

NKANDZIYISO 201
EDITION 201

Xitsonga
English



Eka nkandziyiso lowu wa October, hi rhandza ku va **NKHENSA swinene vadyondzisi hinkwavo eAfrika Dzonga**, hikwalaho ka xandla lexi va xi hoxeke eku dyondziseni ni le ku leteleni ka vana va hina lava hi va rhandzaka swinene, leswaku va va ni ntshembo ni vutivi hi vumundzuku.



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

Matimba ya ku hlayela ku tiphina

Loko xikolo xi tshemba ematimbeni ya ku hlayela ku tiphina, naswona xi pfumelela vana va xona ku tokota, xi lumeka eka vona ntsakelo eka ku hlaya na ku tsala.

Hikwalahokayini ku hlayela ku tiphina swi ri swa nkoka

- * Ku hlayela ehenhla eka vana swi tiveka ku va nghingiriko wa koka swinene wu ri woxe wa ku aka vutivi na swikili leswi va swi dingaka ku dyondza ku hlaya.
- * Mitsheketo yi tivisa vana ririmi ro fuwa, ro pfilungana. Yi tiyisa vutivi bya vana bya hilaha hi tihisaka ririmi hakona, yi va dyondzisa ntivomarito na ntivoririmi, naswona yi va nyika tindlela letintshwa ta ku tipaluxa.
- * Mitsheketo yo nandziha no tsakisa yi pfuna ku hlohlotela mianakanyo na vutumbuluxi bya vana.
- * Mitsheketo yi nyika swikombiso swa hilaha vanhu va hlanganaka hakona na mitlhonitlho leyi va langutanaka na yona, na ku pfuna vana ku ndlandlamukisa ntvisiso na ntvelavusiwana.



The power of reading for enjoyment

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

Why reading for enjoyment matters

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

Ku endla mitsheketo yi va xiphemu xa vutomi bya xikolo

Endla leswaku vana exikolweni xa wena va tokota ku tsheketa mitsheketo na ku hlaya nkarhi na nkarhi tanihi xiphemu xa vutomi bya vona bya xikolo exikolweni – ku nga ri ekamareni ro dyondzela ntsena, kambe na hi mikarhi yin'wana.

- * Khutaza vatswari na vahlayisi van'wana ku hlayela na ku tsheketa vana mitsheketo loko va ri karhi va ya exikolweni.
- * Tumbuluxa xivandla xa tibuku ta swifaniso laha vana lavakulu swinene lava va fikaka exikolweni ka ha ri na nkarhi va nga tshamaka na vana lavatsongo swinene kutani va va hlayela mitsheketo.
- * Hundzuluxa nhlengeletano yin'we ya xikolo hi n'hwetvi yi va leyi kongomisaka eka mitsheketo. Lulamisa mudyondzisi ku tsheketa ntsheketo, endla leswaku ntlawa wa vana va tlanga ntsheketo wun'we, kumbe u kombela tllasi ku avelana na xikolo hinkwaxo leswi a va ri eku swi endleni ku hlukukisa rirhandzu ra ku hlaya.
- * Endla ku hlayela ku tiphina swi va xiphemu xa leswi vana va swi endlaka na loko xikolo xi humile hi ku sungula ntlawa wo hlaya exikolweni xa wena.

Making stories part of school life

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

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

Ku hlayela vana a swi nge va nyiki vutlhari hi singita exikolweni, kambe swi ta va pfuna ku tsundzuka swa nkarhi lowu hundzeke, ku twisisa ni ku tiva swilo swo tala, ni ku kota ku anakanyisisa.



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

Nalibali

IT STARTS WITH
A STORY.
SWI SUNGULA HI
NTSHEKETO.



Mbewu Ya Dyondzo!

Leswi nga hlayiwaka etikhrexe

Literacy Seeds!

Reading resources for the ECD classroom



N'wina vatswari ni vahlayisi va vana lavatsongo, eka nkandziyiso lowu hi lava ku va NKHNSA swinene vadyondzisi ni vafambisi va tikhrexe hi Siku ra Vadyondzisi eMisaveni Hinkwayo, leri nga ta va hi ti-5 ta October!

Vana va kota ku twisisa na ku tiphina hi mitsheketo leyi yi nga ekule na vuswikoti bya vona vini bya ku hlaya loko va yi twa yi hlayeriwa ehenhla kahle hi tindzimi leti va ti tivaka. Ntlawa wun'wana na wun'wana wa vana lowu u wu hlayelaka wu fana wu ri woxe, hikokwalaho ku tiva tibuku to tala swi ta ku pfuna ku kuma yin'we leyi va nga ta tiphina hi yona.

☉ **Xana i ntsheketo wihi ndzi wu hlawulaka?** Hlawula mitsheketo leyi u tiphinaka ku yi hlaya, leyi yi fambelanaka na mitsakelo ya vayingiseri va wena naswona yi hi tindzimi leti va ti twisisaka hi ku olova, na leswaku yi ndlandlamukisa misava ya vona. Tibuku leti nga na rhayimi, nsumo na mbuyeelo ti va tibuku ta ku hlayela ehenhla ta kahle ta vana naswona ti tlhela ti va ndlela ya kahle ya ku tivisa ririmi rintshwa.

☉ **Xana ndzi hlayela mani?** Loko u hlayela ntlawa wa vana lava nga va vukhale byo hambanahambana, kutani hlawula xitayili lexi xi nga ta khumba vana lavatsongo swinene entlaweni.

☉ **Xana i ntlawa wa vukulu byo tanihi kwihi lowu ndzi nga ta wu hlayela?** Loko u hlayela ntlawa lowu wu kotaka ku vona swifaniso hindlela leyi nga erivaleni kumbe u nga fambafamba loko u ri karhi u hlaya, kutani komba vana swifaniso leswi nga ebukwini loko u ri karhi u hlaya. Loko u hlayela ntlawa lowu wu kotaka ku vona swifaniso hindlela leyi nga erivaleni kumbe u nga fambafamba loko u ri karhi u hlaya, kutani komba vana swifaniso leswi nga ebukwini loko u ri karhi u hlaya.

☉ **Xana i swipfuno swihi swa ntsheketo ndzi nga swi tirhisaka?** Swifaniso, tipopayi, swigqoko na michumu leyi vuriweke entshetweni yi nga tirhisiwa ku pfuna ntsheketo ku va wu pfumba.



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

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

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

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

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

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

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



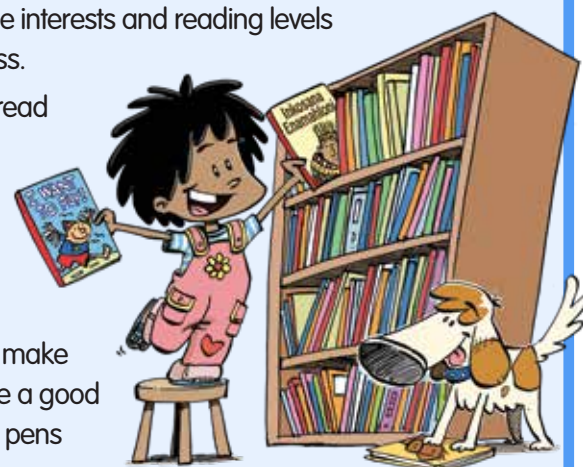
Vutitloveti byi endla u swi kota swinene, hikokwalaho mikarhi hinkwayo i miehleketo ya kahle ku hlayela ntsheketo ehenhla nkarhinyana u nga si wu hlayela ntlawa wa vana!

