



It starts with a story...

Explore the world through books

Have you noticed how naturally curious children are? Given the chance, they will ask question after question! Use books to help them discover answers to their questions and to explore different topics together – you'll find yourself asking questions too and you'll learn things together.

Different kinds of books explore topics in different ways. Here are a few examples.

- Realistic stories** focus on real-life problems which the characters have to solve, like how to stop someone from being bullied or how to escape a fire.

Ontdek die wêreld deur boeke

Het jy al opgelet hoe kinders van nature nuuskierig is? As hulle die kans kry, sal hulle die een vraag na die ander vra! Gebruik boeke om hulle te help om antwoorde op hul vrae te ontdek, en om verskillende onderwerpe saam te verken – jy sal vind dat jy ook vrae vra, en saam sal julle dinge leer.

Verskillende soorte boeke verken onderwerpe op verskillende maniere. Hier volg 'n paar voorbeelde.

- Realistiese stories** fokus op probleme in die werklike lewe wat die karakters moet oplos, soos hoe om te keer dat iemand geboelie word, of hoe om van 'n brand te ontsnap.
- Biografieë** vertel die stories van regte mense, soos popsterre of beroemde wetenskaplikes. Hierdie boeke word deur skrywers geskryf wat tyd spandeer het om meer oor iemand anders se lewe uit te vind.
- Tradisionele stories** vertel verhale met 'n boodskap of sedes, soos hoe ons met die aarde en met mekaar behoort om te gaan.
- Inligtingsboeke** bevat inligting en feite, byvoorbeeld oor die oortuigings, rituele en praktyke van verskillende godsdiensgroepe, of hoe die sterre en planete gevorm word.

- Biographies** tell the stories of real people, like pop stars or famous scientists. These books are written by authors who have spent time finding out about someone else's life.

- Traditional stories** tell tales with a message or moral, like how we should treat the earth and one another.

- Information books** contain information and facts, for example, about the beliefs, rituals and practices of different religious groups, or how stars and planets are formed.

When you read storybooks, you usually start at the beginning and read through to the end so that you get the whole story! Information books work differently. Here are some ideas on how to share them with children.

- On the cover.** Read the title and draw children's attention to the pictures on the cover. Can they

use these to predict what the book is about? Find the author's name together – this helps to remind children that all books are written by real people!

- What's inside?** Look at the contents page at the beginning of the book to help you choose sections that grab your children's interest.

- Start, stop and skip.** Start by reading the part of the book that most interests your children. If you've found the information they were looking for, or if they ask new questions, or if something else in the book interests them more, stop reading and skip to another part.

- Different types of information.** Spend time looking at and discussing pictures, photographs, maps and diagrams together – they offer as much food for thought as the words on the page.

Whatever books you choose to explore with your children, enjoy the journey of discovery together!



Wanneer jy storieboeke lees, begin jy gewoonlik by die begin, en lees dan tot aan die einde sodat jy die hele storie verstaan! Inligtingsboeke werk anders. Hier volg 'n paar idees oor hoe om hulle met jou kinders te deel.

- Op die omslag.** Lees die titel en vestig kinders se aandag op die prente op die omslag. Kan hulle dit gebruik om te voorspel waaroor die boek gaan? Vind saam die skrywer se naam – dit help om jou kinders te herinner dat alle boeke deur regte mense geskryf word!

- Wat's binne?** Kyk na die inhoudsopgawe aan die begin van die boek om jou te help om afdelings te kies wat jou kinders se belangstelling sal prikkel.

- Begin, hou op en blaai verder.** Begin deur die deel van die boek te lees waarin jou kinders die meeste belangstel. As jy die inligting waarna hulle op soek was, gevind het, of as hulle nuwe vrae vra, of as hulle meer belangstel in iets anders in die boek, hou op lees en blaai na 'n ander deel.

- Verskillende soorte inligting.** Kyk saam na die prente, foto's, kaarte en diagramme en gesels daaroor – dit bied net soveel stof tot nadenke as die woorde op die bladsy.

Watter boeke jy ook al kies om saam met jou kinders te verken, geniet saam die reis van ontdekking!



Drive your imagination

Join us in taking the power of stories to the next level. Let's go!

Kom ons neem saam die krag van stories na die volgende vlak. Komaan!



It starts with a story...

Story stars

A passionate literacy warrior

Nal'ibali Literacy Mentor, Madoda Ndlakuse, is passionate about stories! He is a well-known storyteller and literacy activist – and an author too!

Madoda took part in the book-creation event run by Book Dash in Grahamstown in November 2016. At Book Dash's book-creation events, volunteers get together to create books for children in about 12 hours!

At the Grahamstown event, Madoda worked with illustrator, Siyasanga Madyibi, and designer, Vuyisa Ngqawani, to produce an isiXhosa children's storybook called *uMshato weNtlanzi neNkukhu*. (See pages 5, 6, 11 and 12 for the Nal'ibali bilingual cut-out-and-keep version of this book.) We chatted to Madoda about his involvement in this event and about the importance of stories.

How important are children's stories to you?

I am deeply in love with writing and telling children's stories. It is my calling!

How important are stories in children's development?

Stories teach our children new phrases, help them to become skilled readers and enrich their vocabulary. When children grow up reading stories, it helps them build confidence in their abilities.

Did you have to write a story especially for the Book Dash event in Grahamstown?

I always have stories that I have written tucked away somewhere! When I heard about the Book Dash event, I already had four stories completed and ready to go. I write because there is something inside me that drives me to pick up a pen and put something on paper.

What language do you write in?

I write in my mother tongue, isiXhosa.

What was the Book Dash experience like?

Quite a lot of wonderful things happened on that day! When I write, I don't plan how many words or paragraphs, a chapter or story will have. I just write and write and write! At the event, we were told about the number of pages that our books could be. It became clear that what I had written, needed to be reduced and some of the characters needed to be left out! As a book-creation team, we discussed which characters needed to stay and which ones had to go. We also decided together on the number of pictures we would have. And we did all of this in a very short space of time! We worked very hard, but it was very exciting because we were working on something that I loved and wanted to feel proud of.

Why does the language we use in children's books matter?

An experienced editor, Linda Nelani, was part of our book-creation team. She patiently taught me that we need to spell words correctly and make sure that sentences are written correctly. Authors cannot just write in any way they want to, otherwise the readers of their books might not understand what they are trying to say!

Lara Salomon/Book Dash



Madoda Ndlakuse at Book Dash, Grahamstown.

Madoda Ndlakuse by Book Dash, Grahamstad.

Storiesterre

'n Passievolle geletterdheidsvegter

Nal'ibali se Geletterdheidsmentor, Madoda Ndlakuse, is passievol oor stories! Hy is 'n bekende storieverteller en geletterdheidsaktivis – en ook 'n skrywer!

Madoda het deelgeneem aan die boekmaak-geleentheid wat in November 2016 in Grahamstad deur Book Dash aangebied is. By Book Dash se boekmaak-geleenthede skep vrywilligers binne sowat 12 uur boeke vir kinders! By die geleentheid

in Grahamstad het Madoda saam met die illustreerder, Siyasanga Madyibi, en die ontwerper, Vuyisa Ngqawani, gewerk om 'n isiXhosa-kinderboek, *uMshato weNtlanzi neNkukhu*, te skep. (Sien bladsye 5, 6, 11 en 12 vir Nal'ibali se tweetalige knip-uit-en-bêreboekie van hierdie storie.) Ons het met Madoda oor sy betrokkenheid by hierdie geleentheid en oor die belangrikheid van stories gesels.

Hoe belangrik is kinderstories vir jou?

Ek is baie lief daarvoor om kinderstories te skryf en te vertel. Dit is my roeping!

Hoe belangrik is stories in kinders se ontwikkeling?

Stories leer vir kinders nuwe frases, help hulle om vaardige lesers te word en verryk hul woordeskat. Wanneer kinders met stories grootword, help dit hulle om vertroue te kry in hul vermoëns.

Moes jy spesiaal 'n storie skryf vir die Book Dash-geleentheid in Grahamstad?

Ek het altyd stories wat ek geskryf het en wat iewers weggebêre is! Toe ek van die Book Dash-geleentheid hoor, het ek reeds vier stories gereed gehad. Ek skryf omdat daar iets in my is wat my dryf om 'n pen op te tel en iets op papier te sit.

In watter taal skryf jy?

Ek skryf in my moedertaal, isiXhosa.

Vertel vir ons van die Book Dash-ervaring.

Baie wonderlike dinge het daardie dag gebeur! Wanneer ek skryf, beplan ek nie hoeveel woorde of paragrawe 'n storie sal hê nie. Ek skryf en skryf en skryf net! By die geleentheid is daar vir ons gesê hoeveel bladsye ons boeke kan hê. Dit was duidelik dat dit wat ek geskryf het, verkort moes word, en sommige van die karakters moes weggelaat word! As 'n boekmaakspan het ons bespreek watter karakters moes bly en watter moes gaan. Ons het ook saam besluit oor hoeveel illustrasies om te gebruik. En ons het dit alles in 'n baie kort tyd gedoen! Ons het baie hard gewerk, maar dit was baie opwindend, want ons het aan iets gewerk waarvan ek baie hou en waarop ek trots wou wees.

Waarom is die taal wat ons in kinderboeke gebruik belangrik?

'n Ervare redigeerder, Linda Nelani, was deel van ons boekmaakspan. Sy het my met baie geduld geleer dat ons woorde korrek moet spel en sinne korrek moet skryf. Skrywers kan nie net skryf soos hulle wil nie, anders sal die lesers van hul boeke dalk nie verstaan wat hulle probeer sê nie!

NAL'IBALI ON RADIO!

Tune into the following radio stations to enjoy listening to stories on Nal'ibali's radio show!

Ikwewezi FM on Monday, Wednesday and Friday at 9.45 a.m.

Lesedi FM on Monday, Tuesday and Thursday at 9.45 a.m.

Ligwalagwala FM on Monday to Wednesday at 9.10 a.m.

Munghana Lonene FM on Monday, Wednesday and Friday at 9.35 a.m.

Phalaphala FM on Monday to Wednesday at 11.15 a.m.

RSG on Monday to Wednesday at 9.10 a.m.

SAfm on Monday, Wednesday and Friday at 1.50 p.m.

Thobela FM on Tuesday and Thursday at 2.50 p.m., on Saturday at 9.20 a.m. and on Sunday at 7.50 a.m.

Ukhozi FM on Wednesday at 9.20 a.m. and on Saturday at 8.50 a.m.

Umhlobo Wenene FM on Monday to Wednesday at 9.30 a.m.

X-K FM on Monday, Wednesday and Friday at 9.00 a.m.



NAL'IBALI OP DIE RADIO!

Skakel op enige van die volgende radiostasies in en geniet dit om na stories op Nal'ibali se radioprogram te luister!

Ikwewezi FM op Maandag, Woensdag en Vrydag om 9.45 vm.

