Helping children through stories

Have you thought how stories can offer a way of supporting children through some of life’s challenges? As they grow, children are faced with a variety of situations. Some of these may be exciting, like making new friends. But very often they can be difficult and then children may need your help. There are many wonderful stories about the challenging situations and events that children may face, such as starting school, separation, illness, the death of a loved one, divorce, prejudice and bullying.

**How to use stories to help children cope**

1. Find a story that you like, with a character who has to deal with an issue that your child is facing, or one that might interest him or her. Ask someone who knows storybooks well like a librarian, bookshop assistant, teacher, counsellor or another parent to help you choose, or look on the internet for suitable stories.
2. Read and get to know the story yourself before sharing it with your child or a group of children.
3. Think about and ask open-ended questions about the story during and after reading it to children. Open-ended questions have no right or wrong answers and help children to reflect on, explore and talk about their concerns, feelings and ideas. Here are some questions for you to try:
   - How would you feel if …?
   - If I were him, I wonder what I'd do …
   - I wonder why she said/did that?
   - What do you think is going to happen next?
   - What would you do if …?
   - What do you do when …?
4. Find some more ways, related to the story, for children to continue to explore their thoughts and feelings. For example, children can:
   - retell the story in their own way and/or act it out
   - draw a picture about the story or that is inspired by it
   - write a note or letter to one of the story characters
   - tell and/or act it out on their own stories.

**How stories can help**

- When children discover story characters who have had similar experiences as they have, it helps them feel less alone and may also help them to better understand and cope with a challenging situation.
- Many children find it difficult to identify and communicate how they are feeling. Reading stories can help them understand themselves better and can give you all a great starting point for discussions.

**Go thuşa bana ka dikanelego**

Naa o ile wa nagana ka fao dikanelego di ka neelanago ka tsela ya go thekga bana ditlhongtšo tše dingwe tša bophelo? Bana ge ba dutše ba gola, ba ba ka gare ga maemo a bophelo a mehutahuta. A mangwe a ka tiša lethabo, bjalo ka go ba le bagwera ba baswa. Efele ganšti a ka ba a boima gomme bana ka ba hloka thuşo ya gago. Go na le dikanelego tše dintši tše dibotshe ga ga maemo a go hlotla le ditiragelo tše bana ba ka bokwana le tšona, bjalo ka go thoma sekolo, karogano, bolwegti, lehu la yo ba mo ratago, thålao, kgethoolo le go kgwelwa.

**KA FAO DIKANELEGO DI KA THUŞAGO KA GONA**

1. Hwetša kanegelo ye o e ratago, ye o e nago le moanegwa yo a šomanago le bafhutha ba go swana le bja ngwana wa gago, gobo bja ba ka mo kgakgolo. Kgopela motho ya o ateboa dipoko tša dikanelego goba go bjalo ka malimo wa bolagaputho, mothuši wa ka lebotlhakeng ka dipuko, monutši, mosošo goba matswane ya manetšwane a go thêu ngwana, gobo o lele le dikanelego tša maleka inthaneteng.
2. Bala kanegelo gomme a e tšebe pole o a e mepheša ngwana wa gago goba sa tolo o tša sebe sa bana.
3. Nagana ka go hlaboša lentšu gomme o botšiše dipotšišo tša go se be le dikanelego tša thêu ka go kanegelo gale a balela bana ba ba maemo ga go ba boletšo. Botšiše tša go se be le dikanelego tša thêu gona di ka karabo ya go nagapa goba go hlaboša lentšu gomme le dikanelego bana ga nagana ga ka, go hlokošo le go balela ka go tše di ba amago, matloko le dikgopo. Go le dikanelego tša o a ka lela go thêu.
4. O ka lela lelo pinga le go thêu?
5. Ge lena le ka yena, lepošišo gona le be le lo dira dingwagala?
6. Ke tša baswa go hlokoša le baswa se le katša bana go thêu?
7. O ka dikanelego le swa ba ngwana wa bana le le baswa?
8. O ka dikanelego le baswa ba ngwana wa bana le le baswa?

**Ka fao dikanelego di ka thuşago ka gona**

1. Hwetša kanegelo ye o e ratago, ye o e nago le moanegwa yo a šomanago le bafhutha ba go swana le bja ngwana wa gago, gobo bja ba ka mo kgakgolo. Kgopela motho ya o ateboa dipoko tša dikanelego goba go bjalo ka malimo wa bolagaputho, mothuši wa ka lebotlhakeng ka dipuko, monutši, mosošo goba matswane ya manetšwane a go thêu ngwana, gobo o lele le dikanelego tša maleka inthaneteng.
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8. O ka dikanelego le baswa ba ngwana wa bana le le baswa?
Do you want to encourage the children in your class to keep reading and writing? Here are two easy ideas to try!