Ku kuma swipfuno swo hlaya

- ☙ Ku hlaya ntsheketo hi ririmi ra wena i swa nkoka swinene! Kutani endlani leswaku mi va na tibuku to tala hilaha swi nga kotekaka hakona hi tindzimi leti vana va ti mameke.
- ☙ Hlawula tibuku leti ti ringanelaka mitsakelo na mipimo ya ku hlaya ya vana lava nga etlilasini ya wena.
- ☙ Tsundzuka leswaku u nga hlaya tibuku kutlula kan'we! Vana hakanyingi va tiphina hi mitsheketo ya vona ya xirhandzwa ku va hlayela nakambe.
- ☙ Ku hlaya, ku tsala na ku dirowa swi famba swin'we! Hikokwalaho, tiyisisa leswaku mikarhi hinkwayo u na mphakelo wa kahle wa maphepha, tikhirayoni, switsalo na tipensele ekamareni ra wena ro dyondzela.

Finding reading resources

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





Ku hlayisa tibuku

Tibuku ti xongile hikokwalaho swa twisiseka leswaku hi lava leswaku ti heta nkarhi wo leha ti ri kona. Kambe nakambe hi lava leswaku vana va ti hlaya hikokwalaho va nga ka va nga koti ku endla sweswo loko ti tshama ti khiyeleriwele! Hi leswi swiringanyeto swin'wana swa tindlela ta ku pfuna vana ku dyondza ku hlayisa tibuku ku endlela leswaku va tiphina hi tona hilaha ku nga heriki.

- * A hi nge languteli vana ku khoma tibuku kahle loko va nga rhandzi mitsheketo! Loko u tirhisa nkarhi ku hlaya na ku tiphina hi mitsheketo na vana, va hatlisa va dyondza ku hlayisa tibuku.
- * Vana va dyondza swo tala hi ku languta hina kutlula ku va va byeriwa leswi va faneleke ku swi endla. Tanihi xikombiso, tanihiloko u ri karhi u va hlayela, pfula tipheji hi vukheta, na loko u hetile ku hlaya ntsheketo, tliherisela buku endhawini ya yona exelufini ya tibuku.
- * Khutaza matikhomelo ya buku lama fambelanaka na vukhale. Tanihi xikombiso, hi nga langutela va malembe ya nkomo hi vukhale ku pfula tipheji ta buku hi malwandla, kambe va malembe ya ntlhanu vo tala va ha dyondza ku endla leswi.
- * Pfuna vana ku dyondza ku hlayisa tibuku hi ku tumbuluxa tindhawu to hlawuleka ku hlayisa eka tona. U nga tirhisa tixelufu leti ti va olovelaka ku ti fikelela, xikan'we na mabokisi ya rivlendzhoho lama khavisiweke, mabokisi ya tintangu, tikhontheni ta ayisikhirimi na tibasikiti.

Tanihileswi swi nga xiswona eka swilo swo tala evuton'wini, ku dyondza ku hlayisa tibuku swi khumba nkarhi, vutitoloveti na nkhutazo.



Caring for books

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

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

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

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

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

Tindzimi to tala, i switirhisiwa swo tala

Ku hlayeriwa hi ririmi ra wena a swi fanelanga ku va mhaka leyi nga bohiki ku yi hlavula eka vana. Hi ntiyiso i mhaka ya nkoka naswona ya matimba yo dyondza ririmi na ku hlulukisa vuswikoti byo tsala no hlaya.

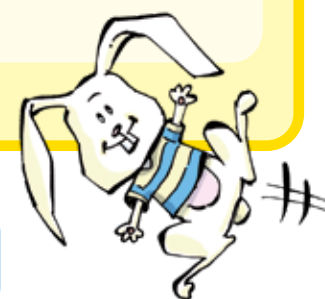
- ★ Yimbebelani tinsimu na swinsin'wana hi ririmi/tindzimi hinkwato ta vana
- ★ Rhendzela vana va wena hi switsariwa swa tindzimi ta vona hinkwato hi ku endla tiphositara ta tindzimi timbirhi kumbe tindziminyinghi hi tinhlokomhaka leti ti va tsakisaka.
- ★ Hlayelani vana hi tindzimi hinkwato leti mi kotaka ku ti vulavula ni ku ti tsala.
- ★ Tirhisa riqingho ra le nyongeni ku kandziyisa vatswari, vakokwani na vahlayisi van'wana loko va tsheketa na/kumbe ku hlaya mitsheketo hi ririmi/tindzimi ta vona – endzhaku pfumelela vana ku yingisela mitsheketo leyi.
- ★ Pfumelela vana lava vulavulaka ririmi rin'we, ku hlaya na ku vulavula hi tibuku ta mitsheketo swin'we eka mitlawe.



More languages, more resources

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

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



Kumani mitsheketo hi tindzimi ta 11 eka www.nalibali.org.

Find stories in eleven languages at www.nalibali.org.

"Tibuku ta laveka. Tibuku ta tsakisa. Tibuku ta pfuna!"



"Books are good. Books are fun. Books are necessary!"

Leri i rungula leri **Paleng**, ku nga nhlangoano wo dyondzisa vana etindhawini ta le makaya le Lesotho, wu ri nyikaka vana lava wu kotaka ku va fikelela. Vana lava a va na tibuku emakaya, naswona swilaveko swa vona, ndhavuko na ririmi ra vona a ku vulavuriwi hi swona ngopfu etibukwini ta xikolo.

"Ku sukela hi 2015, hi humese tibuku ta mintsheketo ya swifaniso ta tindzimi timbirhimbirhi, hi ti nyika vana lavatsongo.

"Etindhawini ta le makaya, loko vana va kala va hundza exikolweni xa purayimari, a ka ha ri na lexi va bohaka leswaku va hlaya vutomi bya vona hinkwabyo. A va dyondzisiwanga leswaku ku hlaya swa tsakisa kumbe swa tlharihisa, leswaku ku hlaya swi nga fuwisa vutomi bya munhu, swa pfuna swi tlhela swi boha emisaveni ya namuntlha. Hikwalaho, xikongomelo xa nhlangoano wa Paleng i ku nyika vana vo tala hilaha swi nga kotekaka hakona tibuku ta mahala etindhawini ta le makaya eDzongeni wa Afrika, leti fambisana ni xiyimo xa vona, malembe ya vona, vuswikoti bya vona byo hlaya, na ririmi ra vona.

"Hi tshemba leswaku tibuku ta hina ti ta khumba vutomi bya vana, ti byala 'timbewu ta ku hlaya' leti nga ta kula evuton'wini bya vona, ivi ti humesa swiluva swa ku rhandza ku hlaya."



Marion Drew na Khothatso Ranoosi, vasunguri va Paleng
Marion Drew and Khothatso Ranoosi, co-founders of Paleng

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

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

"In the rural areas, once children leave primary school, there is no compelling reason for them to read for the rest of their lives. They have not learnt that reading is fun or enlightening, that reading can enrich one's life and that reading is useful and non-negotiable in today's world. Paleng's vision is, therefore, to provide as many rural children in Southern Africa as possible with free, mine-to-take-home reading material that is appropriate for their context, their age, their reading level and their language.

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

Tilayiburari ta hina, tibuku, ni minkombiso ya tibuku swi pfune vana vo tala va Vasuthu etindhawini ta le makaya, va kuma ntsako lowu tisiwaka hi tibuku ta mintsheketo.



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



"Ku ta fikela sweswi, xipano xa hina xi humese tibuku ta 13 ta tindzimi timbirhimbirhi ta vana va le tindhawini ta le makaya va malembe ya mune ku fikela eka 15, naswona hi tirhe na vana vo tlula 1 000 eminkombisweni ya hina ya tibuku."