Lesedi FM op Maandag, Dinsdag en Donderdag om 9.45 vm.

Ligwalagwala FM van Maandag tot Woensdag om 9.10 vm.

Munghana Lonene FM op Maandag, Woensdag en Vrydag om 9.35 vm.

Phalaphala FM van Maandag tot Woensdag om 11.15 vm.

RSG van Maandag tot Woensdag om 9.10 vm.

SAfm op Maandag, Woensdag en Vrydag om 1.50 nm.

Thobela FM op Dinsdag en Donderdag om 2.50 nm., op Saterdag om 9.20 vm. en op Sondag om 7.50 vm.

Ukhozi FM op Woensdag om 9.20 vm. en op Saterdag om 8.50 vm.

Umhlobo Wenene FM van Maandag tot Woensdag om 9.30 vm.

X-K FM op Maandag, Woensdag en Vrydag om 9.00 vm.

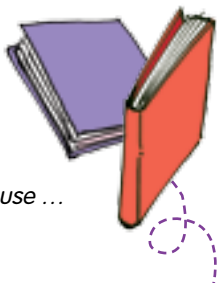
Writing book reviews

When you ask children to write book reviews, it is a great way to get them to connect with what they read, to think critically about it and to express their opinions. What's more, writing and sharing book reviews encourages children to communicate with each other about what they are reading.



Here are some ideas of how to use book reviews in your classroom and at your reading club.

-  Encourage children to write down their opinion of a book they have read. Remind them that not everybody enjoys reading the same type of books or books by the same authors.
-  Good book reviews help people decide whether they want to read the book or not. In their reviews, the children should therefore give the basic story outline, but not give too much away about the story!
-  Reviews can be long or short, and can also include drawings of parts of the book by the reviewer.
-  You can use the children's book reviews to start conversations about books. Keep the reviews in a special folder that the children can refer to, or display them on a notice board or wall of your classroom or reading club venue. You could also attach a plastic pocket to the inside of books for children to place their reviews in.
-  Remind the children to always write the title of the book, the author's name and their own name on their review. They should also include the illustrator's name, if there are pictures in the book.
-  Sometimes children need a little help with what to put in a book review. Try giving them some of these sentences to complete:
 - This story is about ...
 - The main characters are ...
 - My favourite part of this book was ...
 - When ... I felt ...
 - I really liked/I really didn't like ... because ...
 - My favourite character was ...
 - You should read this book because ...
 - I think you would enjoy this book if you like stories that ...
 - My rating for this book is: ☆☆☆☆☆



Title: The mermaid's purse
Author: Jude Daly
Illustrator: Magriet Brink
Reviewer's name: Siphokazi Nali

Skryf boekresensies

Wanneer jy kinders vra om boekresensies te skryf, help dit hulle om aansluiting te vind by dit wat hulle lees, om krities daaroor te dink en om hulle opinies uit te druk. Verder moedig die skryf en deel van boekresensies kinders aan om met mekaar te kommunikeer oor wat hulle lees.

Hier volg 'n paar idees oor hoe om boekresensies in jou klaskamer en by jou leesklub te gebruik.

-  Moedig jou kinders aan om hul opinie van 'n boek wat hulle gelees het, neer te skryf. Herinner hulle dat nie almal daarvan hou om dieselfde soort boeke of boeke deur dieselfde skrywers, te lees nie.
-  Goeie boekresensies help mense om te besluit of hulle die boek wil lees of nie. In hulle resensies moet die kinders dus die basiese storielyn weergee, maar nie te veel van die storie self verklap nie!
-  Resensies kan lank of kort wees, en kan ook jou eie tekeninge van dele van die boek insluit.
-  Jy kan die kinders se boekresensies gebruik om gesprekke oor boeke te begin. Hou die resensies in 'n spesiale lêer waar die kinders kan gaan kyk, of stal dit teen 'n kennisgewingbord of muur van jou klaskamer of waar jou leesklub bymekaarkom, uit. Jy kan ook 'n plastieksakkie aan die binnekant van boeke plak sodat die kinders hulle resensies daarin kan plaas.
-  Herinner die kinders daaraan om altyd die titel van die boek, die skrywer se naam en hul eie naam op hulle resensie te skryf. Hulle behoort ook die illustreerder se naam in te sluit, indien daar illustrasies in die boek is.
-  Soms het kinders 'n bietjie hulp nodig met dit wat hulle in 'n boekresensie wil skryf. Probeer vir hulle 'n paar van hierdie sinne gee om te voltooi:
 - Hierdie storie gaan oor ...
 - Die hoofkarakters is ...
 - My gunstelingdeel van hierdie boek was ...
 - Toe ... het ek gevoel ...
 - Ek het regtig gehou/nie gehou van ... omdat ...
 - My gunstelingkarakter was ...
 - Jy behoort hierdie boek te lees, want ...
 - Ek dink jy sal hierdie boek geniet as jy hou van stories wat ...
 - My gradering vir hierdie boek is: ☆☆☆☆☆



Titel: Die meerminbeursie
Skrywer: Jude Daly
Illustreerder: Magriet Brink
Resensent se naam: Siphokazi Nali

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



Maak lees vir genot deel van jou skool! Vir meer inligting en leiding oor hoe om dit te doen, gaan na www.storypoweredschools.org.

Putting stories at the heart of your school ★ Laat stories eerste staan in julle skool

Get creative!

Here are some fun activities to grow your children's creativity and encourage them to have fun with reading and writing.

- ★ After you have read *The fish and chicken's wedding* (pages 5, 6, 11 and 12), discuss with your children who their favourite character in the story is. Encourage them to say why this character is their favourite. Then suggest that they try writing their own story using their favourite character as the main character.



Nadat jy *Die vis en die hoender se troue* (bladsye 5, 6, 11 en 12) gelees het, gesels met jou kinders oor wie hul gunstelingkarakter in die storie is. Moedig hulle aan om te sê waarom hierdie karakter hul gunsteling is. Stel dan voor dat hulle hul eie storie probeer skryf met hul gunstelingkarakter as hoofkarakter.

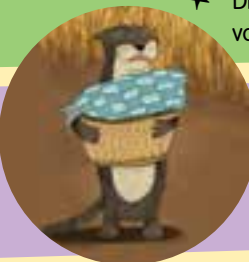
Champion of the night (pages 7–10), is a story about courage and compassion. After you have read the story, spend time discussion these concepts with your children. For example, you could ask:

- ★ Ryan says that being brave is doing something even when you are afraid to do it. Do you think he's right?
- ★ Can you remember a time when you acted bravely, or you wished you had been braver?
- ★ Ryan stood up for David even though David wasn't popular. Do you think that's a difficult thing to do? Why/why not?
- ★ Have you ever had to stand up for yourself or someone else? What happened?
- ★ The story is called *Champion of the night*. Who do you think the champion of the night was?

Kampioen van die nag (bladsye 7–10), is 'n storie oor dapperheid en deernis. Gesels met jou kinders oor hierdie konsepte nadat jy die storie gelees het. Jy kan byvoorbeeld vra:

- ★ Ryan sê dat 'n mens dapper is wanneer jy iets doen, al is jy bang om dit te doen. Dink julle hy is reg?
- ★ Kan julle aan 'n keer dink toe julle dapper was, of gewens het dat julle dapperder was?
- ★ Ryan het vir David in die bresse getree, al was David nie gewild nie. Dink julle dit is 'n moeilike ding om te doen? Waarom/waarom nie?
- ★ Moes julle al ooit vir julleself of vir iemand anders in die bresse getree het? Wat het gebeur?
- ★ Die storie se titel is *Kampioen van die nag*. Wie dink julle was die kampioen van die nag?

- ★ Read the story, *The leopard, the otter and the mouse* (page 14), for a second time. As you read, invite your children to join in Leopard's cry for help. They can also mime some of the actions, like the game of "loose and tight", or when Leopard tries to grab Mouse.



Lees die storie, *Die luiperd, die otter en die muis* (bladsy 15), 'n tweede keer. Terwyl jy lees, nooi jou kinders om saam te skree wanneer Luiperd om hulp roep. Hulle kan ook van die aksies met mimiek voorstel, soos die speletjie van "los en vas", of wanneer Luiperd vir Muis probeer gryp.

16 October is Dictionary Day. To celebrate this day, try one or more of these ideas with your children.

- ★ **Warm up:** Get used to using a dictionary by asking everyone to think of one of their favourite words, and to then look up the meaning of the word. Follow this up by taking turns to close the dictionary and then let it flip open. Read the first word (and its meaning) you see when you flip it open.
- ★ **Have a word race:** Choose any word in your dictionary and then let the children race to see who can find it first in their dictionary. (If you're doing this with groups of children, they can work alone or in pairs.) The first child (or pair) to find the word, should read out the definition. They then get to choose the next word that everyone will search for!
- ★ **Make up new words:** Challenge each of your children to make up a few new words and definitions. Let them write these words and definitions on small pieces of paper, and display them on the fridge, wall or door. Have fun making up sentences with these new words in them – or using them in everyday conversation!

16 Oktober is Woordeboekdag. Om hierdie dag te vier, probeer een of meer van die volgende idees met jou kinders.

- ★ **Warm op:** Raak gewoon daaraan om 'n woordeboek te gebruik deur almal te vra om aan een van hul gunstelingwoorde te dink, en dan die betekenis van die woord na te slaan. Volg dit op deur beurte te maak om die woordeboek toe te maak en dit dan te laat oopval. Lees die eerste woord (en die betekenis daarvan) wat jy sien wanneer die woordeboek oopval.
- ★ **Hou 'n woordwedren:** Kies enige woord in jou woordeboek en laat die kinders dan 'n wedren hou om te sien wie dit eerste in hul woordeboek kan vind. (As jy dit met groepe kinders doen, kan hulle op hul eie of saam met 'n maat werk.) Die eerste kind (of paar) wat die woord vind, moet die definisie hardop lees. Hulle kan dan die volgende woord kies wat almal moet soek!
- ★ **Maak nuwe woorde op:** Daag elke kind uit om 'n paar nuwe woorde en definisies op te maak. Laat hulle hierdie woorde en definisies op klein stukkies papier skryf en dit teen die yskas, muur of deur opplak. Geniet dit om die nuwe woorde in sinne te gebruik – of gebruik die woorde in alledaagse gesprekke!

- ★ Famous South African storyteller and author, Gcina Mhlophe, celebrates her birthday on 24 October. Spend time on or near this date honouring this great South African talent by reading her stories or finding out more about her on the Internet. Watch her tell a story on YouTube, or you can read her story, *Sisanda's gift*, on the Nal'ibali website (www.nalibali.org) or mobisite (www.nalibali.mobi).