1. Invite the children to express their opinions about the books and Nal'ibali Supplement stories they have read. Let them fold A4 sheets of paper in half and glue them together to make reading record cards. Ask them to write their names at the top and to draw three columns. Each week they can write the names of the books and stories they have read in the first column, and in the second column they can rate the book or story from 1–5 to show how much they enjoyed it. Encourage them to write the reasons for their rating in the third column.

2. Celebrate any writing that the children have done by asking them to read their stories or poems aloud to other children in your class or other classes. If you can, also display their writing so that other children can read it at their leisure!

Choosing a name for your reading club is important because the name needs to inspire children to want to join the club – and then to keep coming back! So your club’s name needs to be positive and something the children are proud of.

You could include any of the following ideas.
- The name of the area in which your club meets.
- Words that rhyme or start with the same letter.
- Words that encourage children to believe in themselves.
- Words that describe the club members.

You could put two or more of these elements together to create a name for your club. You could also ask the children for suggestions for a name for your reading club and then vote to choose the one that is the most popular.

Go bohlokwa go kgethela sehlopha sa gago sa go bala leina ka gobane leina le swanetše bana gore ba nyake go tla sehlopheng – ba be ba boyaboye! Ka fao leina la sehlopha sa gagwe se kweswane go gago se le lebotse gape bana e be leo bana ba thape tša kgokaganyo.

Go hwetša monyetla wa go amogela e tee ya dikhefhi tša lona tša Explore! Awesome South African artists, romela emeile go info@nalibali.org. Go gopolole go tsaangla ka gaga, mof bipolar le dithina tša kgokaganyo.
Get creative!

Words make us think! Here are a few quick, fun word games to play with your family and at your reading club.

You will need: paper, scissors, pens or pencils, Prestik (optional)

What to do

1. Prepare for the activity by cutting up paper into small pieces that are about 4 cm × 5 cm. It doesn’t matter if the measurements are not exact. If you can use sheets of different coloured paper, that is even better!

2. Give each person between 8 and 10 pieces of paper and a pencil or pen.

3. Now you should all write one word on each piece of paper. As you do this:
   * don’t think too hard about what words to write, just write down the words that pop into your head!
   * don’t worry about spelling the words correctly – that can always be corrected later, as long as you know what the word says.
   * help younger children by writing the words they tell you.

Put all the words in an open area (like on a wall or on the floor) where everyone can see them. Then try out one or more of these ideas.

1. Choose words to combine into unusual pairs. For example: monster stars or flowers

2. Choose one word, then see how many of the other words you can use with it. For example: lost flowers, lost monster, lost stars, lost window, lost window flowers, lost fly, etc.

3. Choose 10 words and see how many different sentence combinations you can make with them. (You may need to use other words, like the, and, a, to, but, on to link the words you choose.)

4. Choose words and build poems with them. (You’ll need to add linking words here too.)

5. Put all the words in an open area (like on a wall or on the floor) where everyone can see them. Then try out one or more of these ideas.

   * Choose words to combine into unusual pairs. For example: monster stars or flowers
   * Choose one word, then see how many of the other words you can use with it. For example: lost flowers, lost monster, lost stars, lost window, lost window flowers, lost fly, etc.
   * Choose 10 words and see how many different sentence combinations you can make with them. (You may need to use other words, like the, and, a, to, but, on to link the words you choose.)
   * Choose words and build poems with them. (You’ll need to add linking words here too.)

Collect the Nal’ibali characters

Cut out and keep all your favourite Nal’ibali characters and then use them to create your own pictures, posters, stories or anything else you can think of! You could also cut out this picture of Dintle and add a speech bubble to show what she is “saying” as she “reads” her book!

About Dintle

Age: 9 months old
Lives with: her mother, Mme wa Afrika, and her brother, Afrika
Home languages: she doesn’t speak yet, but understands Sesotho and she kicks her feet and gurgles when her mom reads to her!
Books she likes: books about animals and babies
Also likes: listening to Sesotho rhymes that Afrika says to her

Kgoboketša baanegwa ba Nal’ibali

Ripa o boloka baanegwa ba Nal’ibali ba o ba ratago ba moka gomme o ba dirlele go hlama diwaa ntho tsa gago, diphaselele, dikanegelo gabo se se ngwane le se se ngwane sa se sa naganago! Gape o kira ripa seswankho sa se Dintle wa tsenya pudula ya polele go bantišha sa se a “bolelago” ge a “bala” puku ya gawe!

Ka go Dintle

Mengwaga: dikgvedi tše 9
O dula le: mmagwe, Nhwe wa Afrika, le buti wa gawe, Afrika
Dipolelo tša ka gae: go sešo a kgomo na boloka, efela o kwešiša Sesotho gomme o ragarega maotse a sego e mmagwe a mmorake.
Dipuo tša a di ratago: dipuo tša go boloka ba diphoofolo le masea
Gape o rota: go feletša merunokwana ya Sesotho yeo Afrika a mmotšago yona

E ba le boithamelo!

