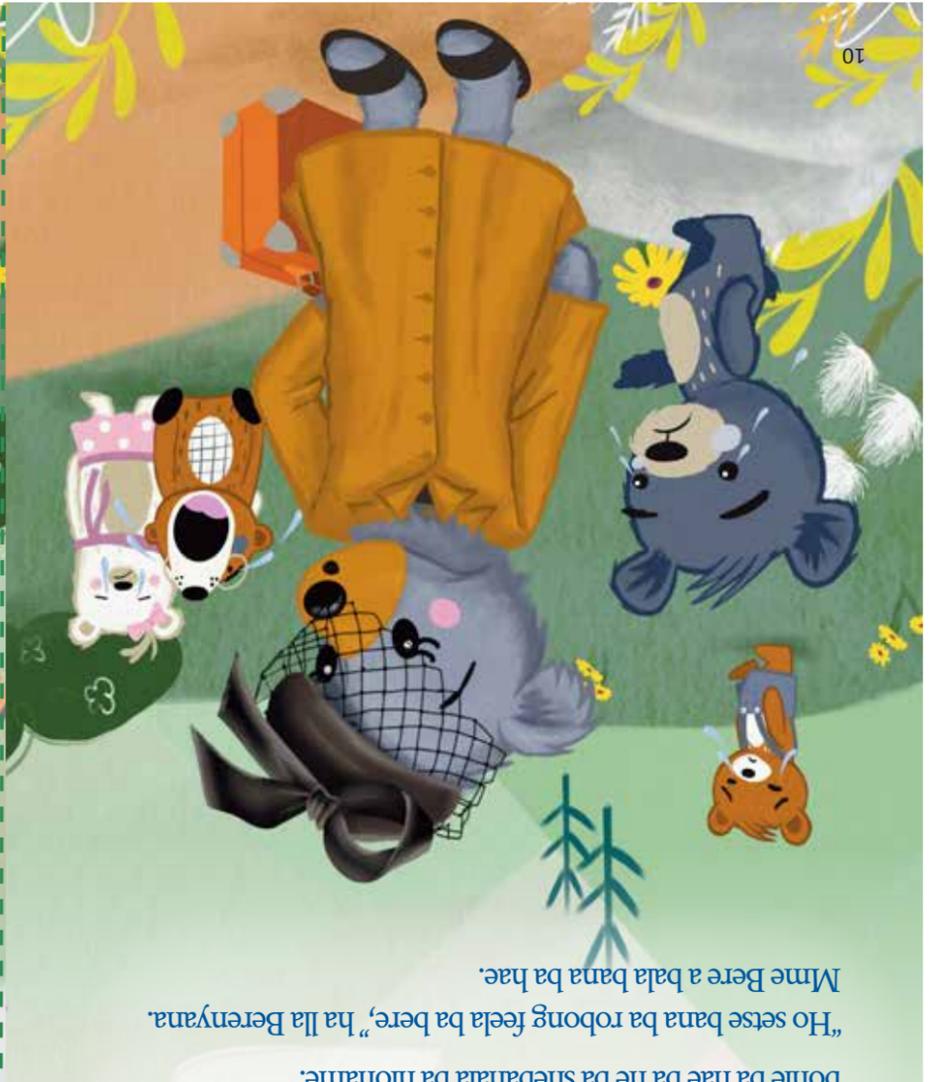
**Ideas to talk about:** Why is it important for a child to always let a reliable adult like a family member, neighbour or teacher know where they will be? What could a child do if they are lost?

**Mehopolo eo le ka buang ka yona:** Ke hobaneng ha e le ntho ya bohlokwa hore ka dinako tsohle ngwana a tsebise motho e moholo ya ka mo tshelang, ya kang setho sabo sa lelapa, moahisani kapa tšijhere, hore na o tla ba hokae? Ngwana a ka etsang haeba a lahlehile?



The next morning, Mama Bear hugged and kissed all her bear cubs goodbye. "I will come back home in seven days," she said.

Letsatsi le latelang, Mme Bere a haka le ho suna bana ba hae kaofela pele a tsamaya. "Ke tla kgutla ka mora matsatsi a supileng," a rialo.