Beroemde Suid-Afrikaanse storieverteller en skrywer, Gcina Mhlophe, vier op 24 Oktober haar verjaardag. Maak tyd om op of naby haar verjaardag hierdie groot Suid-Afrikaanse talent te vereer deur haar stories te lees of meer oor haar op die internet uit te vind. Kyk op YouTube hoe sy 'n storie vertel, of lees self haar storie, *Sisanda se geskenk*, op die Nal'ibali-webwerf (www.nalibali.org) of selfoonwerf (www.nalibali.mobi).

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.



Maak TWEE knip-uit-en-bêreboekies

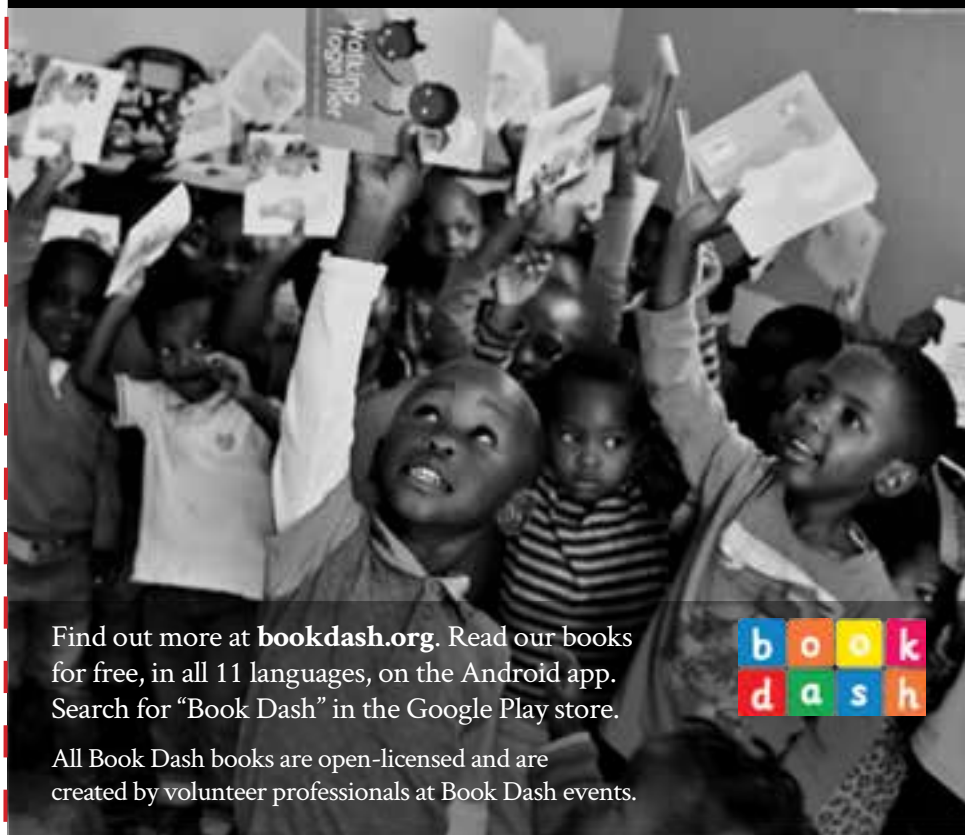
1. Haal bladsye 5 tot 12 van hierdie bylae uit.
2. Die vel met bladsye 5, 6, 11 en 12 daarop, maak een boek. Die vel met bladsye 7, 8, 9 en 10 daarop, maak die ander boek.
3. Gebruik elk van die velle om 'n boek te maak. Volg die instruksies hieronder om elke boek te maak.
 - a) Vou die vel in die helfte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



Drive your imagination



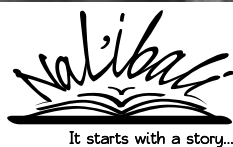
“Every child should own a hundred books by the age of five.”



Find out more at bookdash.org. Read our books for free, in all 11 languages, on the Android app. Search for “Book Dash” in the Google Play store.

All Book Dash books are open-licensed and are created by volunteer professionals at Book Dash events.

Nal’ibali is a national reading-for-enjoyment campaign to spark children’s potential through storytelling and reading. For more information, visit www.nalibali.org or www.nalibali.mobi



Nal’ibali is ’n nasionale lees-vir-genot veldtog wat kinders se potensiaal help ontwikkel deur middel van lees en die vertel van stories. Vir meer inligting, besoek www.nalibali.org of www.nalibali.mobi



Op pad huis toe, ontmoet sy vir Gusha Bhogo. Toe sy die gawe skaap gewaar, stort sy haar hart teenoor hom uit. Sy vertel hom wat Olifant vir haar gesê het. Gusha troos haar en hy kry dit selfs reg om haar effens te laat glimlag. Toe nooi Gusha vir Cikizwa om by sy huis te kom aandete eet. Hulle eet heerlike stamppies en bone vir aandete. Na ete dans Cikizwa heerlik met die Gusha-familie terwyl die musiek speel. Sy dans dat die stof so staan en sy vergeet van al haar probleme!

On her way home, she met Gusha Bhogo. As soon as she saw the kind sheep, she poured out her heart to him. She told him about what Elephant had said to her. Gusha comforted the chicken and he was even able to make her smile a little. Then Gusha invited Cikizwa to have supper at his home. They had tasty samp, cooked with beans for supper. Afterwards, Cikizwa danced joyfully with the Gusha family as the music played. She danced so much that she sent the dust flying and forgot all her troubles!

The fish and chicken’s wedding

Die vis en die hoender se troue

*Siyasanga Madyibi
Madoda Ndlakuse
Vuyisa Ngqawani*





The next day it rained and rained. It rained so heavily that many animals were swept away by the nearby river. Cikizwa was safe in her little coop because her father had been clever enough to build a drain nearby so that it didn't get flooded. But Cikizwa still felt sad about what had happened to some of her friends.

Once the rain stopped, beautiful, colourful flowers appeared and there was a cool breeze. Cikizwa was out enjoying the sunshine when she saw Elephant limping along and crying loudly. Kind Cikizwa quickly called an ambulance.

When the ambulance arrived, Elephant got the help he needed. His leg was bandaged and he was given an injection to help with the pain. As soon as Elephant started to feel better, he thanked Cikizwa for her kindness. Then he said, "Cikizwa, my child, never change who you are. Keep on respecting and loving everyone."

Die volgende dag reën dit sonder ophou. Dit reën so baie dat baie diere deur die rivier daar naby weggesleur word. Cikizwa is veilig in haar klein hokkie, want haar pa was slim genoeg om 'n sloot daar naby te grave sodat die hokkie nie oorstroom nie. Maar Cikizwa voel baie hartseer oor wat met van haar vriende gebeur het.

Toe die reën ophou, maak pragtige, kleurvolle blomme hul buite te geniet toe sy vir Olifant sien aankom. Hy hinkpynk en huil verskyning en 'n koel windjie waai. Cikizwa is besig om die sonskyn hard. Die goedhartige Cikizwa laat kom gou 'n ambulans.

Toe die ambulans daar aankom, kry Olifant die hulp wat hy nodig het. Sy been word verbind en hy kry 'n inspuiting vir die pyn. Toe Olifant begin beter voel, sê hy vir Cikizwa dankie dat sy so gaaf was. Toe sê hy: "Cikizwa, my kind, moet nooit verander nie. Hou aan om almal te respekteer en lief te hê."



Now, in the place where Cikizwa lived, there was a cruel elephant. Elephant often said really unkind things to Cikizwa to try and make her unhappy.

One morning, when Cikizwa greeted Elephant, he snubbed her and said, "Ha, ha, ha! Go away, you orphan! What do you want from me? You're so skinny. It's as if you haven't had enough mealies to eat!"

Cikizwa was heartbroken.

Nou, op die plek waar Cikizwa gewoon het, het daar ook 'n nare olifant gewoon. Olifant het dikwels baie onvriendelike dinge vir Cikizwa gesê en haar ongelukkig gemaak.

Een oggend, toe Cikizwa vir Olifant groet, jak hy haar af en sê: "Ha, ha, ha! Gaan weg, jou weeskind! Wat wil jy van my hê? Jy's so maer. Dit lyk of jy nie genoeg mielies het om te eet nie!"

Cikizwa voel baie hartseer.



There once lived a chicken, called Cikizwa, who was an orphan.

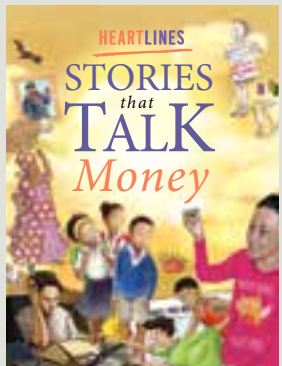
Daar was eendag 'n hoender met die naam Cikizwa, en sy was 'n weeskind.

'n Paar kilometer verder en dit is my beurt om afgelei te word. Alleen in die donker gaan sit ek en vou my hande om my knieë. Ek weet van hierdie deel van die kamp. My ouer broer, Wesley, het my hiervan vertel. Hy het dit gedoen toe hy in Graad 7 was. Hy het my geleer hoe om dit te hanteer. Hoe hanteer David dit? wonder ek. David is 'n nuwe seun. Hy het so pas van Amerika af gekom. Hy was nog nooit buite die stad nie. Hy was nog nooit in Afrika nie. Hy was nog nooit in die veld nie. Hy is bang vir spinnekoppe en insekte. Brandon en Vusi het hom vertel dat leus en renosters steeds in die veld by die kampeertrein losloop. En ek weet hy het hulle geglo. Toe hulle hom vertel dat spinnekoppe so groot soos borde snags uit bome spring, het David so bang gelyk dat ek gedink het hy gaan opgooi.

A few kilometres down the road and it was my turn to be dropped off. Alone, in the dark, I hunkered down and hugged my knees. I knew about this part of camp. My older brother, Wesley, had told me about it. He'd done it when he was in Grade 7. He'd taught me how to handle it. How was David coping? I wondered. David was a new boy. He'd just arrived from America. He'd never been out of the city. He'd never been to Africa. He'd never been into the veld. He was scared of spiders and bugs. Brandon and Vusi had told him that lions and rhinos still roamed wild at the camp site. And I knew he believed them. When they told him that spiders as big as plates jumped out of trees at night, I thought David was going to throw up he looked so scared.

David walked to the open door like a man going to the executioner. At the door he paused, and I thought he was going to turn back, but then he jumped down into the road and crouched there as we drove away.

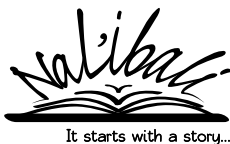
David stap na die oop deur soos 'n lam ter slagting. By die deur huiver hy, en ek dink hy gaan omdraai, maar dan spring hy af en hurk in die pad toe ons weegry.



This story comes from *Stories that Talk 2*, Heartlines' second collection of stories about values. For more information please email orders@heartlines.org.za or phone (011) 771 2540.