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

Leswaku u kuma leswi engetelekeke hi Paleng, nghena eka



www.palengplaceofstories.org



info@palengplaceofstories.org



[palengchildren](https://www.instagram.com/palengchildren)



[PalengPlaceOfStories](https://www.facebook.com/PalengPlaceOfStories)



To find out more about Paleng

Tiendlele layiburari ya wena.

Endla tibuku **TIMBIRHI** hi ku tsema u ti hlayisa

1. Susa pheji 5 ku fika eka pheji 12 eka xitatisi.
2. Maphepha ya mapheji ya 5, 6, 11 na 12 ma endla buku yin'we. Maphepha ya pheji 7, 8, 9 na 10 ma endla buku yin'wana.
3. Tirhisa rin'wana na rin'wana ra maphepha lawa ku endla buku. Landzelela swileriso leswi nga laha hansi ku endla buku yin'wana na yin'wana.
 - a) Petsa phepha hi le xikarhi eka nkhwanti wa ntima lowu nga tsemekatsameka.
 - b) Petsa nakambe hi le xikarhi eka nkhwanti wa rihladza.
 - c) Tsema hi le ka nkhwanti wo tshwuka.



Grow your own library.

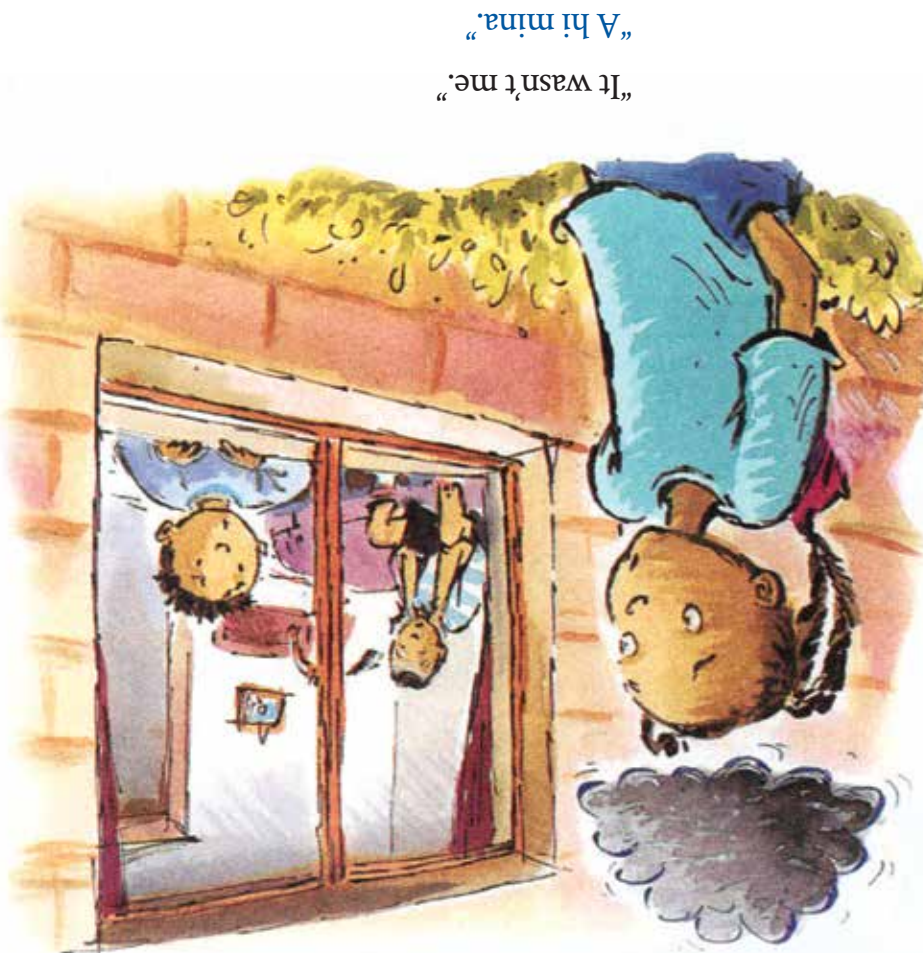
Create **TWO** cut-out-and-keep books

1. Take out pages 5 to 12 of this supplement.
2. The sheet with pages 5, 6, 11 and 12 on it makes up one book. The sheet with pages 7, 8, 9 and 10 on it makes up the other book.
3. Use each of the sheets to make a book. Follow the instructions below to make each book.
 - a) Fold the sheet in half along the black dotted line.
 - b) Fold it in half again along the green dotted line.
 - c) Cut along the red dotted lines.



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

“Manano, Charlene ... ku endleke yini la?”
 “I timbuti! Ti dye tikheroti na khavichi
 ya mina, kholilawa ya mina na tiboncisi,
 tibituti na xipinichi, hinkwaswo swi
 dyiwile. Ku na loyi a nga siya heke yi nga
 pfariwangal!”
 “A hi mina.”



“It wasn’t me.”
 “A hi mina.”

HEARTLINES
 The Centre for Values Promotion



Leswaku u kuma leswi engeteleke, rhumela email eka
info@heartlines.org.za kumbe u fonela eka (011) 771 2540.
 For more information please email info@heartlines.org.za or
 phone (011) 771 2540.

Get story active!

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

Endla ntsheketo wu nyanyula!

- ★ U ehleketa leswaku ha yini Lily a nga vulanga leswaku hi yena a nga siya heke yi pfuriwile loko Ouma a vutisa ro sungula?
- ★ U ehleketa leswaku ha yini xifaniso xa papa ehenhla ka nhloko ya Lily xi ya xi kula hi nkarhi wa ntsheketo ivi “xi hundzuka mpfula” eka tluka 12?
- ★ Xana minkarhi yin’wana swa ku chavisa ku huma na ntiyiso loko u endle xihoxo? Ha yini u vula tano?
- ★ Xana ku huma na ntiyiso i nchumu wa kahle? Ha yini u vula tano?

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



Nal’ibali i pfhumba ra rixaka ro hlayela ku tiphina ku tlhonthlha ni ku simeka
 ntlovelo wo hlaya eAfrika Dzonga hinkwaro. Ku kuma vuxokoxoko hi xitalo,
 endzela www.nalibali.org