Mantšu a dira gore re nagan! Fa ke lerakola ya mantšu ya boipshino, ya bjako ye mmola ya o ka e bapalogo le ba lapa le seghopheng sa gago sa go bala.

O tšo hloklo: pampiri, sekero, dipene gabo diphensele, Prestik (ge o nyaka)

Se o se dirago

1. Kokššelëta maliangwana ka go ripa pampiri ka dipana tše ka bago 4 cm × 5 cm. Go go telwane go o sa nepa tše. Ge o ka dirlska matshako a dipampiri tše melaka, go ka ba la hane kudu!

2. Efa matho yo mongwe le yo mongwe diripa tšo pampiri le phensele gabo pene.

3. Bjale yo mongwe le yo mongwe o sakanetša go ngwala lentšu le letee sereng se sengwe le se sengwe sa pampiri. Ge o dira se:
   * o se naganu kudu ka mantšu o a ka a ngwana ngwala, ngwala tšo mantšu o a flagtša ka Hlanga ya gago!
   * o se bontšha se go ngwala mopsylo wa mantšu gobothe – seo se ka phošollwa ka mona, sa bolohlwa ke ge o teša gore lentšu leo le reng.
   * thuša bana ba bannyane ka go ngwala mantšu a go bofista ona.

Put all the words in an open area (like on a wall or on the floor) where everyone can see them. Then try out one or more of these ideas.

1. Choose words and build poems with them. (You’ll need to add linking words here too.)

   * Choose words to combine into unusual pairs. For example: monster stars or flowers
   * Choose one word, then see how many of the other words you can use with it. For example: lost flowers, lost monster, lost stars, lost window, lost window flowers, lost fly, etc.
   * Choose 10 words and see how many different sentence combinations you can make with them. (You may need to use other words, like the, and, a, to, but, on to link the words you choose.)
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   * Choose words and build poems with them. (You’ll need to add linking words here too.)

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   * Choose 10 words and see how many different sentence combinations you can make with them. (You may need to use other words, like the, and, a, to, but, on to link the words you choose.)
   * Choose words and build poems with them. (You’ll need to add linking words here too.)
Get caught reading!

It is fun to try and catch your children reading – and for them to catch you too! Encourage others to connect or reconnect with reading – whether that means reading a novel, a picture book, a biography, poetry, a blog, their favourite magazine or the sports pages in the newspaper!

Here are some ideas for ways to spread the “reading is fun” message.

- Show others that reading can be done anywhere. Read in a bus, taxi or train. Try reading in different places, like on a bench in the park, in a shopping centre or in the queue at the bank!
- Don’t let your children leave home without a book. Encourage them to read everywhere – in the car or on the bus on the way to and from school, on the playground and in their classroom!
- Write a note to your child and put it in their lunchbox, in a school textbook or somewhere else where they will find it during the day. Put this message at the end of your note: “I just caught you reading!”
- Take photos of yourself reading on your own or with others – especially with your children – and post them on Facebook or Instagram with the hashtag #GetCaughtReading.

Hwetšwa o Bala!

Ke bafihabiso go leka go hwetšwa bana ba gago ba bala – le go bana go hwetšwa wena gapel! Hloheletše batho ba bangwe go hwetšwa bana ba go hwetšwa wena gapel! Hloheletše batho ba bangwe go hwetšwa bana ba gago. Hloheletše batho ba go bala go hwetšwa wena gapel!

WIN! FENYA!

For a chance to win some Book Dash books, write a review of the story, The very tired lioness (pages 7 to 10), and email it to team@bookdash.org, or take a photo and tweet us at @bookdash. (Your review could be published in a Future Nal’ibali Supplement!) Remember to include your full name, age and contact details.

Itšeye dinepe o bala o bala le bala le batho ba bangwe – kudu le bana ba gago – gomme o di pose go Facebook goba Instagram ka heštheke #GetCaughtReading.
This is a specially adapted version of Explore! Awesome South African artists, published by Jacana Media. The original book shares the stories of 44 of South Africa’s finest living contemporary artists, as well as examples of their art. It is written for children between the ages of 9 and 15 and is available in bookstores and online from www.jacana.co.za.

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

Banele thinks many people like his work because his artworks are all about emotions that he feels every day. Art has become a “friend” that doesn’t judge him so that he can be completely honest with his thoughts and feelings. Talking about emotions and sharing them with others can sometimes be hard for people: Like feeling embarrassed because you said something silly to someone, or feeling sad when someone gossips about you. When people look at Banele’s art, and read about it, they can recognise: “Yes, I have felt that way before!”