HEARTLINES
The Centre for Values Promotion

Nal'ibali is a national reading-for-enjoyment campaign to spark children's potential through storytelling and reading. For more information, visit www.nalibali.org or www.nalibali.mobi



Nal'ibali is 'n nasionale lees-vir-genot veldtog wat kinders se potensiaal help ontwikkel deur middel van lees en die vertel van stories. Vir meer inligting, besoek www.nalibali.org of www.nalibali.mobi



Drive your
imagination

Champion of the night Kampioen van die nag

Helen Brain
Sheree Pornalis



Langs my, ingengedoke op die sitplek, kan ek die nuwe seun, David, voel bewe toe die bus stilhou en vir Marcus afluai. Ons kyk terug en sien hoe Marcus, wat op die grondpad staan, kleiner en kleiner word terwyl ons wegry. 'n Kilometer verder is dit Jenny-Lee se beurt, toe Joe, en toe Will. Puma en Daisy besluit om in die bus te bly, en almal van ons terug hulle, maar dit lyk nie of dit hulle pla nie.

"Reg, David," sê mnr. Ndolo toe die bus 'n vyfde keer stilhou. "Jou beurt"

Elk kan die klein Amerikaanse seun se vrees aanvoel toe hy opstaan. Sy gesig is wasbleek. Sy hande is in vuiste geklem.

"Oppas vir Ieus," skree Brandon wat twee rye agtertoe sit.

"En renosters," terg Vusi. "Afrika is wild en gevaarlik."

"Jy kan opgevrete word," roep Brandon. "'n Smaaklike ingevoerde happie vir 'n Ieu."

David draai na hulle en ek sien die ontsetting in sy oë.

"Bly stil, julle twee," beveel mnr. Ndolo, "of ek laat julle huis toe stap."

"Ons is nie bang nie," spot Brandon.

"Moet jou nie aan hulle steur nie, seun," sê mnr. Ndolo vir David. "Dis heeltemal veilig. Ons sal jou oor twintig minute kom oplaai."



Every year our class goes on an adventure camp. We learn about hiking, and about how to rock climb, start a fire without matches, identify different kinds of birds, and how to look after the environment. This year I learnt something I will never forget. I learnt what it means to be really brave. It started with a game called, Champion of the Night.

On the second evening, when we'd had our sausages and baked beans, and washed our plates and cups, Mr Ndolo called us together and told us all to get into the bus. We were very excited. But we didn't know what lay in store for us.

"You'll learn more about yourself in these twenty minutes alone in the dark, in the wild, than you will all year in the classroom," Mr Ndolo said as we drove away from the camp site into the black, black night. "It's perfectly safe. There are no wild animals. When we drop you off, stay where you are, relax and enjoy the silence."

"You're dropping us off, alone?" squealed Meryl.

"But I didn't bring my torch," called Marcus. "Can we go back and fetch it, Sir?"

I spent the twenty minutes thinking up my dream team for the World Cup. It didn't seem long when in the distance I saw the headlights of the school bus, and I stood up and stretched. It had been easier than I thought. I had taken my brother's advice. "Don't think about the dark and the funny noises. Think about something else. Block out your fear if you can." It had helped.

The bus pulled up next to me, the door swung open, and I jumped aboard. It was half full of kids, laughing and cheering with relief that the ordeal was over. Only David sat in silence; white faced.

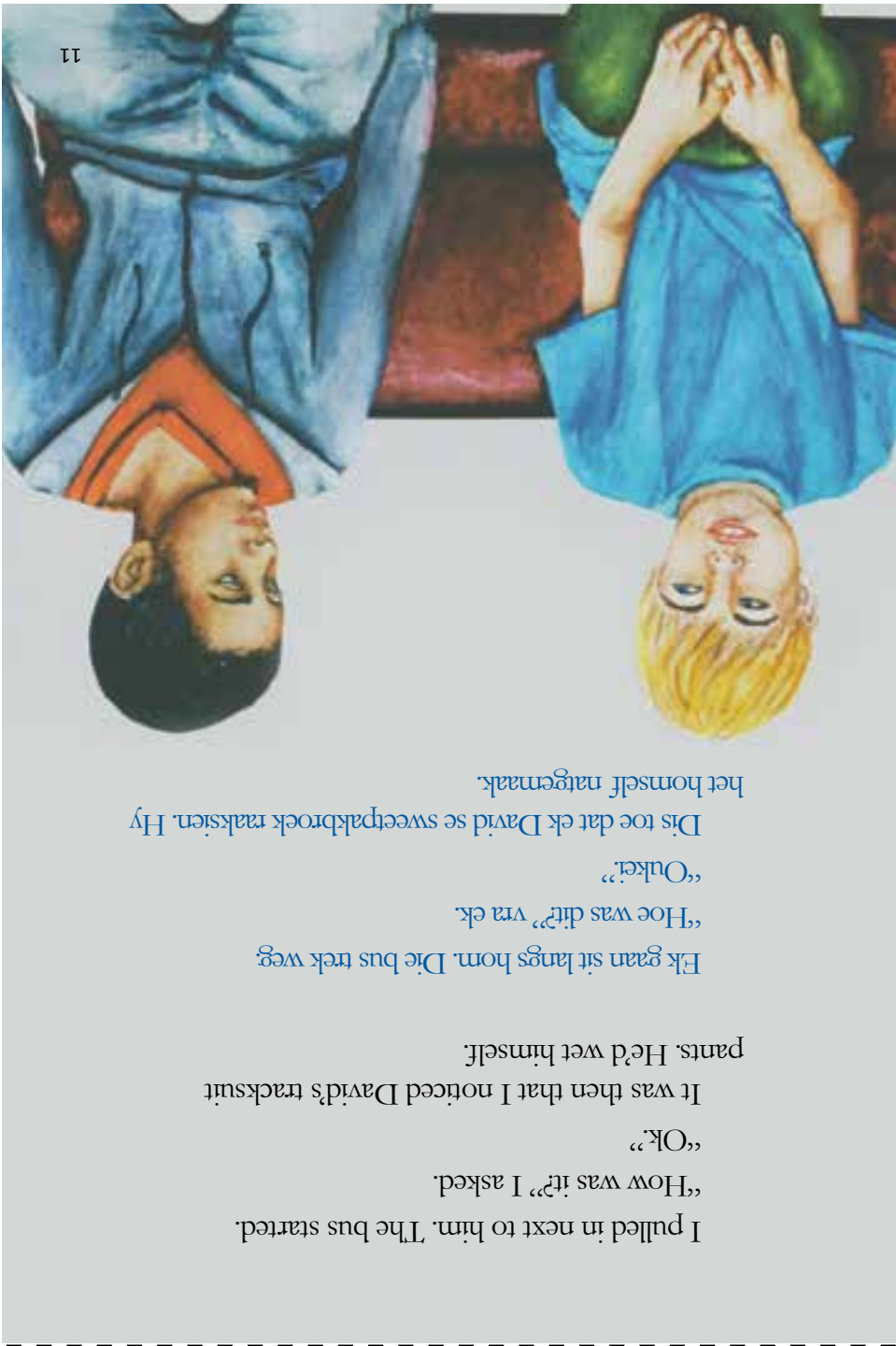
Elk gebruik die twintig minute om aan my droom vir die Wêreldbeker te dink. Dit voel nie lank nie toe ek die skoolbus se kopligte in die verte sien aankom. Elk staan op en strek my uit. Dit was makliker as wat ek gedink het. Ek het my broer se raad gevolg. "Moenie aan die donker en die vreemde geluide dink nie. Dink aan iets anders. Blok jou vrees uit as jy kan." Dit het gehelp.

Die bus hou lank my stil, die deur swaai oop en ek spring in. Die bus is half vol kinders wat lag en jil van verligting omdat die vuurproef verby is. Net David sit doodstil en wasbleek.

Across the campfire David lifted his head for the first time that night. He caught my eye, and I knew that I was looking at the bravest of us all, wet tracksuit pants and all.

Oorkant die kampvuur lig David vir die eerste keer daardie aand sy kop op. Hy vang my oog, en ek weet ek kyk na die dapperste van ons almal, nat sweetpakbroek en al.





I pulled in next to him. The bus started.
“How was it?” I asked.
“OK.”
It was then that I noticed David’s tracksuit pants. He’d wet himself.
Elk gaan sit langs hom. Die bus trek weg.
“Hoe was dit?” vra ek.
“Ouke!”
Dis toe dat ek David se sweeppakbroek raaksien. Hy het homself natgemaak.

Next to me, hunched on the seat, I could feel the new boy, David, trembling as the bus stopped and dropped off Marcus. We looked back and watched Marcus standing on the dirt road, getting smaller and smaller as we drove away. A kilometre on it was Jenny-Lee’s turn, then Joe, then Will. Puma and Daisy decided to stay in the bus, and we all teased them, but they didn’t seem to mind.
“Right, David,” Mr Ndolo said, as the bus stopped for the fifth time. “Your turn.”
I could feel the small American boy’s fear as he got up. His face was white. His hands clenched in tight fists.
“Watch out for lions,” roared Brandon from two rows back.
“And rhinos,” scoffed Vusi. “Africa is wild and dangerous.”
“You might get eaten up,” called Brandon. “A nice tasty imported snack for a lion.”
David turned to them, and I saw the terror in his eyes.
“Be quiet, you two,” ordered Mr Ndolo, “or I’ll make you both walk home.”
“We’re not scared,” scoffed Brandon.
“Take no notice of them, son,” Mr Ndolo said to David. “It’s perfectly safe. We’ll be back to pick you up in twenty minutes.”

Ons klas gaan elke jaar op ’n avontuurkamp. Ons leer voetslaan, hoe om rots te klim, ’n vuur sonder vuurhoutjies te maak, hoe om verskillende soorte voëls te identifiseer en hoe om die omgewing te bewaar. Hierdie jaar het ek iets geleer wat ek nooit sal vergeet nie. Ek het geleer wat dit beteken om regtig dapper te wees. Dit het begin met ’n speletjie wat Kampioen van die Nag genoem word.

Die tweede aand, nadat ons ons worsies en gebakte boontjies klaar geëet het en ons bekere en borde gewas het, het mnr. Ndolo ons bymekaar geroep en vir almal van ons gesê om in die bus te klim. Ons was almal baie opgewonde. Maar ons het nie geweet wat op ons wag nie.

“Julle sal in hierdie twintig minute alleen in die natuur in die donker meer van julleself leer as wat julle die hele jaar in die klaskamer sal leer,” sê mnr. Ndolo toe ons van die kamp wegry en die pikdonker nag inry. “Dit is heeltemal veilig. Daar is geen wilde diere nie. Wanneer ons julle aflaai, bly julle waar julle is, ontspan en geniet die stilte.”

“Julle gaan ons een-een aflaai?” huilvra Meryl.

“Maar ek het nie my flits gebring nie,” roep Marcus. “Kan ons teruggaan en dit gaan haal, Meneer?”

David just sat there, looking smaller and more miserable. He looked ashamed of himself.