It wasn’t me



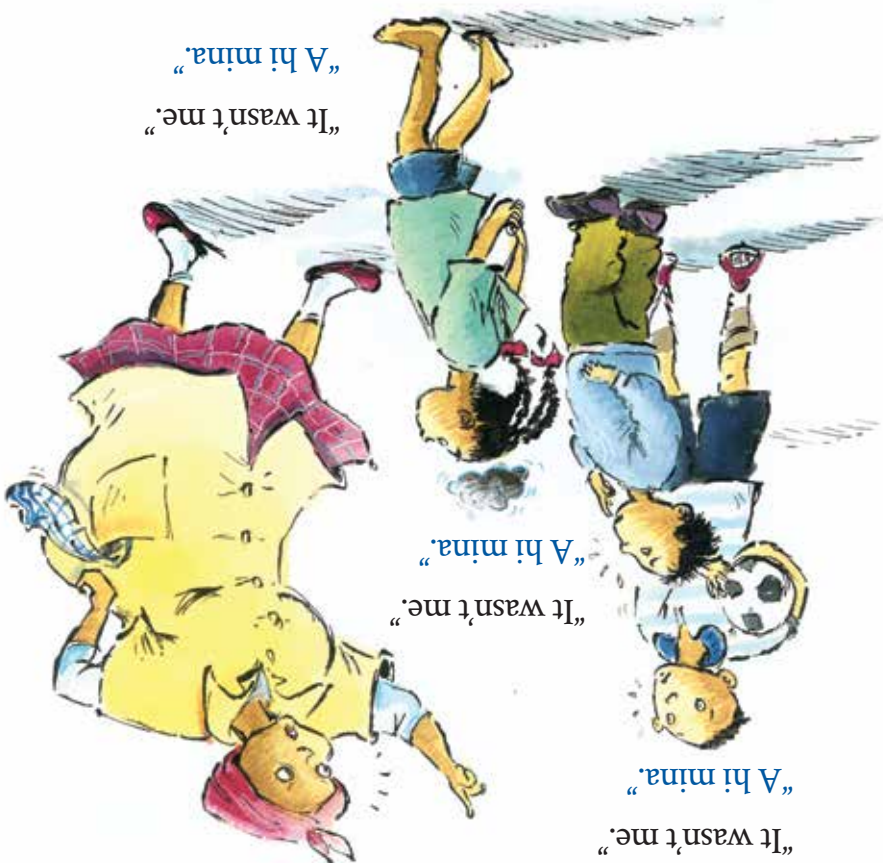
A hi mina

Glynis Clacherty • Tasia Rosser

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

Mianakanyo yo bula hayona: Ehleketa hi nkarhi lowu u nga endla xihoxo lexi khumbeke munhu un’wana. Hi xihi xihoxo lexi u xi endleke? U titwe njhani loko u xiya leswaku u endle xihoxo? U endle yini endzhaku? I yini swin’wana leswi a wu fanele u swi endlile?

“Vafanandzin’wina, mi ndzi hlanganisa nhloko!
Yanani ekamareni ra n’wina!”
“A hi hina, Ouma.”
“You boys, you make me crazy! Go to your room!”
“It wasn’t us, Ouma.”



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



“I need tomatoes, Ouma – for bredie,” said Ma.
“No tomatoes! The goats ate them up and my carrots and cabbages, my cauliflower and beans, beetroot and spinach too. Someone left the gate open!”
“It wasn’t me.”
“Ndzi lava matamatasi, Ouma – ndzi lava ku sweka xiculu,” ku vula Mama.
“A ku na matamatasi ya la! Timbuti ti dye hinkwawo, na tikheroti ta mina na khavichi, kholiflawa na tiboncisi, tibitiruti na xipinichi, na swona swi dyiwile. Ku na loyi a nga siya heke yi nga pfariwangal!”
“A hi mina.”





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

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



N'wabere Lontsongo a tiva ku hlayela kufika eka khume. Hi yona ndlela leyi a nga tiva hayona leswaku n'wana un'wana a nga kona! Xana a nga va a ri kwihi?

Ntsheketo lowu wu endleriwe Nalibali – ku nga tsuma ro byala moya wa ku tihungasa hi ku hlaya etikweni hinkwaro, hi xikongomelo xo pfuna vana va humesa vuswikoti bya vona hi ku hlamuselana mintsheketo ni ku hlaya.

Get story active!

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

Endla ntsheketo wu nyanyula!

- ★ Xana u tiva vuxokoxoko bya wena bya nkoka, byo tanihi adirese ya wena, nomboro ya riqingho ya xirho xa ndyangu, ni loyi u nga n'wi fonelaka loko ku ri na xiyimo xa xihatla? Swi tsale eka dayari ya wena.
- ★ Tibere a ti kona eAfrika Dzonga. Hlamusela ntsheketo lowu hi ku tirhisa swiharhi leswi kumekaka eAfrika Dzonga.
- ★ Kutani dirowa xifaniso xa ntsheketo wa wena u tirhisa swiharhi swa le Afrika Dzonga.

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



Nalibali i pfumba ra rixaka ro hlayela ku tiphina ku tlhontlha ni ku simeka ntlovelo wo hlaya eAfrika Dzonga hinkwaro. Ku kuma vuxokoxoko hi xitalo, endzela www.nalibali.org



A ku ri ni kaye wa swiberani ntsena.

wa swiberani.

N'wabere Lontsongo a tiphinyinga mahlo a tlhela a hlayela. "N'we, swiberani," ku hlayela N'wabere Lontsongo.

emahlweni ka N'wabere Lontsongo leswaku a ta va hlaya. "N'we, mbitshi, nharhu, mune, ntlhanu, tsevu, nkombo, nhungu, kaye wa

Madymbu wola wo va nga si lalela vana va n'wabere va yima

There were only nine bear cubs!

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

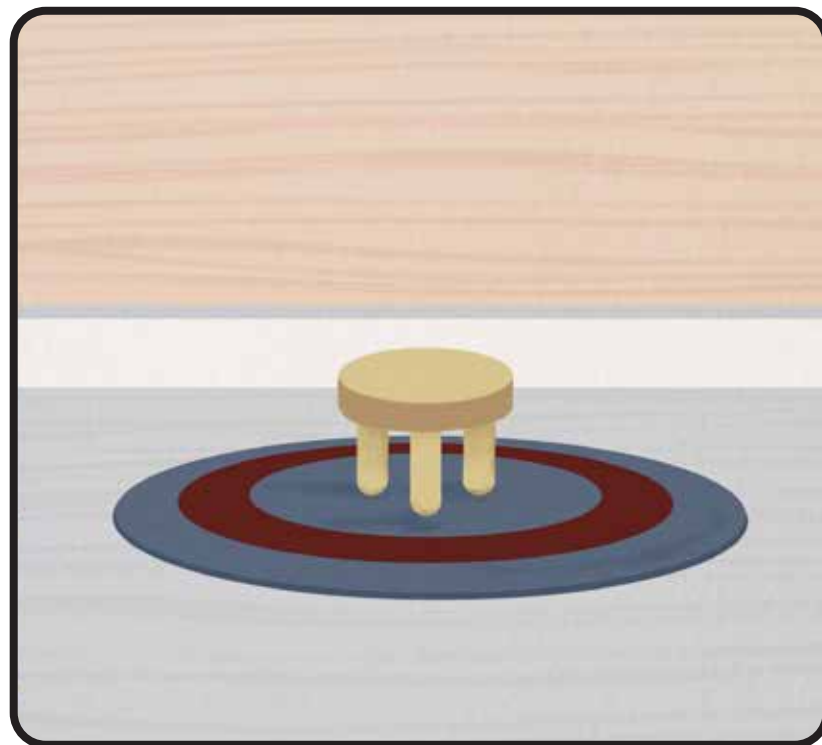
Little Bear rubbed his eyes and counted again. "One, two, three,

eight, nine bear cubs," counted Little Bear.