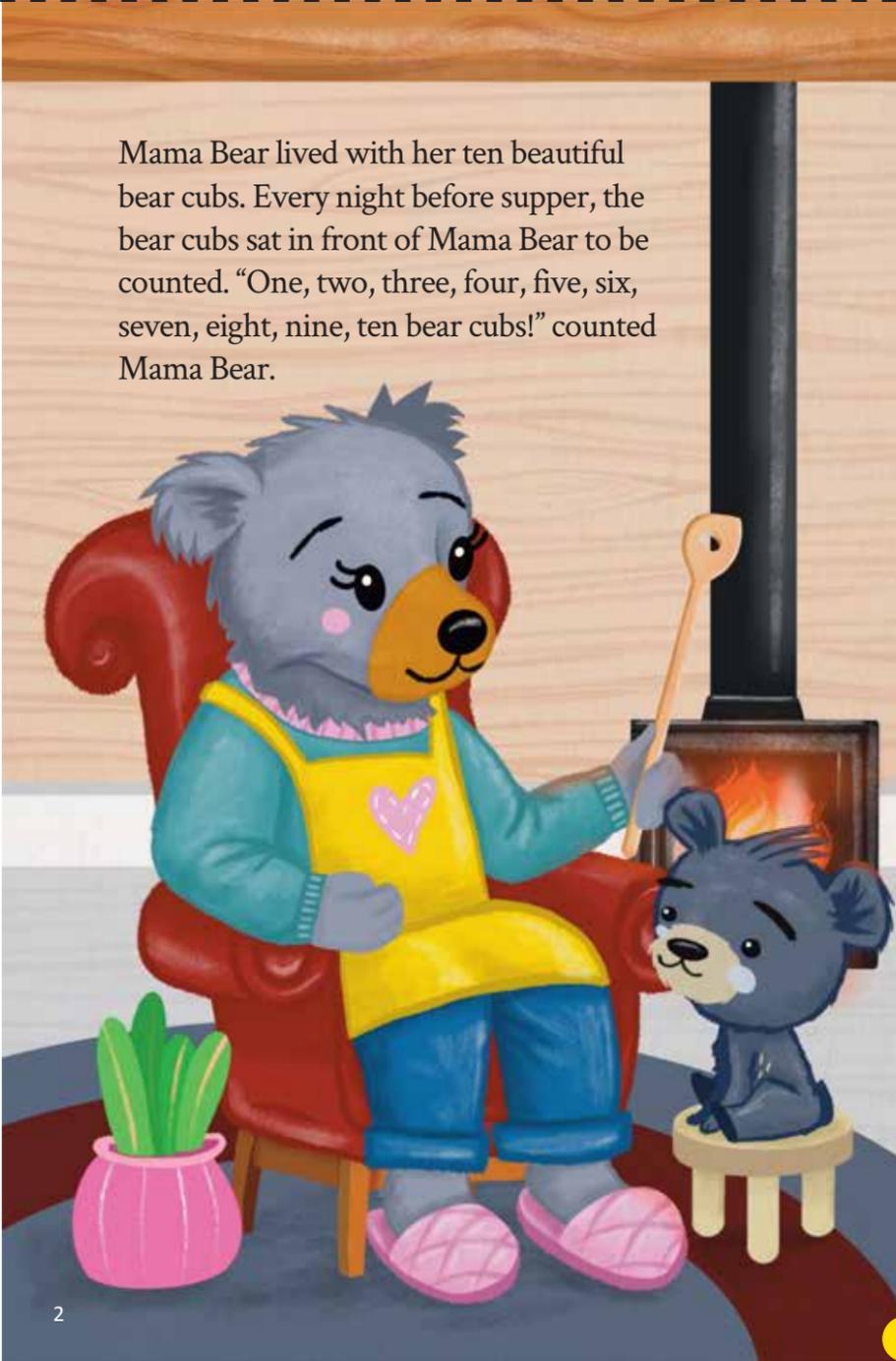


Seven days later, Mama Bear returned home. All her bear cubs looked sad.

"There are only nine bear cubs," sobbed Little Bear. Mama Bear counted her bear cubs.

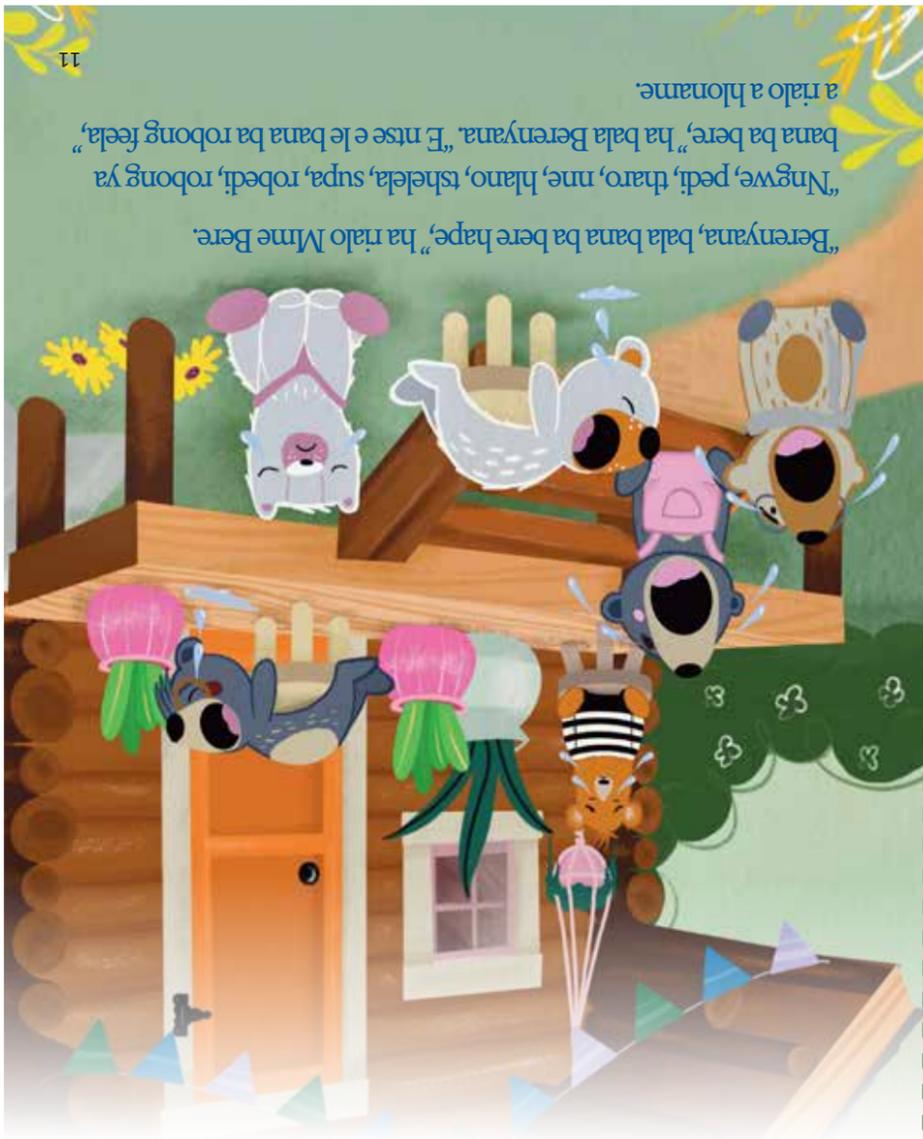
Matsatsi a supileng hamorao, Mme Bere a kgutlela lapeng. Bana bohle ba hae ba ne ba shebahala ba hloname.