And then I knew what I had learnt during Champion of the Night. I put up my hand.

“Yes, Ryan,” said Mr Ndolo. “What did you learn?”

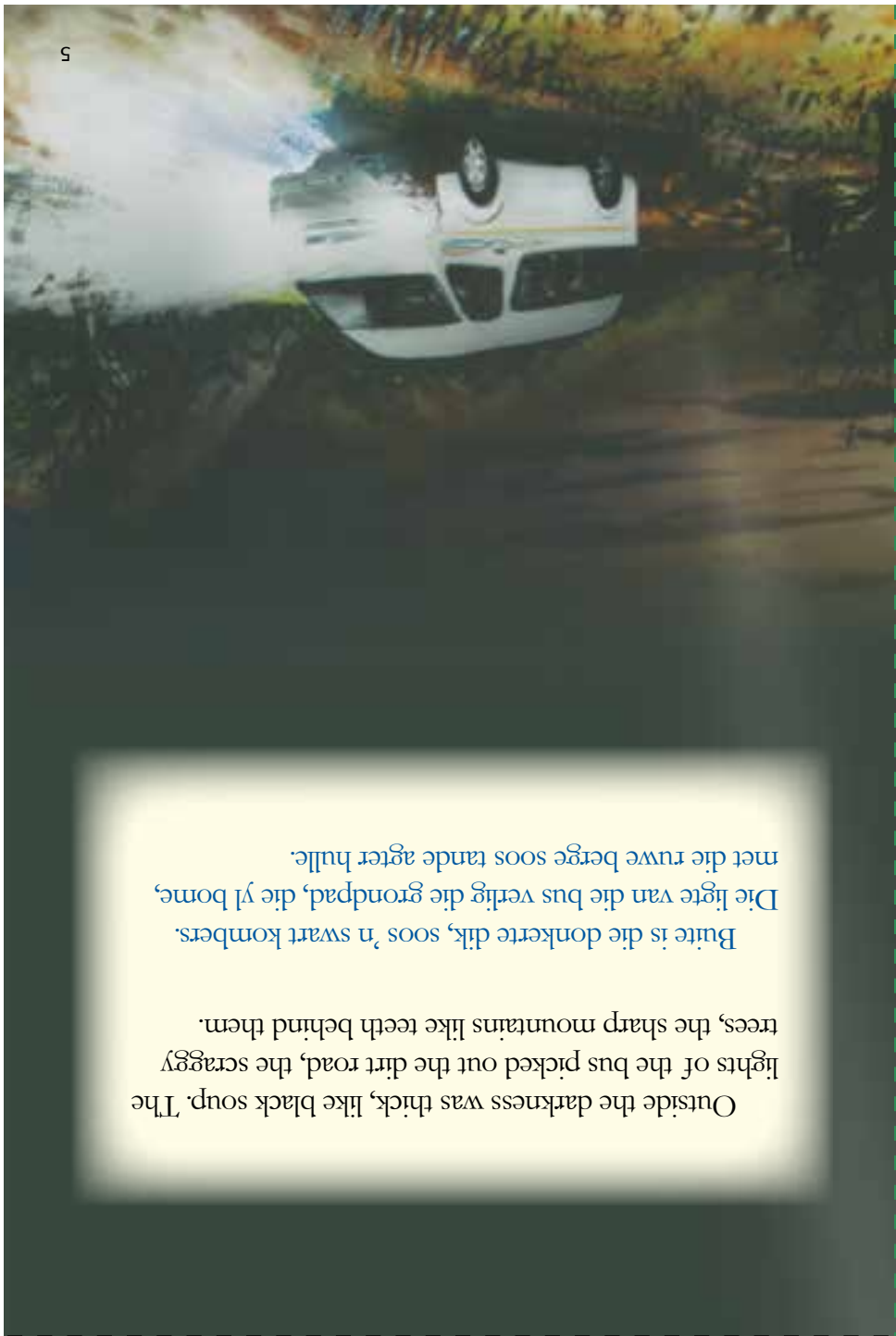
“Sir, I learnt that being brave doesn’t mean not being afraid. A really brave person is someone who is very, very scared, and who does the thing they are scared of, right through to the end, without complaining or making a fuss.”

David sit net daar, en lyk kleiner en meer ellendig. Hy lyk skaam en verleë.

En toe weet ek wat ek gedurende Kampioen van die Nag geleer het. Ek steek my hand op.

“Ja, Ryan,” sê mnr. Ndolo. “Wat het jy geleer?”

“Meneer, ek het geleer dat om dapper te wees nie beteken dat ’n mens nie bang is nie. Iemand wat regtig dapper is, is iemand wat baie, baie bang is, en wat dit waarvoor hulle bang is, deurvoer tot aan die einde, sonder om te kla of ’n bohaai daaroor te maak.”



Outside the darkness was thick, like black soup. The lights of the bus picked out the dirt road, the scraggy trees, the sharp mountains like teeth behind them. Buite is die donkerste dik, soos 'n swart kombors. Die ligte van die bus vertig die grondpad, die y! bome, met die ruwe berge soos tandes agter hulle.

“The whole point of the exercise,” said Mr Ndolo, “is to experience being all alone, at night, in the veld. You’ll be surprised at how much you learn about yourself.”

At the front of the bus, Pumla and Daisy were looking scared stiff. “Do we have to do it, Sir?”

Mr Ndolo patted Daisy’s shoulder. “Of course you don’t have to. It’s voluntary. But I would encourage you all to give it a try.”

“I’m not scared,” called Vusi, from the back of the bus.

“Die hele punt van die oefening,” sê mnr. Ndolo, “is om te ervaar hoe dit is om heeltemal alleen in die nag in die veld te wees. Julle sal verbaas wees hoe baie julle van juiself sal leer.”

Voor in die bus lyk Pumla en Daisy vreesbevange. “Moet ons dit doen, Meneer?”

Mnr. Ndolo klop Daisy op die skouer. “Natuurlik hoef julle dit nie te doen nie. Dis nie verpligtend nie. Maar ek wil julle almal aanmoedig om dit te probeer.”

“Ek is nie bang nie,” roep Vusi agter uit die bus.

Later we sat around the fire drinking hot cocoa and toasting marshmallows. “Let’s talk about this exercise,” said Mr Ndolo. “What did we learn?” “I learnt that I’m never doing that again,” laughed Claudette. “I was so scared.” “Me too,” said Pumla. “I hated it. Next time I am so taking a torch with me.” “You didn’t even get off the bus,” laughed Will. “Why were you scared?” “How about you, Brandon,” asked Mr Ndolo. “How did you cope?” “I wasn’t scared.” “You’re so brave, Brandon,” said Claudette. “You’re so lucky.” Brandon pulled back his shoulders. “I could have stayed there all night,” he said. “It didn’t bother me.” “Me neither,” interrupted Vusi. “If a lion had come along, I would just have wrestled it to the ground with my bare hands.” Everyone laughed, and some people looked over at David because they knew Vusi was saying it to tease him.

Later sit ons om die vuur en drink warm sjokolade en braai malvalekkers.

“Kom ons gesels oor hierdie oefening,” sê mnr. Ndolo. “Wat het ons geleer?”

“Ek het geleer dat ek dit nooit weer gaan doen nie,” lag Claudette. “Ek was so bang.”

“Ek ook,” sê Pumla. “Ek het dit gehaat. Volgende keer vat ek ’n flits saam.”

“Jy het nie eens van die bus afgeklim nie,” lag Will. “Hoekom was jy bang?”

“Wat van jou, Brandon,” vra mnr. Ndolo. “Hoe was dit vir jou?”

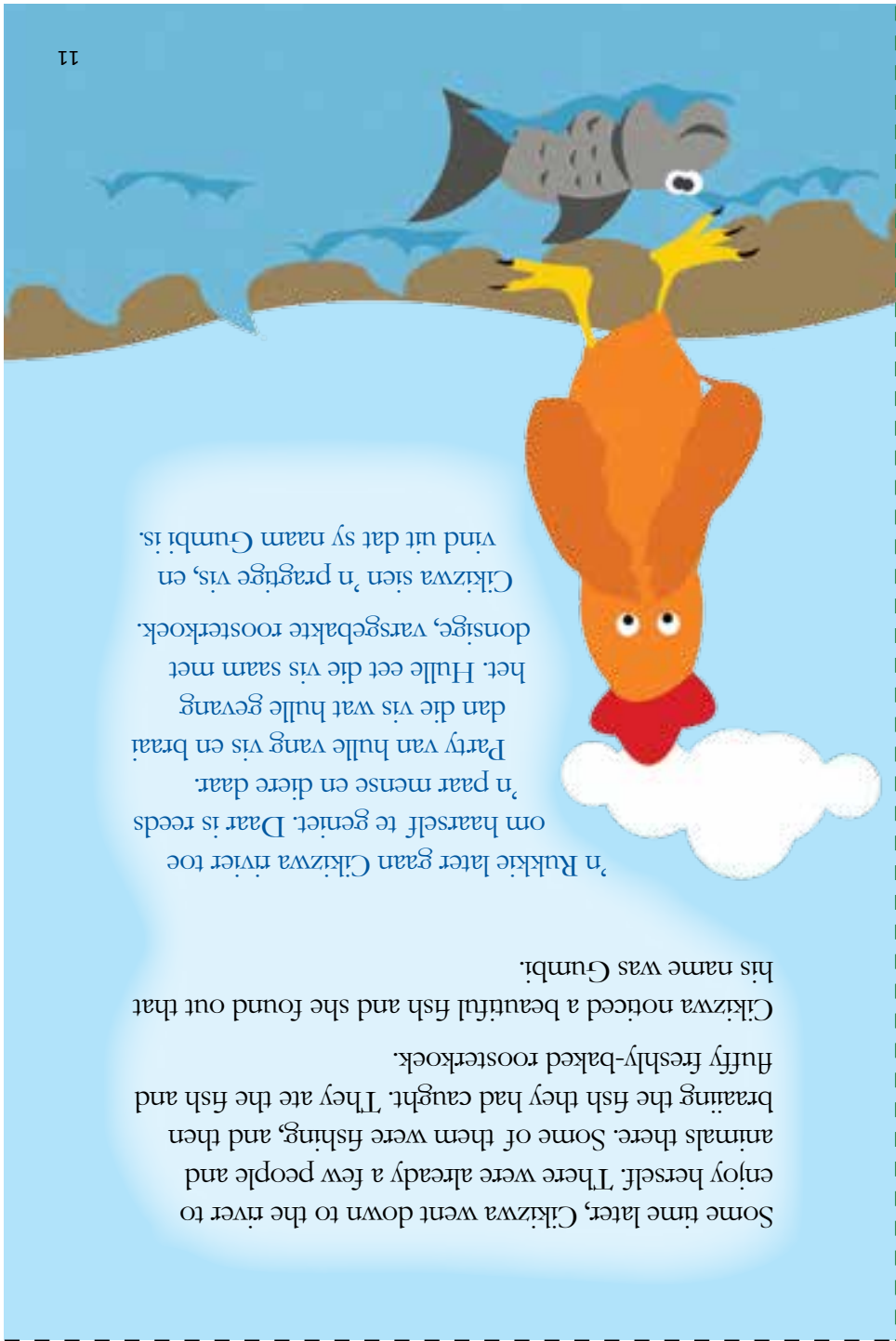
“Ek was nie bang nie.”