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

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

The missing bear cub

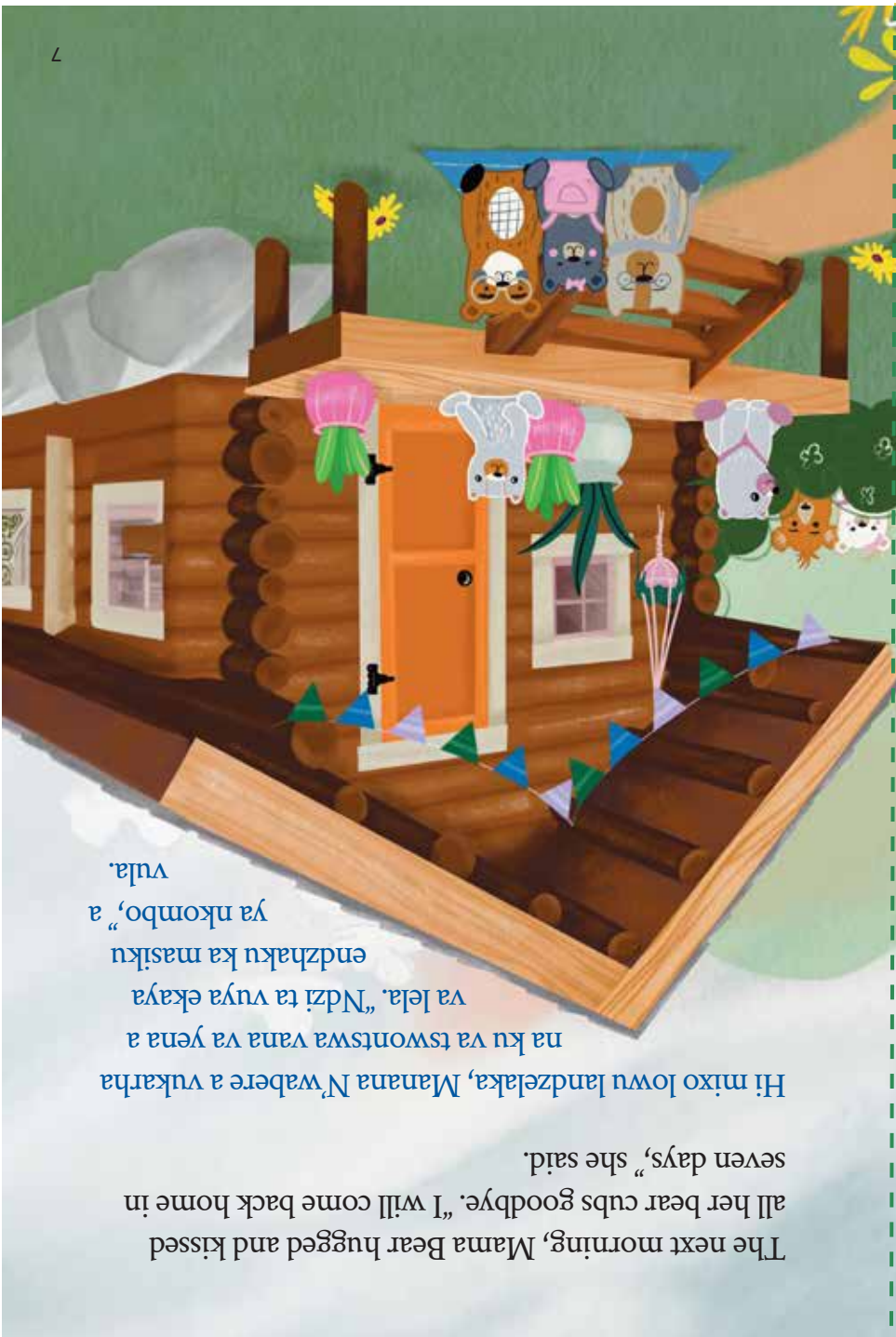


N'wana n'wabere la lahlekeke

Pumeza Ngobozana • Julie Smith-Belton

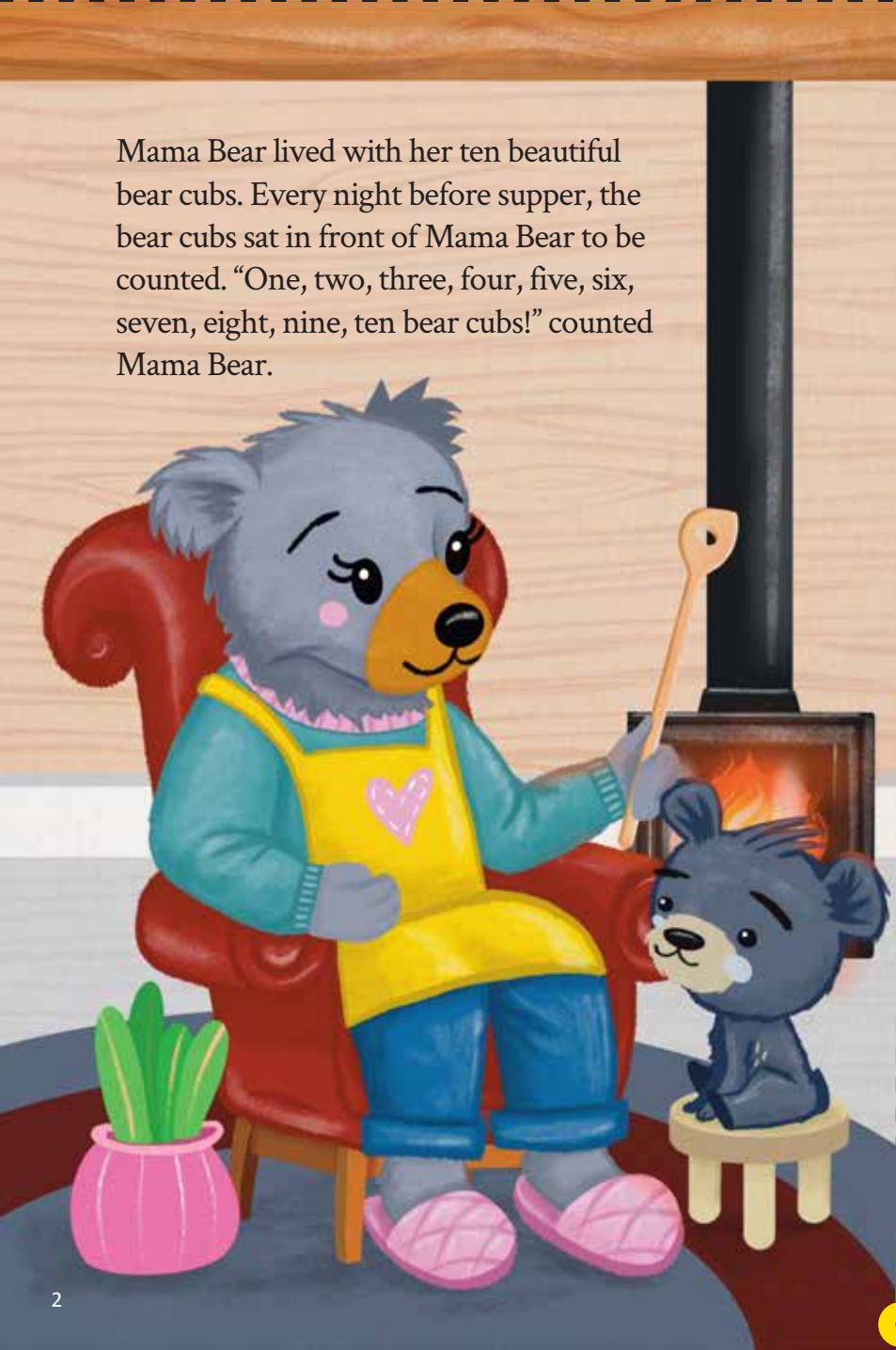
Ideas to talk about: Why is it important for a child to always let a reliable adult like a family member, neighbour or teacher know where they will be? What could a child do if they are lost?

Mianakanyo ya bula hayona: Ha yini swi ri swa nkoka leswaku minkarhi hinkwayo n'wana a tvisa munhu la kuleke loyi a n'wi tshembaka, wo tanihi xirho xa ndyangu, muakelani kumbe mudyondzisi loko a ta ya kun'wana? N'wana a nga endla yini loko a tikuma a lahlekile?