"Ho setse bana ba robong feela ba bere," ha lla Berenyana. Mme Bere a bala bana ba hae.



Mama Bear lived with her ten beautiful bear cubs. Every night before supper, the bear cubs sat in front of Mama Bear to be counted. "One, two, three, four, five, six, seven, eight, nine, ten bear cubs!" counted Mama Bear.





“Berenyana, bala bana ba bere hape,” ha rialo Mme Bere.  
 “Nngwe, pedi, tharo, nne, hlano, tshela, supa, robedi, robong ya  
 bana ba bere,” ha bala Berenyana. “E ntse e le bana ba robong feela,  
 a rialo a hlonaame.”

“Count the bear cubs again, Little Bear,” said Mama Bear.  
 “One, two, three, four, five, six, seven, eight, nine bear  
 cubs,” counted Little Bear. “There are still only nine bear  
 cubs,” he said sadly.



One day, Granny Bear became sick. Mama Bear  
 would have to go away to help Grammy get better.  
 “Little Bear, every night before supper while I am  
 away, you must count the bear cubs. There are  
 ten bear cubs,” said Mama Bear.  
 Ka letsatsi le leng, Nkgono Bere a kula. Mme Bere a  
 tlameha ho tsamaya ho ya thusa Nkgono hore a  
 be betere.  
 “Berenyana wa ka, ha ke ntse ke le siyo, mantsiboya a  
 mang le a mang pele le ja o lokela ho bala bana ba bere.  
 Ho na le bana ba leshome ba bere,” ha rialo Mme Bere.



Mme Bere o ne a dula le bana ba hae ba  
 batle ba leshome ka palo. Mantsiboya a mang  
 le a mang pele ba ja, bana ba bere ba ne ba dula  
 ka pela Mme Bere hore a ba bale. “Nngwe, pedi,  
 tharo, nne, hlano, tshela, supa, robedi, robong, le  
 leshome la bana ba bere!” ho bala Mme Bere.

The bear cubs began dancing and pointing  
 at one another. “I am a bear cub! You are *also*  
 a bear cub! I am a bear cub! You are *also*  
 a bear cub!” they sang.

Bana ba bere ba qala ho tantsha le ho supana.  
 “Ke ngwana wa bere! Le *wena* o ngwana wa  
 bere! Ke ngwana wa bere! Le *wena* o ngwana  
 wa bere!” ba nna ba bina jwalo.

Berenyana a mamela ka hloko ha Mme Bere a ntse a bala. Ke tseba eo a ithutleng ho bala ka yona.



Little Bear listened carefully as Mama Bear counted. That is how he learnt to count.

“Yes, Little Bear, you always have to remember to count yourself,” said Mama Bear. “You are also a bear cub!”