But Banele was worried that not enough people thought that they could go into galleries because they didn’t understand what art was, or how they should behave in a gallery. He was also worried that he was successful while many of his friends were not. So he created a gallery that feels nice and comfortable where anyone can come and see and learn about art. When you go into Banele’s gallery you get the same warm and friendly feeling from the space that you get from talking to Banele himself.

Banele o nagana gore batho ba bantši ba rata mešomo ya gagwe ka lebaka la gore mešomo ya gagwe ya bokgabo e ka ga ka maikutlo ao a a kwago ka mehla. Bokgabo bjalo ke “mogwera” yo a sa mo ahlolego gore a botegale kudu ka dikgoplo tša gagwe le maikutlo. Go bolela ka maikutlo le go abelana le batho ba bangwe ka ona ka nako ye nngwe go ba boima bathong: Go swana le go swabišwa ke ge o boletše se sengwe sa go tšwa tseleng go motho yo mongwe, goba go nyamišwa ke ge motho yo mongwe a seba ka wena. Ge batho ba lebelela bokgabo bja Banele, le ge ba bolela ka bjona, ba ka lemoga gore: “Ee, nkile ka ikwa bjalo pele!”
“The artists on these pages take the time to look at what is going on around them, who they are, what the world is like, then create artworks that can help us understand these things better. These extracts from the original book *Explore! Awesome South African artists* introduce you to some of our great artists working today so you can go on and learn more about them. Enjoy reading about them and know that you can become an artist yourself if you really want to!”

*Cobi Labuscagne*

“Borabokgabo matlakaleng a ba tiere sebaka ba lebela se diragagalo go ba dikologo, se ba lelo sana, seo lefas e lelo sana, gomme ba hama metemiso ya borabokgabo ye e ka te thušago go kwešiša dilo tie bokhame. Dinopota tie go tiwa pakung ya pele *Explore! Awesome South African artists* di go nešika ba bangwe ba borabokgabo ba renta ba bagpelo bao ba somato letho gore o kgane go tšwela pele gomme o nkate tie ditši ka go bona. Iphahane ka go bala ka go bona gomme o tiebe gore o ka ba borabokgabo go o tlaga o nyaka!”

*Cobi Labuscagne*

The title of his first solo exhibition in an American museum shows that sometimes Kemang is still surprised by everything that has happened to him in the art world. For this exhibition he made one work where he illustrated notes from a song by South African jazz musician, Feya Faku, out of hair. The song speaks about the life of South African activist, Steve Biko. The hair reminds you of the way people in South Africa were classified into different races because of how their hair looked. He called the exhibition, “*In All My Wildest Dreams*”.

Kemang feels that art has a political job to do. And while people might say art can’t change the world, he thinks it can change individuals, both those who make it and those who engage with it.
When the lioness opened her eyes again, the sun was still in the tree.

"It's getting late," said the sun. "Follow me."

So the lioness slowly got up and followed the sun.

"Re a latelwa," a realo letšatši. "Ntatele."

"Ts’etšetša le be le sa le mohlareng.

"Ntatele," a realo letšatši. "Ntatele."

The very tired lioness

Taugadi ya go lapa kudu

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

Lots more free books at bookdash.org

Imile Wepener
Maren Bodenstein
Nathan McKay

Nal’ibali le ka le bophana la basatshaba la go utulla le go tsenyeletša setšo sa go bala go selaganya Afrika Borwa ka bophana. Go hwetša tshedimošo ye ngwe, etela www.nalibali.org goba www.nalibali.mobi
There was once a very old and very tired lioness. She was so tired that she slept all day … and all night.

But at night, when the sun is asleep, she looks down at the beautiful world she left behind.

Go ile gwa ba le taugadi ya go tšofala kudu gape ya go lapa kudu. E be e lapile ka fao e bego e robala letšatsi lohlle … le bošego bjohle.

Efela bošego, ge letšatsi a robetše, o lebelela tla se lefaseng le lebotse leo a le tlogetšego morago.
And so the lioness came to live with the sun. All day she lays lazily in its warmth.

"Come and hunt with us," said her sisters and daughters.

But the lioness was too tired.
“What’s wrong with her?” asked the young impalas.
“Don’t go too close,” warned their mothers. “She might eat you.”
But the lioness just flicked her ears to chase away the flies.

“What’s wrong with her?” gwa botsiša diphala tše dinnyane.
“Le se batamele kudu,” mmago bona a ba lemoša. “A ka le ja.”
Efela taugadi o emišiše tsebe fela a boka dintšhi.

“Not too far to go now,” said the sun.
“You can rest when we get there.”

“Ga e sa le kgole bjale,” a realo letšatši.
“O ka ikhuša ge re fihla kua.”
Sometimes something happens in your life that makes you see the world in a new way. Something like this happened to Buhlebezwe Siwani when she was still at university. She realised that she had “the calling” to become a sangoma. A sangoma is a spiritual person and traditional healer.