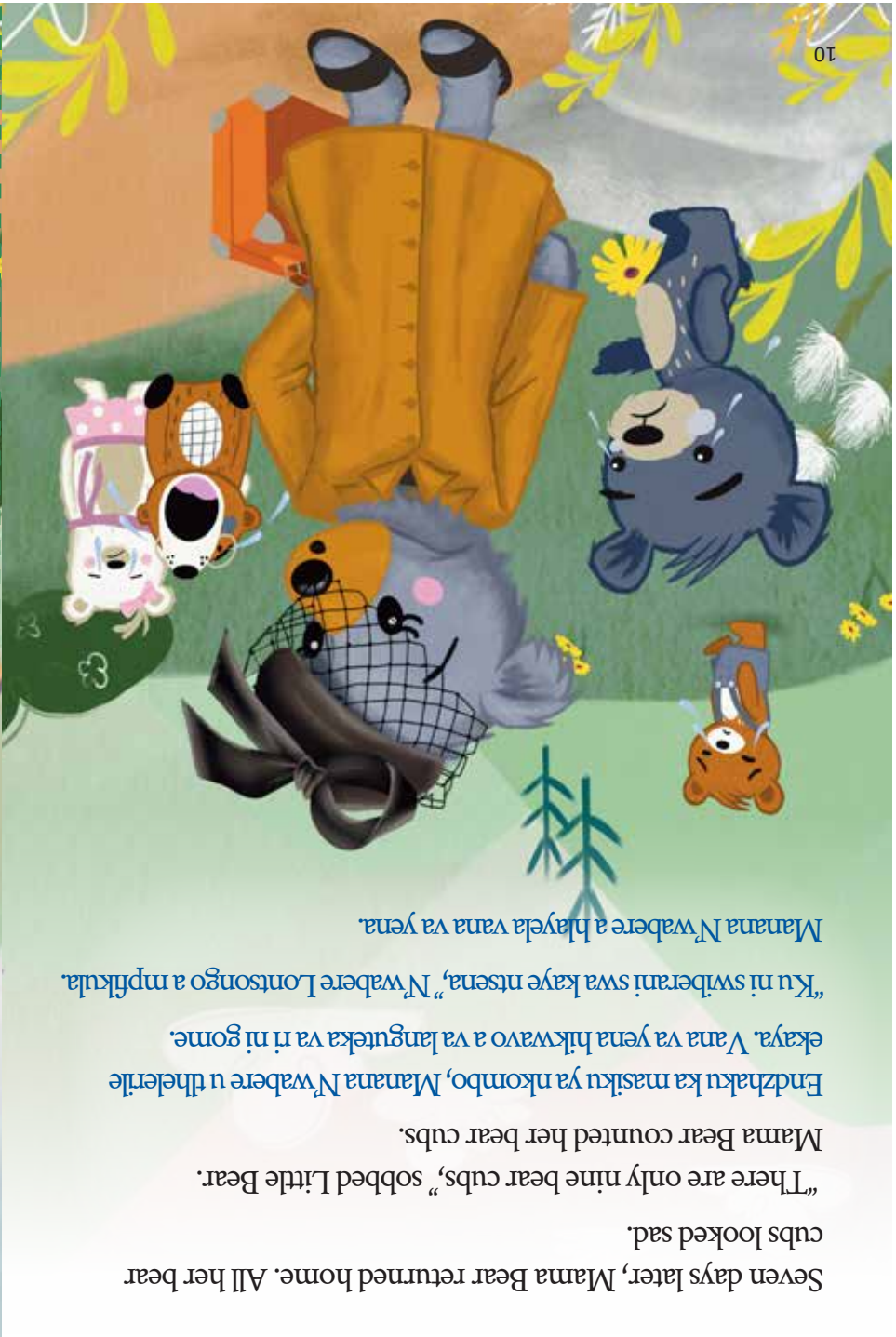


The next morning, Mama Bear hugged and kissed all her bear cubs goodbye. "I will come back home in seven days," she said.

Hi mixo lowu landzelaka, Manana N'wabere a vukarha na ku va tswontswa vana va yena a va lela. "Ndzi ta vuya ekaya endzhaku ka masiku ya nkombo," a vula.



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



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

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

Mama Bear counted her bear cubs.

Endzhaku ka masiku ya nkombo, Manana N'wabere u tlhelele ekaya. Vana va yena hikwavo a va languteka va ri ni gome.

"Ku ni swibherani swa kaye ntsema," N'wabere Lontsongo a mpfikula.

Manana N'wabere a hlayela vana va yena.





One day, Granny Bear became sick. Mama Bear would have to go away to help Granny get better. “Little Bear, every night before supper while I am away, you must count the bear cubs. There are ten bear cubs,” said Mama Bear.

Siku rin’wana, Kokwana N’wabere wa xisati u ve a vabya. Manana N’wabere a bohaka ku famba a ya n’wi pfuna leswaku a hlakarhela.

“Wena N’wabere Lontsongo, madyambu man’wana ni man’wana loko mi nga si lalela loko ndza ha fambile, u fanele ku hlayela vana va n’wabere. Ku ni khume ra vana va n’wabere,” ku vula Manana N’wabere.



Manana N’wabere a tshama na vana va yena va khume lavo saseka. Madyambu man’wana ni man’wana loko va nga si lalela, vana va n’wabere a va tshama emahlweni ka Manana N’wabere leswaku a va hlaya. “N’we, mbirhi, nharhu, mune, ntlhanu, tsevu, nkombo, nhungu, kaye, khume ra vana va n’wabere!” ku hlayela Manana N’wabere.



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

“Tlhela u hlayela swiberani nakambe, N’wabere Lontsongo,” ku vula Manana N’wabere.

“N’we, mbirhi, nharhu, mune, ntlhanu, tsevu, nkombo, nhungu, kaye wa swiberani,” ku hlayela N’wabere Lontsongo. “Ka ha ri na swiberani swa kaye ntseha,” a vula hi ku tsana.

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

Swiberani swi sungula ku cina ni ku kombetelana. “Ndzi xiberani! Na *wena* u xiberani! Ndzi xiberani! Na *wena* u xiberani!” va yimbelela.



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

“Count the bear cubs again, Little Bear,” said Mama Bear. “This time, start by counting yourself.”

“One . . . two, three, four, five, six, seven, eight, nine, ten bear cubs!” smiled Little Bear.

“Tlhela u hlayela swiberani nakambe, N’wabere Lontsongo,” ku vula Manana N’wabere hi rito ra le hansi. “Sweswi, sungula hi ku tihlaya.”

“N’we ... mbirhi, nharhu, mune, ntlanu, tsevu, nkombo, nhungu, kaye, khume ra swiberani!” N’wabere Lontsongo a n’wayitela.



“Ina, N’wabere Lontsongo, mikarhi hinkwayo u fanele ku tsundzuka ku tihlaya,” ku vula Manana N’wabere. “Na wena u n’wana u xiberani!”

N’wabere Lontsongo xi yingisele hi vukheta loko Manana N’wabere a ri karhi a hlayela.

Hi yona ndlela leyi a nga dyondza hayona ku hlayela.