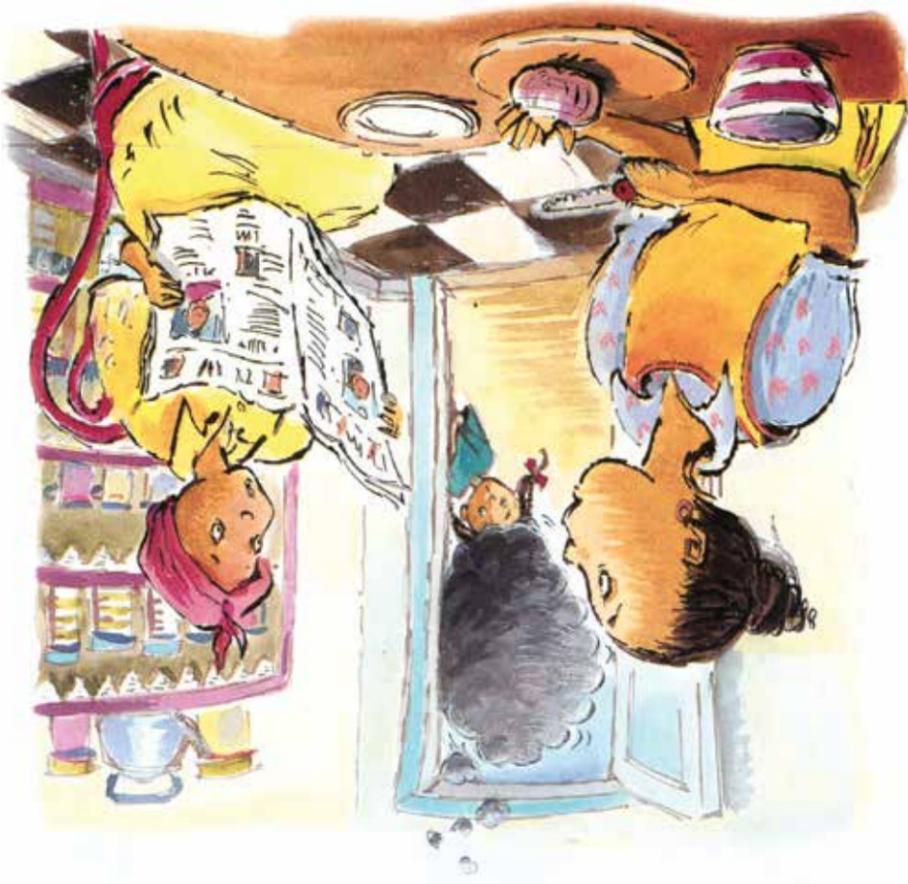
“Count the bear cubs again, Little Bear,” said Mama softly. “This time, start by counting yourself.”  
 “One . . . two, three, four, five, six, seven, eight, nine, ten bear cubs!” smiled Little Bear.

“Bala bana ba bere hape Berenyana,” Mme a rialo ka lentswe le bonolo. “Lekgetlong lena o qale ka wena.”

“Nngwe . . . pedi, tharo, nne, hlano, tshelela, supa, robedi, robong, leshome la bana ba bere,” ke Berenyana eo a bososela.



“Wa bona he, Berenyana wa ka, kamehla o hopole ho ipala,” ha rialo Mme Bere. “Le wena o ngwana wa bere!”



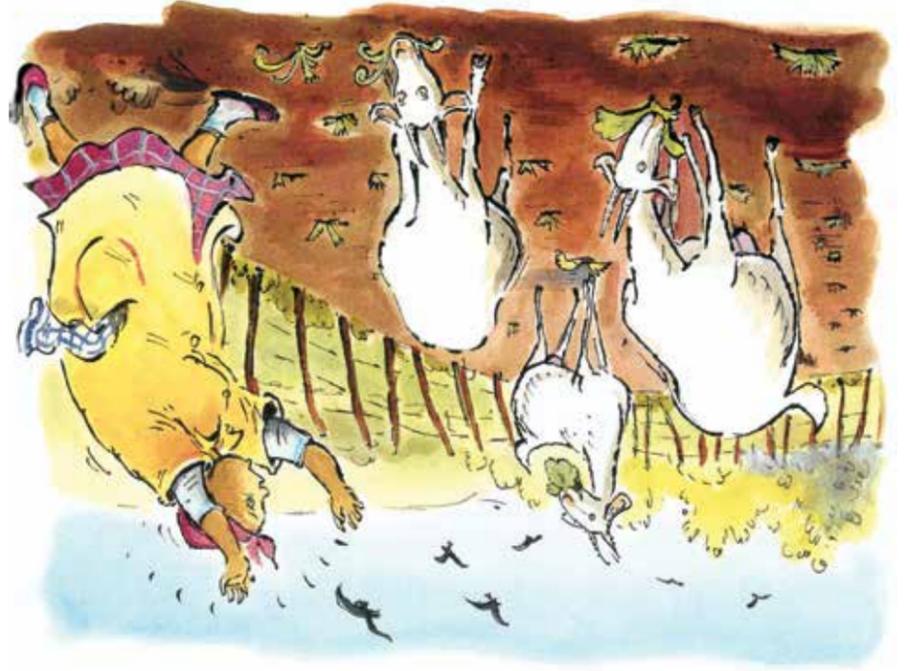
“Oh Lily bird! Lies are wrong. They make everyone sad. But in the end you told the truth. I’m glad you did. You will have to help me plant some new carrots and cabbages and some cauliflower, beans and beetroot, and tomatoes and spinach too.”

And that’s what Lily and Ouma did ... the very next day!

“Ao Lilinyana! Mashano a mabe. A kgentsha motho e mong le e mong. Empa qetellong o buile nnete. Ke thabile ha o entse jwalo. O tla tshwanela ho nthusa ho lema dihwete tse ntjha, le kholifolawa, dinawa le bete, le tamati hammoho le spinetjhi.”