“Jy’s so dapper, Brandon,” sê Claudette. “Jy’s so gelukkig.”

Brandon trek sy skouers terug. “Ek kon die hele nag daar gebly het,” sê hy. “Dit het my nie gepla nie.”

“Vir my ook nie,” val Vusi hom in die rede. “As ’n leeu verbygekom het, sou ek hom met my kaal hande grond toe gebring het.”

Almal lag, en sommige mense kyk na David, want hulle weet Vusi sê dit om hom te terg.



Some time later, Cikizwa went down to the river to enjoy herself. There were already a few people and animals there. Some of them were fishing, and then braaiing the fish they had caught. They ate the fish and fluffy freshly-baked roosterkock.

Cikizwa noticed a beautiful fish and she found out that his name was Gumbi.

'n Rukkie later gaan Cikizwa rivier toe om haarself te geniet. Daar is reeds 'n paar mense en diere daar. Party van hulle vang vis en braai dan die vis wat hulle gevang het. Hulle eet die vis saam met donsig, varsgebakte roosterkock. Cikizwa sien 'n pragtige vis, en vind uit dat sy naam Gumbi is.

Their wedding day arrived. The sun was blazing hot. What a wonderful wedding it was! The animal choir sang beautifully. Iguanas, whales, crocodiles, seals, sharks, dolphins, sheep, cattle, dogs, antelopes, hares, porcupines, water snakes and other animals all sang together:

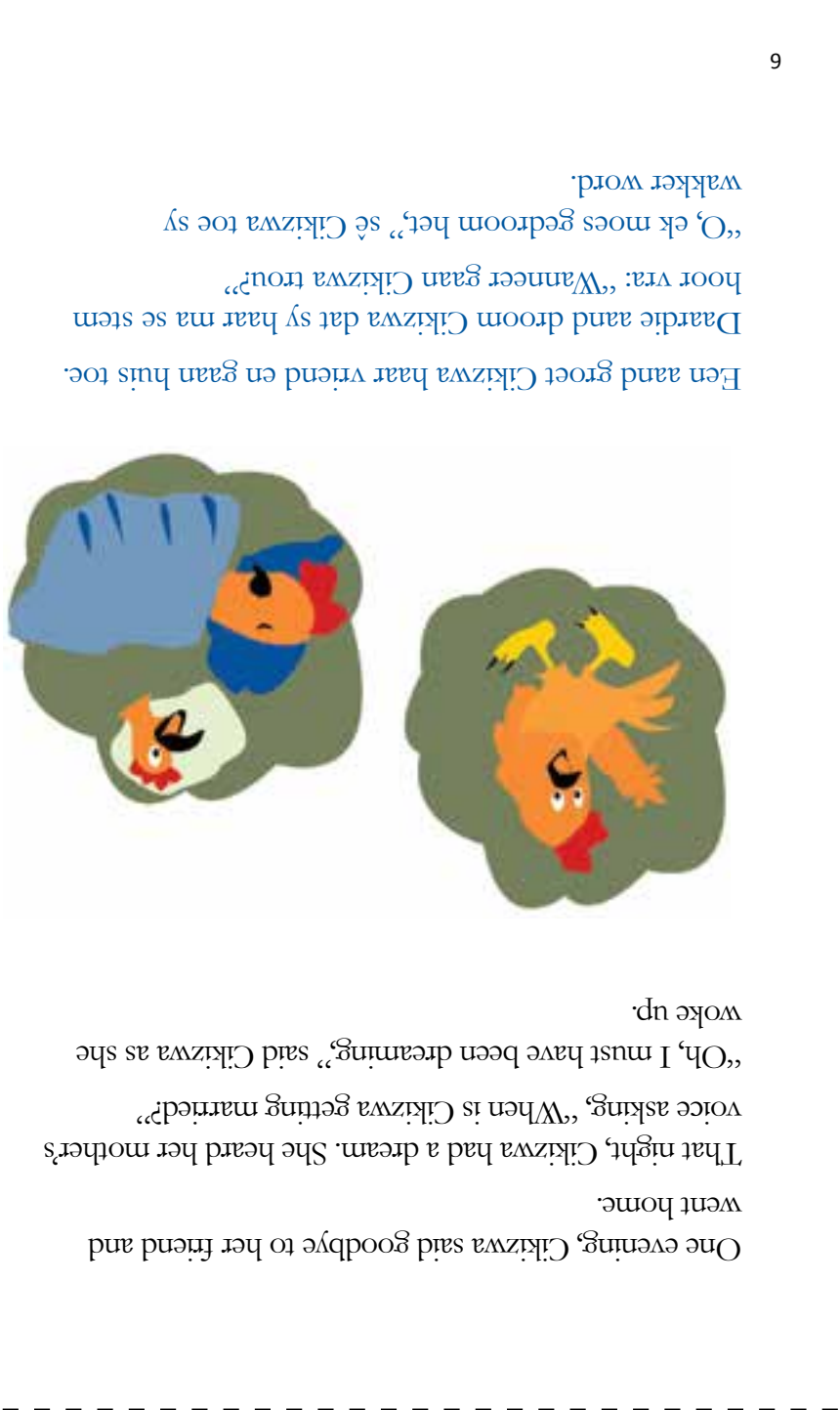
"It is enjoyable here at the wedding of the fish.

It is enjoyable here at the wedding of the chicken!"

Hulle troudag breek aan. Die son bak neer. Wat 'n wonderlike troue is dit nie! Die dierekoor sing pragtig. Iguanas, walvisse, krokodille, robbe, haaie, dolfyne, skape, beeste, honde, wildsbokke, hase, ystervarke, waterslange en ander diere sing almal saam:

"Ons het baie pret hier by die vis se troue.

Ons het baie pret hier by die boender se troue!"



One evening, Cikizwa said goodbye to her friend and went home.

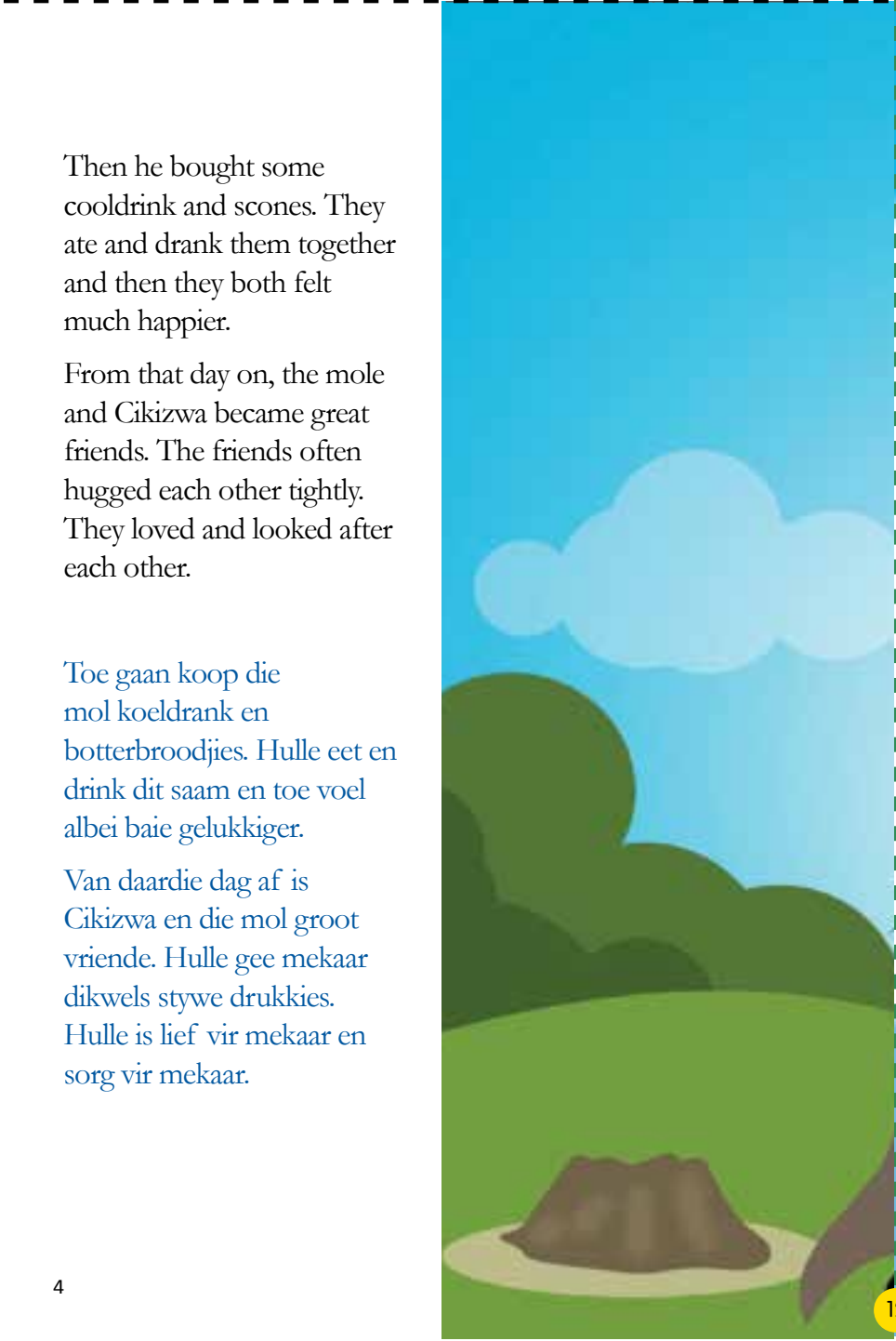
That night, Cikizwa had a dream. She heard her mother's voice asking, "When is Cikizwa getting married?"

"Oh, I must have been dreaming," said Cikizwa as she woke up.

One day Cikizwa was out looking for food when she saw a mole coming out of his hole. She started speaking to the mole, but he ignored her. Tears poured down Cikizwa's face as she wept bitterly, and so the mole apologised for hurting her feelings.



Op 'n dag, terwyl Cikizwa buite kos soek, sien sy 'n mol uit sy gat kruip. Sy begin met die mol praat, maar hy ignoreer haar. Cikizwa huil bitterlik en die trane stroom teen haar wange af, en daarom vra die mol om verskoning omdat hy haar gevoelens seergemaak het.



Then he bought some cooldrink and scones. They ate and drank them together and then they both felt much happier.

From that day on, the mole and Cikizwa became great friends. The friends often hugged each other tightly. They loved and looked after each other.