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

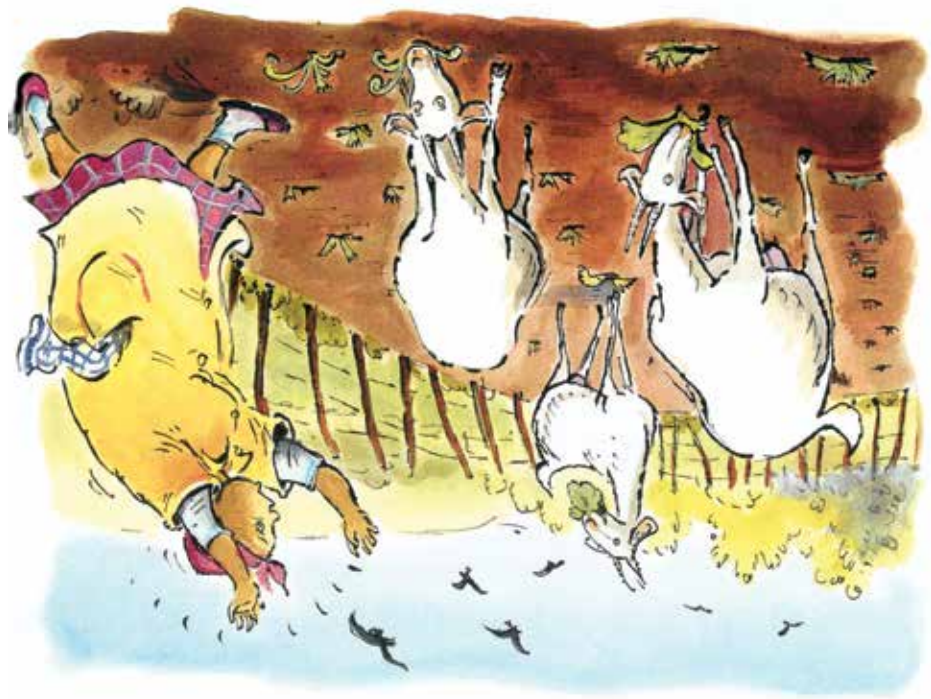


“Oh Lily bird! Lies are wrong. They make everyone sad. But in the end you told the truth. I’m glad you did. You will have to help me plant some new carrots and cabbages and some cauliflower, beans and beetroot, and tomatoes and spinach too.”

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

“Oh Lily, khegwana! Ku hembra a swi kahle. Swi hi vangela gome hinkwerhu. Kambe namuntlha u vulavule ntiyiso. Swa ndzi tsakisa sweswo. U fanele u ndzi pfuna ku tlhela ndzi byala tikheroti na khavichi, kholiflawwa, tiboncisi na tibitiruti, matamatisi na xipinichi.”

Kutani Lily na Ouma va endla tano ... hi xa mundzuku wa kona!



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

“Lily, u nga tshuki u pfula heke ya xirhapa xa mina!” Ouma a a tshamela ku vula sweswo. “Timbuti ti nga nghena ti dya tikheroti, khavichi, kholiflawwa na tiboncisi, swi hela swi ku bii; hambu ku ri tibitiruti, matamatisi na xipinichi. Hambu u endla yini u nga tshuki u pfula heke ya xirhapa xa mina.”





... OVER the fence ... Over the fence of
Ouma's vegetable garden!
... XI TLULA rihlompfu ... Rihlompfu ra
xirhapa xa matsavu xa Ouma!



The dragon-fly flew up and ...

Xipereta xi hahele ehenhla ...



... up and ...

... hi lexiya ...



"No veggies, Ouma?" asked Dad.

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

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

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

"A ku na matsavu, Ouma?" ku vutisa Papa.

"Namuntlha a ku na matsavu! Ku na loyi a nga siya
heke yi nga pfariwanga!"

"HI MINA!" U ndzi khomela, Ouma."

Ouma, Mama, Papa, Quinton, Jerome, hinkwavo
va ve na gome, naswona Lily ... Lily na yena u ve
na gome!

Ti-16 ta October i Siku ra Misava ra Swakudya!



Supu i swakudya leswi nga ni rihanyo swi tlhela swi aka miri, naswona yi endliwa hi tindlela to hambanahambana emisaveni hinkwayo. Nakambe yi pfuna hi tindlela to tala emirini hikuva:

- ★ Supu yi endliwa hi mati yo tala, leswi pfunaka leswaku miri wu tshama wu ri na mati.
- ★ Supu hi ntolovelovelo yi endliwa hi matsavu na tindzoho, leswi nga tala tivhitamini, timinirali na fayiba.
- ★ Supu ya xurhisa, leswi nga hi pfunaka ku hunguta miri kumbe hi tshama hi nga nyuheli.
- ★ Supu hi ntolovelovelo yi swekiwa ku fikela swakudya hinkwaswo swi olova swi tlhela swi sefeka, leswi endlaka leswaku miri wu swi gayela hi ku olova.
- ★ Supu yi thova miri, ngopfungopfu loko u vabya.

Hi yihi supu leyi u yi rhandzaka ngopfu?

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

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

What is your favourite soup?

★ nandziha ★ xawula ★ rihanyo ★ xurhisa
★ nkhuvo ★ tsokombela

★ satisfying ★ hearty ★ delicious ★ tasty ★ healthy ★ yummy

16 October is World Food Day!

Contact us in any of these ways: • Tihlanganisi na hina hi yin'wani ya tindlela leti:

f nalibaliSA

@nalibaliSA

@nalibaliSA

info@nalibali.org





Molemo na baji ra masalamusi

Hi Siphiliselwe Makhanya ■ Swifaniso hi Geoff Walton



Mixo wa kona a ku titimela swinene. Molemo u ngenise mavoko eswikhwameni swa buruku rakwe ra xikolo a tlakusa ni makatla loko a rindzele ku tsemakanya patu erhobotweni. A a khathakanye swikipa swimbirhi ehansi ka hembhe rakwe ro basa ra xikolo, kambe xirhami a xa ha n'wi kwapa swi vava.

"Brrrrrr," ku vula Molemo, a raharaha ehansi hi milenge loko a rindze rhoboto yi n'wi pfulela. "Ndzi navela leswaku siku rin'wana Gogo a kuma mali a ndzi xavela baji."

Loko ku humelela ximunhwana xa rhlaza erhobotweni, Molemo u sungule ku tsemakanya. Kambe hi nkarhi wolowo u twe munhu a kalakala endzhaku ka yena. Loko a hundzuluka, u vone wanuna a dodombisana na mukhegula un'wana, a ringeta ku n'wi vutlela xibegana.

"Nyandayeye! Nyandayeye!" ku huwelela mukhegula.

Molemo a nga anakanyanga kambirhi – u tsutsume a ya lamulela mukhegula, a rahetela wanuna luya emahlakaleni swi twala. Wanuna luya u konyile hi ku twa ku vava ivi a tshika xibegana xa mukhegula. Kutani u balekile a ri karhi a khwita.

"Askhisi, Gogo, a nga ku vavisanga?" ku vutisa Molemo, a n'wi pfuna ku pfuka a yima. A a wile loko khamba leriya ri tshika xibegana xakwe. "Ndzi khome katla," ku vula Molemo.

Mukhegula wa vanhu a a rhurhumela naswona a a vonaka a lava ku rila. "Inkomu, a wu nge ndzi hanyeli," ku vula yena. "A ndzi tivi leswaku vanhu va ngeniwe hi yini masiku lawa."

Loko se mukhegula a yimile, Molemo u rholele swilo swakwe a n'wi nyika



swona. "Nkateko wa kona ka ha ri na vantshwa vo kota wena lava nga na vumunhu," a vula hi ku n'wayitela.

Hi ndzhenga wa siku rero, Molemo u tsemakanye patu etirhobotweni leti fanaka loko a tlhelela ekaya. Lexi nga n'wi hlamarisa, mukhegula luya a a n'wi yimerile kwalaho. U n'wayiterile loko a n'wi vona. "We khalavi! Ndzi ku khomele swin'wana!" a vula a ri karhi a nyika Molemo phasela leri phutseriweke kahle. "U ta ri pfula loko u fika ekaya."

Molemo u khomiwe hi tingana. "A swi lavi u ndzi nyika nchu..." a sungula ku vulavula.

"Tek, teka," ku vula mukhegula hi ku n'wi nghena enon'weni. "Leswi hi swona leswi u swi lavaka hakunene. Loko ndzi ku vona, ndzi swi tivile leswaku swi ta ku pfuna." U bambatele Molemo enhlaneni a tlhela a n'wi kama katla. "Loko ri nga ha ku ringani, ri nyike n'wana un'wana loyi a nga na vumunhu ku fana na wena." Hiloko a hundzuluka a famba.