Mme yaba ke seo Lily le Ouma ba se etsang... letsatsing le hlahlamang leo!

“JOOOOOO! Dipodi di jele dihwete tsa ka, di jele khabetjhe ya ka le kholifolawa ya ka le dinawa, bete ya ka, tamati hammoho le spinetjhi. Ke mang ya butsenseng heke e yang tshimong ya ka?” ha botsa Ouma.



“AAAAAA! The goats have eaten up my carrots; they’ve eaten my cabbages and cauliflower and beans, my beetroot, tomatoes and spinach too. Who opened the gate to my garden?” asked Ouma.

“Se ke wa bula heke e yang ka tshimong ya ka, Lily!” sena se ne se buuwa ke Ouma ka mehla. “Dipodi di tla kena mme di je dihwete tsa ka le khabetjhe mmoho le kholifolawa ya ka le dinawa; bete ya ka kaofela, tamati hammoho le spinetjhi. Ho tsohle tseo o di etsang o se ka mpa wa bula heke e kenang ka tshimong ya ka.”





... OVER the fence ... Over the fence of  
Ouma's vegetable garden!  
... ya KA HODIMA terata ... Ka hodima  
terata ya serapa sa meroho sa Ouma!



The dragon-fly flew up and ...

Ntsintsi e kgolo ya fofela  
hodimodimo le ...



... up and ...

... hodimo mme ya ...



"No veggies, Ouma?" asked Dad.

"No veggies tonight! Someone left the gate open!"

**"IT WAS ME!** I'm sorry, Ouma."

Ouma looked sad, Mum looked sad, Dad looked sad  
and Quinton looked sad, Jerome looked sad and Lily  
... Lily was sad too!

"Ha ho meroho, Ouma?" ha botsa Ntate.

"Ha ho meroho bosiung bona! Ho na le ya siileng  
heke e butswel!"

**"KE NNA!** Ke maswabi, Ouma."

Ouma a shebahala a hloname, Mme a shebahala a  
hloname, Ntate a shebahala a hloname le Quinton  
a shebahala a hloname, Jerome a shebahala a  
hloname le Lily... Lily le yena o ne a hloname!

# La 16 Mphalane ke Letsatsi la Lefatshe la DiJo!



Sopho ke sejo se matlafatsang le se nang le phepo se phefwang ka ditsela tse sa tshwaneng lefatsheng lohle. E boetse e na le melemo e mengata bophelong ba rona hobane:

- ★ Sopho e etswa ka metsi a mangata, e leng se re thusang hore re dule re na le metsi mmeleng.
- ★ Hangata sopho e etswa ka meroho le dinawa, e leng dintho tse fanang ka divithamini, matswai a bohlokwa le ditlheberetsi sejong se le seng.
- ★ Sopho e etsa hore re ikutlwe re kgotsofetse re bile re kgotshe, e leng se re thusang ho theola boima ba mmele kapa ho boloka boima bo loketseng ba mmele.
- ★ Hangata sopho e phehwa ho fihlela e butswitswe phere! e leng se etsang hore e silehe habonolo qating.
- ★ Sopho e thoba maikutlo ebile e a kgatholla, haholoholo ha o kula.

**O rata sopho efe  
ka ho fetisisa?**

Soup is a wholesome and nourishing food that is made in different ways all over the world. It also has many benefits for our health because:

- ★ Soup is made with a lot of water, which can help us stay hydrated.
- ★ Soup is often made with vegetables and legumes, which provide lots of vitamins, minerals and fibre in one meal.
- ★ Soup makes us feel satisfied and full, which can help us lose weight or keep to a healthy weight.
- ★ Soup is often cooked until all the ingredients are soft and fine, which makes it easy to digest.
- ★ Soup is comforting and soothing, especially when we're ill.

**What is your  
favourite soup?**

☆ e a hlaboseha ☆ e a latsweha ☆ e na le phepo ☆ e a kgotsofatsa  
☆ e hlatswa pelo ☆ e monate o tswang ka ditsebe  
☆ satisfying ☆ hearty ☆ delicious ☆ tasty ☆ healthy ☆ yummy

## 16 October is World Food Day!

Contact us in any of these ways: • Ikopanye le rona ka e nngwe ya ditsela tse latelang:

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# Molemo le baki ya mehlolo



Ka Siphiliselwe Makhanya ■ Ditshwantsho ka Geoff Walton

Serame se ne se kena masapong hoseng ha letsatsi leo. Molemo a sunya matsoho a hae ka harehare dipokothong tsa borukgwe ba sekolo mme a phahamisa mahetla ha a ntse a emetse ho tshela mmila robotong. O ne a apere dikipa tse pedi ka hara hempe e tshweu ya sekolo, empa o ne a ntse a hatsetse.

"Brrrrrr," ha rialo Molemo, a tila ka leoto fatshe ha a ntse a emetse hore roboto e bule. "Ke lakatsa eka Nkgono a ka be a na le tijelete e lekaneng ya ho nthekele baki."

Hang ha monna e motala a hlaha robotong, Molemo a qala ho tshela mmila. Empa ka nako yona eo, a utlwa motho a hweletsa ka mora hae. Ha a hetla ho bona se etsahalang, a bona monna a ntse a hulahlana le nkgono e mong mme a leka ho mo nkela mokotla wa hae.