Because he was a clever child, Banele Khoza was told that he had to become a doctor. Where he grew up, becoming a doctor was the most prestigious thing that people could imagine. He was scared that if he was just himself, he might disappoint his parents and others in eSwatini.

After matric Kemang enrolled at the Community Arts Project in Cape Town to study theatre. Although he enjoyed it, he slowly became more fascinated with visual arts and he wanted to learn more about it.

Just as in theatre, Kemang’s work has props that help us to read the story that he is telling through his art. He has made video works, installations and even compiled a whole jazz album for one of his exhibitions. Sometimes he incorporates drawings and sometimes he performs himself. He has made many works that use old school desks to create different objects. Through these desks, he speaks about education in our history and our present.
Before this moment, Buhlebezwe had been studying art. Growing up she wanted to be a pilot. She noticed that the pilots’ voices that spoke over the intercom were mostly male. She thought she could do that job, but art won her ambitions. When it came time to study, she received a scholarship for law and engineering, but she wanted to study art instead.

Buhlebezwe grew up spending half her time with her mother in Soweto and half with her father in the Eastern Cape. Her great-grandmother was jailed at Constitution Hill in Johannesburg for marching for women’s rights. So Buhlebezwe and her father moved to Switzerland to study law and engineering.

Pole ga se, Buhlebezwe o be a zhutha tia bokgabo. Ge a gola o be a myaka go ba mofolisi wa difafane. O lesemang gore gantšo mmatšo go bokgabo, o be a gqinisa ka irithweng ke lelo. O be a magama gore a ka dire mošomo wena, efela bokgabo bja thopa pelo ya gagwe. E rile ge nako ya go thoma dithuto e fihla, a bolela ka inthakhomong ke a banna. O be a nagana gore a ka dira mošomo woo, ba mofofiši wa difofane. O lemogile gore gantši mantšu a bafofiši ba difofane a go has brought them.

An illustration of Buhlebezwe’s artwork.

Buhlebezwe mostly does performance art, which is a form of art where you use your own or other people’s bodies in a space and an audience watches it. She has also carved a figure of herself out of this soap, and moulded the soap into the shape of the dish that they used to wash themselves. This artwork was shown in Paris as part of a celebration of South African spirituality. She thinks that people respond to her work because it is very honest.
Get story active!

Here are some activities for you to try. They are based on all the stories in this edition of the Nal’ibali Supplement: Explore! Awesome South African artists (pages 5, 6, 11 and 12), The very tired lioness (pages 7 to 10) and Temo and the plant thieves (page 14).

Explore! Awesome South African artists
★ Write down five things that you found interesting or that surprised you about the artists’ stories.
★ Use recycled materials (like cardboard boxes, fabric scraps, egg cartons, pictures from magazines and cardboard toilet rolls) and/or natural materials (like twigs, sand and leaves) to create a sculpture (an object) or a collage (a picture made of different materials) about yourself. Think about the things that make you unique, things that interest you and things you like to do.

The very tired lioness
★ What could the lioness be thinking as she looks down at the beautiful world that she left behind? Write her thoughts in the big cloud.
★ How do you think she feels? Write a “feeling” word in each of the small clouds.

Temo and the plant thieves
★ Make “Wanted” posters for the goats, cows and birds. Start by writing down all the words you can think of that describe each animal. Write “Wanted” at the top of three separate A4 sheets of paper. On each sheet, draw a picture of one of the animals, and then use the words you thought of to write a short description of the animal so that people will easily be able to recognise it.
★ What is the most unusual plant you can think of growing? How could it be used?

I’d love to grow a plant that has books on it instead of leaves, then I could pick a new book to read any time.

Dira gore kanegelo e be le bophelo!

Fa ke mešongwana ye o ka e lekgabo. E tšwa ka dikaneleleka ka ga dikanelele! Taugadi ya go lapa kudu (matlakala a 7 go fihla ka 10) le Temo le mahodu a dimela (letlakala la 15).

Hlohlomiša! Borabokgabo ba Afrika Borwa ba go kgahiša
★ Nyweda dilo tša hlaro tšie di go kgahiša goba tšie di go mokaditšego ka ga dikanelele! Taugadi ya borabokgabo.
★ Dirwa ditlhaba tšie di dirwa bopo le bopo ba go kgahiša. Nyweda dilo tša dirwa bopo le bopo ba go kgahiša goba tša kgahiša le tša kgahiša le tša kgahiša.

Taugadi ya go lapa kudu
★ Taugadi e kabe e be e nagana eng ge e lebellošo fasa le fasi le fasi e le fasi. Nyweda dikagopo tšie gogwe le fasi e lefosa le fasi e lefosa.
★ O nagana gore o tšwe tshwane? Nyweda lenši le “makutlo” le fasi e lefosa le fasi e lefosa e lefosa e lefosa.