Loko Molemo a fika ekaya, u pfule phasela rakwe. Endzeni a ku ri na baji ra xitshopani wo koka mahlo. A ri ri na swikhwama swa le handle na furhu ro saseka ra xikoci. A ri saseke ngopfu. Kambe loko a ri tlakusa u kume leswaku a ri ri ritsongo swinene.

Molemo u hele matimba. "A xi nge ndzi ringani lexi!" a vula hi mbilu. Kambe leswi a ri sasekile u ri ringetile.

Hiloko ku endleka mihlolo – voko ra xinene xa baji a ri ya ri tsanyuka loko a ngenisa voko. Ri ye emahlweni ri tsanyuka ku fikela loko voko rakwe ri nghena kahle hinkwaro. Molemo u sale a hlamele. A ku ri mihlolo! Molemo u ngenise voko lerin'wana eximatsini xa baji. Hiloko voko rero ra baji na rona ri tsanyuka ku fikela ri n'wi ringana kahle.



Baji ri n'wi ringane kahle Molemo. U humele ehandle a ya tinyanga efasitereni. U tikhome xisuti ivi a ngenisa mavoko eswikhwameni swa baji. A ri n'wi fanela!

Hiloko ku ta fika sesi wakwe Nina. A a vonaka a karhele. Molemo u n'wi mukele xibegana xakwe ivi a n'wi sala endzhaku va nghena endlwini. "Ku njhani? Xana ndzi nga ku endlela tiya?" ku vutisa yena.

Nina u tshame etafuleni ra le khixini. "Ndzi pfukile, ndzi lo karhala ntsena," ku vula yena, a ringeta ku n'wayitela. "Ku lavana na ntirho a swi olovi. Ndzi nga yi tsakela tiya."

A swi tikomba onge Nina a a hanyela ku lavana na ntirho. Sweswo swi vangele Molemo gome. U tikarhatile a heta xikolo, naswona Molemo a a swi tiva leswaku a swi n'wi karhata ku va a hete malembe manharhu a lava ntirho kambe a nga wu kumi.

"Ndzi ni ntshembo wa leswaku u ta kuma ntirho ku nga ri khale, Nina. Wa tikarhata naswona a wu tshiki ku ringeta," ku vula Molemo.

Molemo u hundzulukile a ya lumeka xitofu xa pharafini leswaku a ta virisa mati ya tiya. "Ndzi navela leswaku Nina a kuma ntirho wa kahle," a vulavula hi mbilu. U tseleke ketlela exitofini a chela xisakani xa matlhari ya tiya ekhapini.

Molemo u ngenise mavoko eswikhwameni swa baji a rindze mati ma vila. Hiloko a twa xiphephana ekhonweni ya xikhwama xa le xineneni. U hlamarile. Molemo u tivutisile loko ku ri khale xi ri kona kambe yena a nga xi lemukanga.

U humese xiphephana lexiya hi vukheta exikhwameni. A ku ri xinavetisi xa nyusiphepha lexi petsiweke kahle xi ri na marito lama nge: **NTIRHO. Ku laveka loyi a nga pasa metriki!**

Molemo u n'wayiterile. A swi tikomba onge xiyimo xa ndyangu wa ka vona a xi ta cinca, hikwalaho ka nyiko ya mukhegula luya.

Endla ntsheketo wu nyanyula!

- ★ Xana u tshama u pfulekeriwa hi nkarhi wa ku pfuna munhu la dyuhaleke? Swi endleke njhani? U titwe njhani endzhaku?
- ★ Dirowa xifaniso xa wena u ri karhi u pfuna un'wana. Ehansi ka xifaniso xa wena, tsala xiga u hlamusela leswi endlekaka exifanisweni.

- ★ Hi yih nyiko yo hlawuleka leyi u tshameke u nyikiwa hi xirho xa ndyangu? Ha yini u yi rhandza swinene? Dirowa xifaniso xa nyiko ya kona.



Molemo and the magic jacket

By Siphiliselwe Makhanya ■ Illustrations by Geoff Walton



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

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

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

"Help! Help!" shouted the woman.

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

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

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

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



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

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

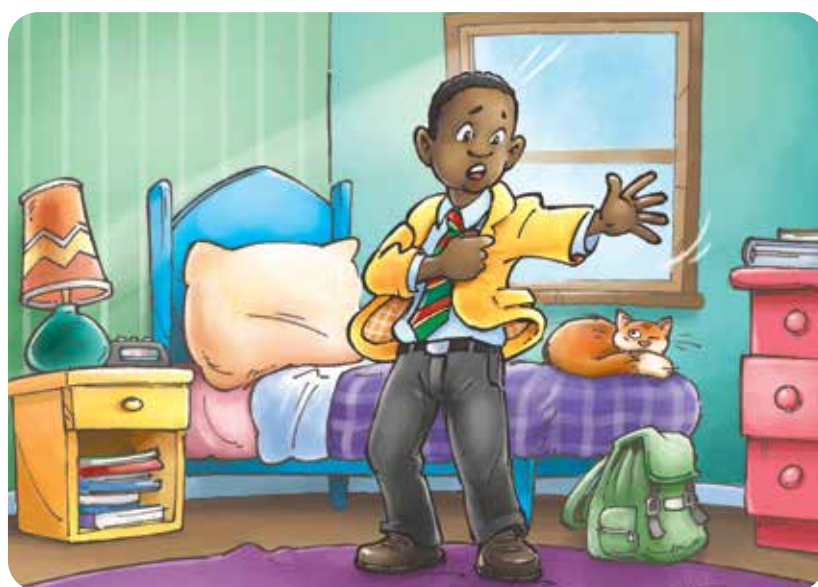
"Take it, take it," said the woman, interrupting him. "This is just the thing you need. When I met you, I knew that it would be perfect for you." She patted Molemo's back and squeezed his shoulder. "When it no longer fits you, pass it on to another child who is just as kind as you." Then she turned and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

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

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

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

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



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

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

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

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

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

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

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

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

Get story active!

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

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

Swo tsakisa hi Na'ibali

Na'ibali fun



1.

a.) Tsondzela marito lawa u ehleketaka leswaku ma n'wi hlamusela kahle mukhegula wa ntsheketo lowu nge *Molemo na baji ra masalamusi*. Endzhaku n'wi hlamusele hi marito mambirhi lawa wena u ma engeteleke.

- ☐ musa ☐ makwanga ☐ vurhena ☐ rhandzeka
☐ mona ☐ khathalela ☐ hlundzuka ☐ nsele

b.) Dirowa xifaniso lexi hlamuselaka xiphemu xa ntsheketo wa *Molemo na baji ra masalamusi*, laha Molemo a kumaka xiphephana xa nyusiphepha exikhwameni xa baji rakwe.

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



"U humese xiphephana lexiya hi vukheta exikhwameni. A ku ri xinavetisi xa nyusiphepha lexi petsiweke kahle xi ri na marito lama nge: **NTIRHO**. Ku laveka loyi a nga pasa metriki!"

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

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

- ☐ kind ☐ greedy ☐ brave ☐ sweet
☐ horrible ☐ caring ☐ angry ☐ cruel

2.

Xana u nga kuma mavito ya vatlangi va Na'ibali eka ntlangu lowu wo kuma marito?

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

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



NEO



NOODLE



GOGO



AFRIKA



MME WA AFRIKA



BELLA



MBALI



HOPE



DINTLE



JOSH

Na'ibali yi kona ku ku hlohotela na ku ku seketela. Tihlanganisi na hina hi yin'wani ya tindlela leti:

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EYETHU

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