"Thusang! Thusang!" ha hweletsa nkgono eo.

A sa nahana le ho nahana, Molemo a matha ho ya thusa nkgono eo wa batho mme a ikeka ka matla a hae kaofela a ntano raha monna eo leqaqailaneng. Monna eo a bokolla ke bohloko mme a tlohela mokotla wa nkgono. Yaba o tloha moo ka potlako a ntse a qhiletsa.

"Phephi hle Nkgono, na o o lemadiitse?" ha botsa Molemo, a thusa Nkgono hore a eme. O ne a ile a sudubana fatshe ha leshodu le tlohela mokotla wa hae. "Itshwareletse mona lehetleng la ka," ha rialo Molemo.

Nkgono o ne a thothomela ebile eka o batla ho lla. "Ke o leboha haholo ngwanaka," a rialo. "Ha ke tsebe hore na batho ba mehleng ena ba kenwe ke eng."

Ha nkgono eo a se a eme, Molemo a thonaka dintho tsa hae mme a mo fa tsona. "Bonyane ho sa na le batjha ba mosa jwalo ka wena tjena," ha rialo nkgono a bososela.



Thapameng ya letsatsi leo, Molemo a tshela mmila hona dirobotong tsane ho kgutlela hae. A makala ruri ha a bona nkgono yane a mo emetse hona teng. A bososela ha a bona Molemo. "Moshanyanaka! Ke o tshwaretse mpho ke ena!" a rialo a fa Molemo sephuthelwana se phuthetsweng ka hloko. "O e bule ha o fihla hae."

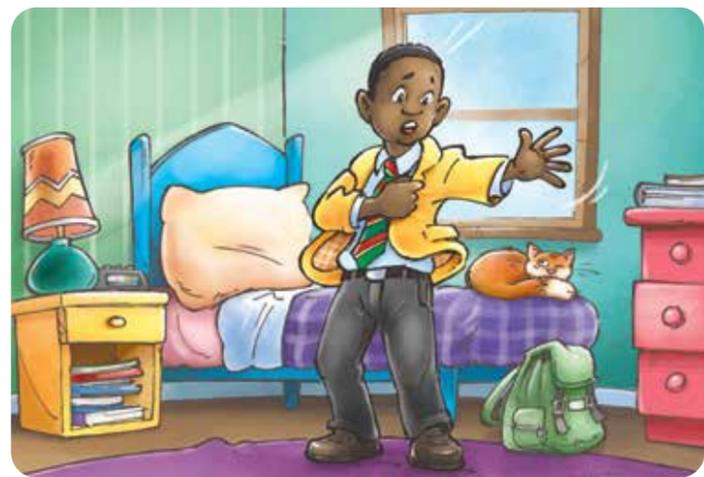
Molemo a hlajwa ke dihleng. "Ha ho hlokahale ho re o mph...", a leka ho tjiho jwalo.

"Tjhe bo, e nke," ha rialo nkgono eo a mo kena hanong. "Ena ke ntho eo o hlileng o e hlokanang. Ha ke kopana le wena, ke ile ka tseba hore e o loketse." A phaphatha Molemo ka mokokotlong mme a mo tiisa lehetleng. "Ha e se e sa o lekane, o e fetisetse ho ngwana e mong ya molemo jwalo ka wena." Yaba wa furalla mme wa ikela.

Ha Molemo a fihla hae, a bula sephuthelwana. Ka hare ho ne ho na le baki e bosehla bo kganyang. E ne e na le dipokotho ka ntle mme furumu ya yona ka hare e le sekojthe. E ne e le ntle. Empa ha a e phahamisa, a hlokomela hore e nyenyane haholo.

Molemo a utlwa a aparelwa ke maswabi. "E ke ke ya ntekana lekgale!" a rialo ka pelong. Empa ka mokgwa oo e neng e le baki e ntle kateng, a etsa qeto ya ho re a leke feela.

Ke hona moo ho etsahetseng ntho e ileng ya mo makatsa – letsoho le ka lehlakoreng le letona la baki la bonahala le lelefala ha a kenya letsoho la hae ho lona. La eba lelelele ho fihlela le lekana le sephaka sa hae hantle. Molemo a se ke a dumela seo a se bonang. O tlameha a sa bone hantle! Yaba o etsa qeto ya ho kenya letsoho le leng ka letsohong le letshehadi la baki. Le lona la bonahala le lelefala ho fihlela le mo lekana hantle.



Baki ya lekana Molemo hantle. A tswela ka ntle ho ya itjheba fensetereng. A ema a behile matsoho a hae diqholong yaba ka mora moo o a kenya ka dipokothong tsa baki. E ne e mo tshwanela!

Ka nako yona eo, ausi wa hae, Nina, a hlaha khoneng. O ne a shebahala a kgathetse. Molemo a nka mokotlana wa hae mme a mo sala morao ho kena ka tlung. "O hlotse jwang? Na o ka thabela kopi ya tee?" a mo botsa.