Temo le mahodu a dimela
★ Dira diphošeše la “Di a nyakwa” la dina, digagana le dirwa. Thoma ka go ngwana mabonano ba a eso a o nagana mabonano a go kgahiša phoša ka go kgahiša. Nyweda “Di a nyakwa” le tšwe ka go kgahiša ka go kgahiša. O o fasi e le tšwe ka go kgahiša e le tšwe ka go kgahiša e le tšwe ka go kgahiša e le tšwe ka go kgahiša.
★ Ke semela sefe sa ga se fwašeše se o ka nagana mabonano go se bopo? Se ka dirwa bopo?
Temo and the plant thieves

By Kgosi Kgosi  Illustrations by Magriet Brink and Leo Daly

Temo was a clever young girl who lived in the village of Qunu. She loved going to school and learning new things.

One day at school, her class learnt about planting and growing vegetables. Temo was so fascinated by this idea that she could not wait to get home to tell her parents about it.

BRRRRING! The last school bell of the day rang and all the children rushed out of their classrooms to make their way home.

When Temo arrived home, her mother and father were in the kitchen having tea.

"Hello, Mama. Hello, Papa," she said as she walked into the kitchen.

"Hello, Temo," answered her parents.

"How was your day at school today?" asked her mother.

"It was good! I learnt something very interesting," replied Temo excitedly while making her way to her bedroom.

Temo’s parents wondered what their daughter was talking about, but before they could ask her to explain, she had disappeared.

In her bedroom, Temo took off her school uniform and put on her other clothes. But these were not her everyday other clothes. She put on her overalls, gumboots and a hat.

Temo walked back into the kitchen. "To-dor Mama and Papa, look!" she said.

Her parents were very surprised. Temo never wanted to do any chores at home, so why was she suddenly dressed in work clothes?

"Why are you dressed like that, Temo?" her father asked.

"Because I want to start growing my own vegetables, Papa," she said excitedly.

"So, you want to have your own garden here at home?" her mother asked.

"Yes, Mama," Temo replied.

Temo’s parents looked at each other and wondered how Temo would manage to take care of a garden when she complained about chores as simple as making them tea. But they decided to have faith in her anyway.

So Temo and her father went outside and chose a piece of land in their yard where Temo could start her garden. Then Temo’s father went inside to change into his overalls.

First, Temo and her father used a garden fork to break up the ground they had chosen. This helped make the soil soft for planting seeds. It also helped loosen unwanted weeds and stones under the soil. Next, they raked all the unwanted weeds and stones from the soil. Temo and her father put all the weeds into big black plastic bags and threw them into the dustbin.

The next day when Temo came back from school, she quickly changed out of her school uniform and went into her garden with her father. Her father had bought some seeds for them to plant. So, they planted and planted! They planted spinach, carrot, tomato and bean seeds. Then Temo watered the soil to help the seeds grow. Every day after that Temo was excited to come home from school and water her garden.

But there was a little problem: while no one was looking, the animals were starting to eat Temo’s vegetable plants!

One day, when she came home from school, Temo found the goats feeding in her garden. She chased them away and ran into the house.

"Mama! Papa! The goats are eating my vegetable plants. Why didn’t you watch out for them?" she said, crying.

"Sorry, Temo," apologised her father. "Mama and I were taking a nap. Let’s go outside and see what we can do."

So they went into the garden. What a mess the goats had made! But at least only a small part of the garden had been damaged.

"Let’s build a fence around the garden, Papa," Temo suggested.

"That’s a good idea!" Papa replied.

So Temo and her father built a fence around the garden so the goats could no longer get in.

The next day when she came home from school, Temo found the cows eating her plants. The cows had been clever enough to open the garden gate with their horns!

Temo tried to chase the cows away, but it only took one cow with large, sharp horns to look at her and she was terrified! The cows looked so big! So she ran into the house.

"Mama! Papa! This time the cows are eating my vegetable plants," she said.

Temo and her father went outside and found the cows grazing in Temo’s garden. Her father chased them away.

"Papa, why don’t we lock the gate with a padlock?" Temo suggested.

"That way the cows won’t be able to open the gate again."

Her father thought that was a good idea so they went and bought a padlock and they locked the gate.

The next day when Temo came back from school, she found not the goats, not the cows, but the birds eating the plants in her garden! She chased them away and ran to tell her parents.

"Mama! Papa! Now the birds are eating my vegetable plants," she cried.

Temo’s father went outside with her to see what the problem was.

“I don’t know what to do now, Temo," said her father scratching his head as he thought hard.

“I know what we can do," said Temo quickly. "We can put a net over the garden, then the birds won’t be able to get to the plants."

But Temo was right! She never had to worry about any animals eating the plants in her garden again. No goats could get in, no cows could get in and no birds could get in either.