Toe gaan koop die mol koeldrank en botterbroodjies. Hulle eet en drink dit saam en toe voel albei baie gelukkiger.

Van daardie dag af is Cikizwa en die mol groot vriende. Hulle gee mekaar dikwels stywe drukkies. Hulle is lief vir mekaar en sorg vir mekaar.

Gumbi and Cikizwa got to know each other and quickly became friends. Cikizwa even decided to stop eating fish out of respect for Gumbi.

Some of the other animals laughed at them and said, "How can a fish and a chicken be friends?"

But Gumbi and Cikizwa didn't care. They became even closer. Gumbi taught Cikizwa how to swim and dive, and Cikizwa taught Gumbi how to scratch in the sand for food.

Eventually Gumbi asked Cikizwa to marry him. Cikizwa agreed immediately. Together they decided to have their wedding the following Saturday at a place that they both loved near the river.

Gumbi en Cikizwa leer mekaar ken en sommer gou word hulle vriende. Cikizwa besluit selfs om uit respek vir Gumbi nie meer vis te eet nie.

Van die ander diere lag vir hulle en sê: "Hoe kan 'n vis en 'n hoender vriende wees?"

Maar Gumbi en Cikizwa steur hulle nie daaraan nie. Hulle word selfs hegte vriende. Gumbi leer vir Cikizwa hoe om te swem en te duik, en Cikizwa leer vir Gumbi hoe om in die sand te skrop op soek na kos.

Uiteindelik vra Gumbi vir Cikizwa om met hom te trou. Cikizwa stem dadelik in. Saam besluit hulle om hul troue die volgende Saterdag te hou by 'n plek waarvan hulle albei baie hou naby die rivier.



Here are a few questions that some of the Na'ibali FUNda Leaders have sent us – as well as our advice to them.

- **Many people in my community don't show much interest in literacy. What can I do?**

One of the roles of a FUNda Leader is to engage with community members and parents. By demonstrating to them how reading clubs work and how storytelling works, you will slowly but surely grow their interest in reading and writing. Remember that change sometimes takes a little time, but it is individuals like you who are making it happen!

Na'ibali is always here to support you! To get support and encouragement from other FUNda Leaders, create your own FUNda Leader profile on the Na'ibali mobisite (www.nalibali.mobi).

- **I'm struggling to create opportunities for children in my community to come and enjoy reading. What do you suggest?**

One way to overcome this challenge is to attend FUNda Leader workshops in your area, and to have a good connection with the Na'ibali Literacy Mentor in your community. Na'ibali often has local literacy activities and events. You can attend these and bring children with you.

A great way to find safe reading spaces is to partner with organisations who focus on literacy or on helping children. These organisations are often very willing to assist and help where they can!

- **We need resources, but the nearest library is far away from our village. Please help!**

You can always find free, fun stories in all South African languages on our website (www.nalibali.org) if you run out of books to read.

- **The children I know, don't like to read. They prefer social media. How can I get them reading?**

You can use this to your advantage. Many of the Na'ibali reading resources, like stories and rhymes, can be found online and are also shared on our Facebook page.

Encourage children to write stories. They can then submit them online on the Na'ibali website (www.nalibali.org) or post them on their own Facebook pages. Also encourage them to share information on their Facebook pages about books they have enjoyed reading. In this way, they will get responses from their friends about their stories and the things they enjoy reading – and it may motivate even more children to do the same!

- **How do I remain positive?**

Look for the small, positive changes that are happening around you. Notice the children's progress with reading and writing, and with telling stories. Also, attend workshops whenever you can and look for support from other community members.

If you ever feel alone or demotivated, remember that Na'ibali and other FUNda Leaders are simply a click away. Create your FUNda Leader profile on the Na'ibali mobisite (www.nalibali.mobi). Simply click on "Register" to connect directly with Na'ibali and other FUNda Leaders.

Together, we can inspire and support each other!

Dear Na'ibali ...
Beste Na'ibali ...

**WRITE TO US!
SKRYF AAN ONS!**

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

info@nalibali.org

Hier is 'n paar van die vrae wat sommige van Na'ibali se FUNda Leaders vir ons gestuur het – en ons advies aan hulle.

- **Baie mense in my gemeenskap toon nie veel belangstelling in geletterdheid nie. Wat kan ek doen?**

Een van die rolle van 'n FUNda Leader is om betrokke te raak by ouers en lede van die gemeenskap. Deur vir hulle te demonstreer hoe leesklubs en die vertel van stories werk, sal jy stadig maar seker hul belangstelling in lees en skryf aanwakker. Onthou dat verandering soms tyd neem, maar dit is individue soos jy wat dit moontlik maak!

Na'ibali is altyd daar om jou te ondersteun! Om ondersteuning en bemoediging van ander FUNda Leaders te kry, skep jou eie FUNda Leader-profiel op die Na'ibali-selfoonwerf (www.nalibali.mobi).

- **Ek sukkel om geleenthede vir kinders in my gemeenskap te skep om dit te geniet om te kom lees. Wat kan julle voorstel?**

Een manier om hierdie uitdaging te oorkom, is om FUNda Leader-werkwinkels in jou area by te woon, en om in verbinding te bly met Na'ibali se geletterdheidsmentor in jou gemeenskap. Na'ibali bied dikwels plaaslike geletterdheidsaktiwiteite en -byeenkomste aan. Jy kan dit bywoon en ook kinders saambring.

'n Wonderlike manier om veilige plekke te vind om te lees, is om in vennootskap te tree met organisasies wat op geletterdheid of hulp aan kinders fokus. Hierdie organisasies is dikwels baie gretig om te help en te ondersteun waar hulle kan!

- **Ons het hulpbronne nodig, maar die naaste biblioteek is ver van ons dorpie. Help asseblief!**

Jy kan altyd gratis, prettige stories in al die Suid-Afrikaanse tale op ons webwerf (www.nalibali.org) vind as jy 'n tekort het aan boeke om te lees.

- **Die kinders wat ek ken, hou nie van lees nie. Hulle verkies sosiale media. Hoe kan ek hulle aan die lees kry?**

Jy kan dit altyd tot jou voordeel gebruik. Baie van Na'ibali se leeshulpbronne, soos stories en rymies, kan aanlyn gevind word en word ook op ons Facebook-blad gedeel.

Moedig kinders aan om stories te skryf. Hulle kan dit dan aanlyn indien op Na'ibali se webwerf (www.nalibali.org) of dit op hul eie Facebook-bladsye plaas. Moedig hulle ook aan om inligting oor boeke wat hulle geniet het op hul Facebook-bladsye te deel. Op hierdie manier sal hulle response van hul maats oor hul stories en dit wat hulle geniet om te lees, kry – en dit kan selfs meer kinders motiveer om dieselfde te doen!

- **Hoe bly ek positief?**

Kyk uit vir die klein, positiewe veranderinge wat om jou plaasvind. Let op na die kinders se vordering met lees en skryf en die vertel van stories. Woon ook werkwinkels by wanneer jy ook al kan en kry ondersteuning van ander gemeenskapslede.

As jy ooit alleen of ongemotiveer voel, onthou dat Na'ibali en ander FUNda Leaders net een klik ver is. Skep jou FUNda Leader-profiel op die Na'ibali-selfoonwerf (www.nalibali.mobi). Klik bloot op "Register" om direk met Na'ibali en ander FUNda Leaders in verbinding te tree.

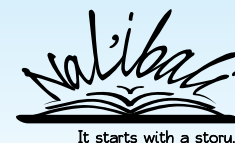
Saam kan ons mekaar inspireer en ondersteun!

Do you have questions about how to encourage reading and writing in your community? Na'ibali will answer them for you! Email your questions to info@nalibali.org or phone our call centre on 02 11 80 40 80.

Het jy vrae oor hoe om lees en skryf in jou gemeenskap aan te wakker? Na'ibali sal jou vrae beantwoord! Stuur 'n e-pos met jou vrae aan info@nalibali.org of skakel ons inbelsentrum op 02 11 80 40 80.



The leopard, the otter and the mouse



Retold by Wendy Hartmann ★ Illustrations by Mieke van der Merwe

Once, a very long time ago, all the animals were thin. This was because there was not enough food to eat.

But Otter, his wife and all his children were quite fat. They didn't seem to be hungry at all. You see, Otter was very, very clever. He had found a shallow lake full of fish, but he told no one. Every morning he went to the lake and brought back just enough food for himself and his family.

Leopard was thin and hungry. He was always looking for something to eat. One day, he saw Otter and noticed how fat he was.

"Mmmm," said Leopard. "What is going on here? I think I should watch this otter."

So, the next morning he hid himself in the long grass near Otter's house and waited. At last Otter came along. He walked quite slowly, carrying a basket which seemed to be very heavy. Leopard sprang out of the long grass.

"WHAT have you got in that basket?" Leopard shouted.



"Oh! Ummm ... firewood! I'm carrying firewood back to my home," said Otter. But he had forgotten that Leopard had a very good nose that could smell EVERYTHING.

"Oh no," growled Leopard, "I can smell fish and I am going to eat it all."

Otter knew he was too slow to get away from Leopard, who was a very fast runner. But Otter was VERY clever.

"Okay," said Otter. "Let's sit down under this shady tree." They sat down and Otter suggested, "Why don't you make a fire while I go to my house to fetch some salt, pepper and oil, then we can have a delicious meal together."

"Good idea," said Leopard jumping up to search for dry wood for the fire.

So, Otter went off to his house. Soon he was back with the salt, pepper and oil. He also brought a long piece of strong rope. He put everything on the ground, and began frying the fish.

"Leopard," he said, "while we are waiting for the fish to cook, let's play a game. We'll use this rope. We'll tie each other to the tree. You may tie me up first. When I say, 'LOOSE', you must tighten the rope. When I say, 'TIGHT', you must loosen the rope."

Now, that was the wrong way round. Everyone knows that tight means tight and loose means loose. But Leopard was hungry. He thought the game would make the time pass more quickly until the fish was cooked.

"Good idea," Leopard said.

Otter stood with his back to the tree. "Okay, ready, LOOSE!"

Leopard jumped up and tied Otter to the tree. After a while Otter shouted, "TIGHT!" and Leopard unfastened the rope to set Otter free.

"Now, Leopard, it is your turn," said Otter.

Leopard sat with his back against the tree and called out, "LOOSE!"

Otter quickly tied Leopard tightly to the tree.

After a little while, Leopard shouted, "OKAY, TIGHT!" But instead of playing the game the way he had explained it, Otter tightened the rope around Leopard. He tied it so tightly that Leopard could not get free.

"Come on!" shouted Leopard. "I'm tired of this game now."

Otter just laughed. He sat down at the fireside and ate his meal. When he had finished, he packed up the rest of the fish for his family, and went home.

Leopard roared and roared and roared. "HEEEELPPPP!!!" For the rest of the day and the whole of that night, Leopard called out for someone to help him. No one came.