Nina a dula pela tafole e ka kijhining. "Ke hlotse hantle, empa ke kgathetse," a rialo a leka ho bososella kgaitsedi ya hae. "Ho batla mosebetsi ke ntho e boima. Ke a leboha hle, nka thabela ho phoka tee."

E ne e se jwale Nina a batla mosebetsi. Sena se ne se utlwiswa Molemo bohloko. Ausi wa hae o ne a sebeditse ka thata hore a qete sekolong, mme Molemo o ne a tseba hore ho mo utlwiswa bohloko hore ebe ha a kgone ho fumana mosebetsi ka mora dilemo tse tharo a ntse a o batla.

"Ke tshepa hore o tla fumana mosebetsi o itseng haufinyane ausi Nina. O sebetsa ka thata mme o dula o leka," ha rialo Molemo.

A retelaha ho ya laeta poraemasetofo e le hore a bedise metsi bakeng sa ho mo etsetsa tee. "Ke lakatsa eka ausi Nina a ka fumana mosebetsi o motle," a rialo ka pelong. A beha ketlele poraemasetofong mme a beha kopi e nang le mokotlana wa tee ka hare.

Molemo a sunya matsoho a hae ka dipokothong tsa baki ha a ntse a emetse hore metsi a bele. Ke ka yona nako eo a ileng a utlwa ho na le pampiri khoneng ya pokotho e ka ho le letona. O ne a maketse. Molemo a ipotsa hore na ebe ha esale le teng moo pele, e ne e mpa e le hore o ne a sa ka a e lemoha kapa tjhe.

A ntsha pampiri eo ka hloko ka pokothong. E ne e le papatso ya koranta e mennweng ka makgethe mme e baleha tjena: **RE NA LE MOSEBETSI. Re hloka ba entseng materiki!**

Molemo a bososela. Ho bonahala eka lelapa labo le tlo dula le na le mahlohonolo ka lebaka la mpho ya nkgono yane.

## Eba mahlahahlaha ka pale!

- ★ Na o kile wa ba le monyetla wa ho thusa motho ya seng a hodile? Ho ne ho etsahalang? O ile wa ikutlwa jwang ka mora moo?
- ★ Taka setshwantsho sa hao moo o thusang motho e mong. Botlaseng ba setshwantsho seo sa hao, ngola polelo e hlalosang se etsahalang setshwantshong.

- ★ Mpho e molemo ka ho fetisisa eo o kileng wa e fuwa ke e mong wa diitho tsa lelapa ke efe? Ke hobaneng ha o e rata hakaalo? Taka setshwantsho sa mpho eo.



Drive your  
imagination



# Molemo and the magic jacket

By Siphiliselwe Makhanya ■ Illustrations by Geoff Walton



It was a freezing cold morning. Molemo pushed his hands deeper into the pockets of his school pants and pulled up his shoulders as he waited to cross the road at the robot. He wore two T-shirts under his white school shirt, but he still felt cold.

"Brrrrrrr," said Molemo, stamping his feet while he waited for the robot to change. "I wish Granny had enough money to buy me a jacket."

As soon as the little green man appeared on the robot, Molemo started to cross the road. But that's when he heard a scream behind him. As he turned around to look, he saw a man struggling with an old woman and trying to take her handbag.

"Help! Help!" shouted the woman.

Molemo didn't stop to think – he ran to help the old woman and kicked the man on the ankle as hard as he could. The man howled in pain and let go of the woman's handbag. Then he limped away as quickly as he could.

"Sorry, Mama, did he hurt you?" asked Molemo, helping the woman to stand up. She had fallen over when the robber had let go of her handbag. "Grab onto my shoulder," Molemo said.

The old woman was shaking and she looked like she wanted to cry. "Thank you, thank you," she said. "I don't know what has gotten into people these days."

Once the old woman was standing up again, Molemo picked up her things and gave them back to her. "At least we still have kind young



people like you," she smiled.

Later that afternoon, Molemo crossed the road at the same robots on his way home. To his surprise, the old woman was there waiting for him. She smiled when she saw him. "Young man! I have something for you!" she said as she gave Molemo a carefully wrapped packet. "Open it when you get home."

Molemo felt embarrassed. "You don't have to give me anythi...", he began.

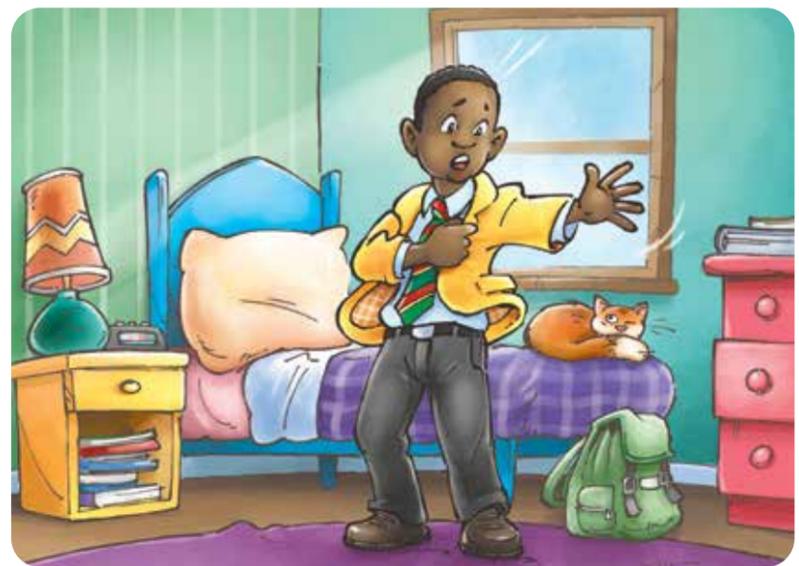
"Take it, take it," said the woman, interrupting him. "This is just the thing you need. When I met you, I knew that it would be perfect for you." She patted Molemo's back and squeezed his shoulder. "When it no longer fits you, pass it on to another child who is just as kind as you." Then she turned and left.