The plants in her garden grew and grew, and soon the vegetables were ready for picking! Temo’s mother cooked a tasty soup of beans, carrots, spinach and tomatoes and they all enjoyed a meal that had come from Temo’s garden.
Temo le mahodu a dimela

Ka Kgosi Kgosi ▶ Diswantšho ka Magriet Brink le Leo Daly

Temo e be e le masetsana ya monnyane ya bohole ka a bego a dula motseeng wa Gunu. O be o rata go ya sekolong le go ihutha a di teise diswa.

Ka lelaši ka le tengwe sekolog, mphato wa gagwe a ile wa ihutha ka go go le bgala mergo. Temo e be a kgokwile ke kgopolo ye kuudu ka fao a ileka pele ya go litha go gare a bolele baswadi ba bgala ye yena.

TINGGGGI! Tshiša ya mafelato ya sekola ya lla gamme bana ka moka ba kikuto ba ešima ka diphaphošiborutelong ba leblele gae.

Ge Temo a litha gae, mmagwe le letagoge ba be ba enwa teye ka moraleng.

"Dumela, Mma. Dumela, Tate," e reša ge a tsena ka moraleng.

"Dumela, Temo," goa arabas baswadi ba bgala.

"Letagoge la gogo le bile bjeng sekologong!" goa botšiša mmagwe.

"Le bile basi! Ka ihuthle se sengwe sa go kgokhile," goa letola Temo ka letha ka bolele phapošing ya gagwe ya malao.

Baswadi ba Temo ba ile ba be matša gore Temo a balale ka eng, efela pele ba mo kgokopa gore a Xola, le tšweletša.

Ka phapošing ya gagwe ya malao, Temo a ile a Nokola sekologonom ya gagwe a apara diapano thé dingwe. Efela e be e se diapano thé letagoge ka tengwe le le tengwe. O apheresa dipudi, dipuše la lekheshe.

Temo a ile a boole ka moraleng. "Xola! Mma le Tate, lebelela!" e reša.

Baswadi ba bgala ba be be be kikuto lekulua. Temo a ile a sa teke a duma go dina mešomo ya ka go, ke ka lekoba lo ka eng gateētša a apheresa diapano thé mešomo?

"Ke ka lekoba la eng o aphereso ka tšwele ye," Temo a lelaši.

"Ka gobanose go nyaka go thoma go bjale mergo ya ka, Tate," e reša ka letha ka.

"Bjale, o nyaka go la le thengwane ya gaga ka mo gae?" mmagwe a botšiša.

"Ts, Mma," Temo a letola.

Baswadi ba Temo ba ile ba lelešetšana ba ipšina gore Temo a ile a kgokopa bijane go ṭepšina thengwane Mma a bokalahana go a swatšiša go dina mešomo ye banolo bjale ka go bo dina teye. Efela a akonitše gore ba nyaka go mo tšepa le ge go le bjale.

Gamme le letagoge ba ya ka rifle ba kgqete seropa sa naga ka peratega folo Temo a ka thomaga thengwane ya gagwe. Tatago Temo a ile a ya ka gae go a dipani dilo tša gagwe.

So pele, Temo le letagoge ba diratlhelo forako ya thengwane go apo fase. Se le thešile ka go leletšela mbu gore ba kgone go bjale dipuše. Se le thešile gape go leletšela ngwanga go wa go se nyakago le maseša a ka tha go gape go mbu. So go lelaša ba hrara ngwanga go wa go se lelaša le maseša lekhe. Temo le letagoge ba tšweletša ngwanga ba dipolasetšing tša dikgošo tša tšo bo le lelaša ka gare go matša le mafetša.

Ka lelaši ka go lelaša Temo a ile ka a lelaša a kgokopa, a kikuto lematša ya sekola ka pelaa go a ile ka letagoge ka thengwane ya gagwe. Tatago Temo le lešalala dipuše tša bo le lelaša. Gamme, ba bjale ba bjale ba bjale be lelešetša dipuše tša sepetašíša, dikherete, dipomare le dinako. Gamme Temo a nošetša mbu go thuši dipuše gare go le lelaša. Ka lelaši ka le tengwe le le tengwe morago go lelaša Temo a ba a hlebalale go lla gagwe go se lelaša ya lelaša thengwane ya gagwe.

Gamme Temo a ile ka go na la belethelela go ge go be go se ya a lelethelela, diphofošo di be di thoma goa dimela tša merao tša Temo! Ka lelaši le tengwe, o ile ka a egya go sa Gana sekolongo, Temo a hlevi dipudi di epi dimela ka thengwane ya gagwe. O di kible gamme a kikuto ka riflang.

"Mma! Tate! Dipudi di ja dimela tša tša merao. Nkane le be le se le le lebelele?" a aphereso, a ileka.


"A re agetšiši thengwane ka leka, Tate," Temo a šišinya.

"Ke kgqepela go botše yeo!" Tate a letola.