Now, luckily for Leopard that is not the end of this story. In the morning, he roared again, "HELP! HEEELPPPP!!!"

This time, Mouse came by and saw Leopard.

"What are you doing there, tied up to that tree?" asked Mouse.

"I was playing a game of loose and tight with Otter and he just left me here to starve," said Leopard. "Please, please set me free. You have such sharp teeth and you could nibble through the rope quickly."

Mouse felt sorry for Leopard, but he knew that if he let Leopard go, he would be eaten. "I'm not sure," Mouse said.

"Please," begged Leopard. "I've been here for a day and a night. I'm so thirsty and hungry."



Poor Mouse. He was kind-hearted, but very silly. He started to nibble the rope. He nibbled through a few strands and waited. Nothing happened. Leopard did not move. Mouse then nibbled through all the strands, one after the other, until at last Leopard was free.

"WRAAAAA!" roared Leopard. Instead of being thankful, he tried to grab Mouse. "WRAAAA!" he roared again as he struck out with his big paw.

Poor Mouse squeaked and dived for a nearby hole. He was quick, but not quite quick enough. Leopard's sharp claws hit his back just before he escaped into the hole.

Ever since then, otters and leopards do not talk to each other. Mice do not talk to leopards either. And mice will also not talk to otters because they blame the otters for starting the trouble.

And ever since that day, the poor, poor mouse has stripes on its fur. And everyone knows that those are the scratches once made by the leopard's claws.



Drive your
imagination

Die luiperd, die otter en die muis

Oorvertel deur Wendy Hartmann ✨ Illustrasies deur Mieke van der Merwe

Storiehoekie

Eendag, lank, lank gelede, was al die diere baie maer. Dit was omdat daar nie genoeg kos was om te eet nie.

Maar Otter, sy vrou en al sy kinders was spekvet. Dit het nie gelyk of hulle honger ly nie. Jy sien, Otter was baie, baie slim. Hy het 'n vlak meer vol vis gevind, maar hy het vir niemand daarvan vertel nie. Elke oggend het hy na die meer toe gegaan en net genoeg vis vir hom en sy gesin gevang.

Luiperd was maer en honger. Hy was altyd op soek na iets om te eet. Op 'n dag sien hy vir Otter en sien ook hoe vet hy is.

"Mmmm," sê Luiperd. "Wat gaan hier aan? Ek dink ek moet hierdie otter dophou."

Die volgende oggend kruip hy toe in die lang gras naby Otter se huis weg en hy wag. Uiteindelik kom Otter verby. Hy loop stadig en dra 'n mandjie wat baie swaar lyk. Luiperd spring uit die lang gras uit.

"WAT het jy in daardie mandjie?" grom Luiperd.



"O! Ummm ... vuurmaakhout! Ek dra vuurmaakhout terug na my huis toe," sê Otter. Maar hy het vergeet dat Luiperd 'n baie goeie neus het en ALLES kan ruik.

"O nee," grom Luiperd, "ek ruik vis, en ek gaan alles opeet."

Otter weet hy is te stadig om weg te kom van Luiperd af, wat baie vinnig kan hardloop. Maar Otter is BAIE slim.

"Goed dan," sê Otter. "Kom ons sit onder hierdie koelteboom." Hulle gaan sit en Otter sê: "Waarom maak jy nie 'n vuur terwyl ek huis toe gaan om 'n bietjie sout, peper en olie te gaan haal nie, en dan kan ons 'n heerlike maaltyd saam geniet."

"Blink plan," sê Luiperd wat opspring om droë vuurmaakhout vir die vuur te gaan soek.

Otter gaan na sy huis toe. Sommer gou is hy terug met die sout, peper en olie. Hy het ook 'n lang stuk sterk tou saamgebring. Hy sit alles op die grond neer en begin die vis braai.

"Luiperd," sê hy, "kom ons speel 'n speletjie terwyl ons wag vir die vis om gaar te word. Ons kan hierdie tou gebruik. Ons bind mekaar aan die boom vas. Jy kan my eerste vasbind. Wanneer ek 'LOS' sê, moet jy die tou stywer vasbind. Wanneer ek 'VAS' sê, moet jy die tou losmaak."

Dit was natuurlik verkeerd. Almal weet vas beteken vas en los beteken los. Maar Luiperd is honger. Hy dink die speletjie sal die tyd vinniger laat omgaan terwyl die vis gaar word.

"Blink plan," sê Luiperd.

Otter staan met sy rug teen die boom. "Goed, gereed, LOS!"

Luiperd spring op en bind Otter aan die boom vas. Na 'n rukkie skree Otter: "VAS!" en Luiperd maak die tou los om Otter vry te laat.

"Nou is dit jou beurt, Luiperd," sê Otter.

Luiperd gaan sit met sy rug teen die boom en roep: "LOS!"

Gou bind Otter vir Luiperd styf aan die boom vas.

Na 'n rukkie skree Luiperd: "GOED, VAS!" Maar in plaas daarvan om die speletjie te speel soos hy dit verduidelik het, bind Otter vir Luiperd stywer vas. Hy bind die tou so styf vas dat Luiperd nie kan loskom nie.

"Komaan!" roep Luiperd. "Ek's nou moeg vir hierdie speletjie."

Otter lag net. Hy gaan sit by die vuur en geniet sy ete. Toe hy klaar is, pak hy die res van die vis vir sy gesin in en gaan huis toe.

Luiperd brul en brul en brul. "HEEEELPPPP!!!" Die res van die dag en die hele nag roep Luiperd na iemand om hom te kom help. Maar niemand kom nie.

Gelukkig vir Luiperd is dit nie die einde van die storie nie. Die volgende oggend brul hy weer: "HELP! HEEEELPPPP!!!"

Hierdie keer kom Muis verby en sien vir Luiperd.

"Wat doen jy hier, so vasgebind aan die boom?" vra Muis.

"Ek het 'n speletjie van los en vas met Otter gespeel en hy het my net hier gelos om dood te gaan van die honger," sê Luiperd. "Maak my asseblief tog los. Jy het sulke skerp tande en jy kan vinnig deur die tou knaag."

Muis voel jammer vir Luiperd, maar hy weet as hy vir Luiperd losmaak, sal Luiperd hom opeet. "Ek's nie seker nie," sê Muis.

"Asseblief," smee Luiperd. "Ek is al 'n hele dag en nag lank hier. Ek is so dors en honger."



Arme Muis. Hy is goedhartig, maar baie dwaas. Hy begin aan die tou knaag. Hy knaag deur 'n paar drade en wag. Niks gebeur nie. Luiperd roer nie. Toe knaag Muis deur al die drade, een vir een, totdat Luiperd uiteindelik vry is.

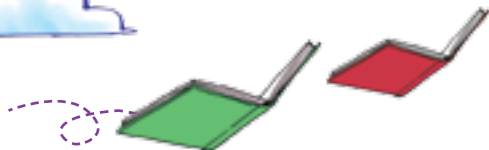
"WRAAAAAA!" brul Luiperd. In plaas daarvan om dankbaar te wees, probeer hy vir Muis gryp. "WRAAAA!" brul hy weer terwyl hy met sy groot poot kap.

Arme Muis piep en skarrel in 'n gat daar naby in. Muis is vinnig, maar nie vinnig genoeg nie. Luiperd slaan sy skerp kloue in Muis se rug in net voor hy in die gat kan verdwyn.

Van toe af praat otters en luiperds nie met mekaar nie. Muise praat ook nie met luiperds nie. En muise sal ook nie met otters praat nie, want hulle blameer die otters dat hulle al die moeilikheid begin het.

En van daardie dag af, het die arme, arme muis strepe op sy pels. En almal weet dit is die krapmerke wat luiperd se kloue gemaak het.

Nal'ibali fun Nal'ibali-pret



1.

Can you imagine a chicken and a fish getting married? What do you think would be served at their wedding feast? Write this special menu and then decorate it. Remember, a menu is a list of the food and drinks that are served at a restaurant or at a special event, like a wedding.

Kan jy jou voorstel dat 'n hoender en 'n vis trou? Wat dink jy sou by hul troue voorgesit word? Skryf hierdie spesiale spyskaart en versier dit dan. Onthou, 'n spyskaart is 'n lys van kos en drank wat by 'n restaurant of by 'n spesiale geleentheid, soos 'n troue, voorgesit word.

CHICKEN & FISH



Food / Kos

Drinks / Drankies

HOENDER & VIS

2.

Use your imagination to tell the rest of this story.

Long, long ago, Giraffe was best friends with Eagle.

One morning, when the two friends were at the waterhole, Eagle asked Giraffe, "What do you think is at the bottom of this waterhole?"

Giraffe thought for a while. "Well, Hippo says there's a spirit down there, but I've never seen her," she replied.

"I dare you to jump in and find out!" said Eagle. Now, Giraffe was very frightened of the water, but she didn't want her friend to know that ...

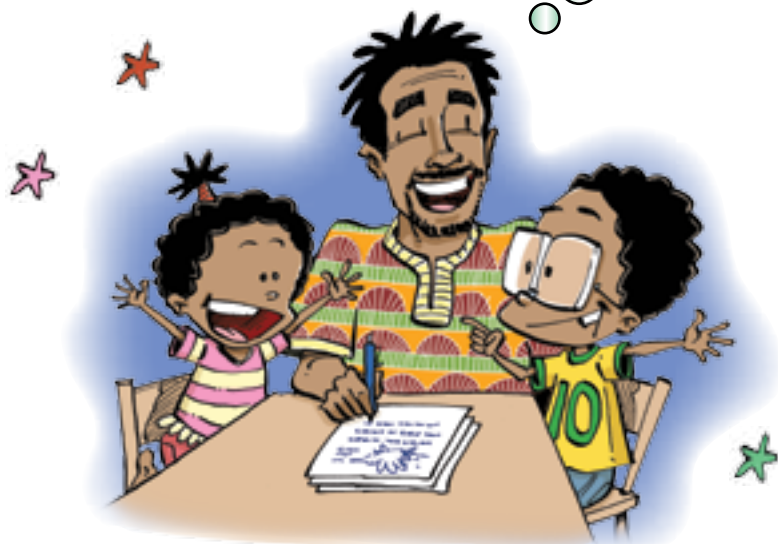
Gebruik jou verbeelding om die res van hierdie storie te vertel.

Lank, lank gelede was Kameelperd en Arend beste vriende.

Een oggend, toe die twee vriende by die watergat staan, vra Arend vir Kameelperd: "Wat dink jy is op die bodem van hierdie watergat?"

Kameelperd dink 'n rukkie hieroor na. "Wel, Seekoei sê daar is 'n gees daar onder, maar ek het haar nog nooit gesien nie," antwoord sy.

"Ek daag jou uit om in te spring en uit te vind!" sê Arend. Kameelperd was baie bang vir water, maar sy wou nie hê haar vriend moes weet dat ...



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