When Molemo got home, he opened the packet. Inside was a bright yellow jacket. It had pockets on the outside and a lovely, checked pattern on the lining inside. It was beautiful. But as he held it up, he realised that it was quite small.

Molemo felt disappointed. "This will never fit me!" he thought. But because it was such a nice jacket, he decided to try it on anyway.

That is when something really surprising happened – the right sleeve of the jacket seemed to grow longer as he slid his arm through it. It grew longer and longer until it was exactly the right size for his arm. Molemo couldn't believe his eyes. This couldn't be right! Molemo decided to put his other arm into the left sleeve of the jacket. Again, it seemed to grow and grow to fit him.

The jacket fit Molemo perfectly. He walked outside to look at his reflection in the window. He posed with his hands on his hips and then put them in the jacket's pockets. He looked good!



Just then, his older sister, Nina, came around the corner. She looked tired. Molemo took her bag and followed her inside the house. "How are you? Do you want a cup of tea?" he asked.

Nina sat down at the kitchen table. "I'm okay, just tired," she said, trying to smile at him. "Looking for work is hard work. Some tea would be nice, thank you."

It seemed as if Nina was always looking for work. This made Molemo sad. She had worked so hard to finish school, and he knew it made her feel bad that she couldn't find a job after three years of looking.

"I'm sure you'll find something soon, Nina. You're a hard worker and you never stop trying," said Molemo.

He turned to light the paraffin stove to boil some water for her tea. "I wish Nina could find a good job," he thought. He put the kettle on the stove and set out a cup with a teabag in it.

Molemo shoved his hands into the jacket's pockets while he waited for the water to boil. That's when he felt a piece of paper stuffed into the corner of the right pocket. He was surprised. Molemo wondered if it had been there before and he just hadn't noticed.

Carefully, he took the paper out of the pocket. It was a neatly folded newspaper advertisement that read: **JOB AVAILABLE. Matriculant wanted!**

Molemo smiled. It looked like his family's luck was about to change for the better and all because of the old woman's gift.

## Get story active!

- ★ Have you ever had a chance to help an older person? What happened? How did you feel afterwards?
- ★ Draw a picture of you helping someone. At the bottom of your drawing, write a sentence that describes what is happening in the picture.

- ★ What is the best gift you have received from a family member? Why do you like it so much? Draw a picture of the gift.

# Monate wa Na'ibali

## Na'ibali fun



1.

a.) Etsa sedikadikwe mantsweng ao o nahanang hore a hlalosa hantle ka ho fetisisa nkgono ya paleng ya *Molemo le baki ya mehlolo*. Jwale eketsa ka mantswa a hao a mabedi ho mo hlalosa.

- mosa     meharo     sebetse     pelo e ntle  
 pelo e mpe     lerato     halefile     kgopo

b.) Taka setshwantsho se tsamaisanang le karolo eo ho yona paleng ya *Molemo le baki ya mehlolo* Molemo a fumanang sekgetjhana sa koranta ka pokothong ya baki.

b.) Draw a picture to go with the part of the story *Molemo and the magic jacket* where Molemo finds a piece of newspaper in the jacket pocket.

"A ntsha pampiri eo ka hloko ka pokothong. E ne e le papatso ya koranta e mennweng ka makgethe mme e baleha tjena: **RE NA LE MOSEBETSI. Re hloka ba entseng materiki!**"

"Carefully he took the paper out of the pocket. It was a neatly folded newspaper advertisement that read: **JOB AVAILABLE. Matriculant wanted!**"

a.) Circle the words that you think best describe the old woman from the story *Molemo and the magic jacket*. Then add another two words of your own to describe her.

- kind     greedy     brave     sweet  
 horrible     caring     angry     cruel

2.

Na o ka fumana mabitso a baphetwa ba Na'ibali patlong ee ya mantswa?

Can you find the names of the Na'ibali characters in this word search?

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



NEO



NOODLE



GOGO



AFRIKA



MME WA AFRIKA



BELLA



MBALI



HOPE



DINTLE



JOSH

Na'ibali e mona ho tla o kgothatsa le ho o tshheheta. **Ikopanye le rona** ka e nngwe ya di-tsela tse latelang:

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

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UMLAZI  
**EYETHU**

POLOKWANE  
**OBSERVER**



Drive your  
imagination