Gamme Temo le letagoge ba agetšiši thengwane ka leka gore dipudi di se sa tsena. Ka lelaši ka la go lelaša ge a boole go sa Gana sekolongo, Temo a hlevi dikgošo di epi dimela tša gagwe. Dikgošo di boolelela kudo tša bula keiti ya thengwane ka mokolo a šeši!

Temo a ile a leka ka boku dikgošo, efela kgqete ye tšo ya monako a boqale a magola, e ile ya le lelešetša gamme a šeši! Dikgošo e be e le le le lelešetša! Gamme a ile a kilmele ka riflang.

"Mma! Tate! Bbole dikgošo di ja dimela tša tša merao," a aphereso.

Temo le letagoge ba botešiša ka rifle ba hlevi dikgošo di kula ka thengwane ya Temo. Tatago Temo a ile a ka di ka dina.

"Tate, nkane re sa nolle teke ka senofo?" Temo a šišinya.

"Dikgošo ka ka se sa kgqete go buke keiti gape." Tatagwe a nagannose go kgqete ye tšo ye osho gamme a be ya gotse ka senofo a nolle teke.

Ka lelaši ka go lelaša Temo a ile ka a boole sekolongo, a a hlevi dipudi, le dikgošo, efela dinonyana di epi dimela ka thengwane ya gagwe. O di kible a kilmele baswadi ba bgala go ba boše.

"Mma! Tate! Bbole dinonyana ka ja dimela tša tša merao," a aphereso.

Gamme Temo a ile a le le na le yena ka rifle go bona gore bohole ka eng.

"Go ka tswele gore ka dire eng bbole, Temo," a aphereso ta gunoyo hlela go a duši a nagama keiti.

"Ke kgqete re re ka dina eng," Temo a reša ka pejana. "Re ka aepše nete re ka gotha go thengwane, gamme dinonyana di ka le lelaša dikgošo."

Gamme Temo a be a nepile! Go se a hlela a be lelašatiša ka diphiphola tša gagwe dimela tša thengwane ya gagwe gape. Go di dipudi tša lelaša, gamme go dikgošo tša lelaša gape ga go dinonyana tši lelaša." 

Dimela tša ka thengwane ya gagwe di ile tša gola tša gola, gamme se kgqete ya ba nokya ya go kula merao! Magama Temo a aphereso sa bose ya bose a dinako, dikherete, sepetšiša le dlamatši gamme a mokola go phaša ka di lelaša tša Gana ka thengwane ya Temo.

Gamme Temo a ile a boole ka bohole la lebelela go. Temo a lelaša tša ditshete bongelo le se le bongelo ya se lelaša ya lelaša thengwane ya gagwe.
When people travel to interesting places they often send postcards to friends and family back home. Postcards usually have a photograph of a place you have visited on one side. A message and the address of the person you are sending the postcard to, are on the other side. Now follow the steps below to make your own postcard!

1. Cut out the front and back sides of the postcard.
2. Glue the two sides together.
3. On the front of your postcard, draw a picture of a place you would like to visit or a place you enjoyed visiting — or create a magical place all of your own!
4. On the back of your postcard:
   - on the left, write a message to someone you know telling them about how you are enjoying visiting the place in the picture and what you’ve done while you are there.
   - start your message like this: Dear …
   - don’t forget to say who the message is from — you!
   - on the lines on the right, write the name, surname and address of the person you are sending the postcard to.
   - in the empty block above the address, draw a postage stamp.

Gantsi ge batho ba eya mafelong ao ba a ratago ba romela dikarata tša posong gae go bagwera le ba lapa. Dikarata tša posong ka lehlakoreng le tengwe di ba le seswantšho sa lefelo le o le etetšego. Molaetša le o tšenele ya motho o a mrolelagakarate ya posong, di ba ka lehlakoreng le tengwe. Bile latela dikgato tša ka tlase go dira karata ya gago ya poso!

1. Ripa lehlakore la ka pele le la ka morago go karata ya poso.
2. Kgomaretša mahlakore a mabedi mmogo.
3. Ka pele go karata ya gago ya poso, thola seswantšho sa lefelo le o le ratago go leleetla gabo lefelo le o leetšego go kane go o be o le etetšego — gabo hitlhamele lefelo la gago la maleatlana!
4. Ka morago go karata ya gago ya poso:
   - ka ga go la mante, ngwalela motho yo o a o masebago molaetšla o mafelo ka tla o ipshinago ka go etetla lele le o le tsebago seswantšho le tša o dikgato go o le tše.
   - thola molaetšla wa gago ka tša go e: Dumela …
   - o se leebate go baqela gore molaetšla o tše o be o moro — wena!
   - metholading yo ka go la gago, ngwalela leina, selane le o tšenele ya motho yo o a mrolela karata ya poso.
   - polake o go se le kgo se le kgo o tšenele ya, thola setempe sa poso.