



Laat groei jou baba se brein!

Om saam te lees is 'n baie goeie manier vir ouers en hul babas om 'n band tussen mekaar te bou en mekaar te leer ken. Om saam te lees help ook om die baba of kleuter se brein te laat groei en berei hul verstand voor vir groot gedagtes en idees wat hulle sal help om sukses te behaal in die lewe!

GEBOORTE TOT 6 MAANDE

1. Gebruik boeke met groot eenvoudige prente of foto's van babas se gesigte.
2. Totdat babas self kan sit, is dit die maklikste om hulle op jou skoot te laat sit met hul rug teen jou en die boek voor hulle te hou.
3. Herhaling en roetine laat babas veilig voel, en daarom kan jy dieselfde boek oor en oor lees! Jy hoef nie altyd dit wat op die bladsye staan, te lees nie. Gesels met jou baba en gebruik die boek slegs as 'n gids.



6 TOT 12 MAANDE

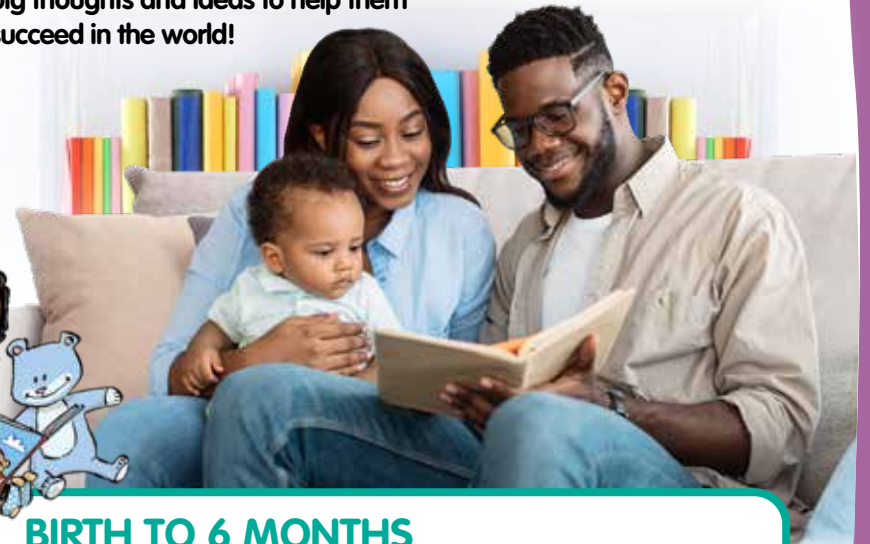
1. Vanaf ongeveer ses maande begin die meeste babas bekende mense herken aan hoe hulle lyk, hoe hulle klink en wanneer hulle aan die babas raak. Hulle begin ook boeke met liedjies en rympies geniet. Lees die woorde en gesels oor dit wat julle in die prente sien. Benoem en wys na sommige van die voorwerpe en kleure. Maak die geluide van voorwerpe in die boek.
2. Kartonboeke en lapboeke werk die beste wanneer jy babas toelaat om die boeke self te hanteer. Hierdie boeke kan gekou, getrek en gegooi word sonder dat hulle breek! Onthou, dis normaal vir babas om boeke te kou – dis 'n teken dat jou baba begin tande kry.
3. Ouer babas geniet boeke met flappe, opwipboeke en boeke wat geluide kan maak. Hulle raak ook meer betrokke by dit wat in die boek gebeur, soos om na dinge op die bladsy te wys of om te probeer omblaai.

1 TOT 2 JAAR

1. Teen hierdie tyd het jou kind se vermoë om taal te verstaan en te gebruik, geweldig toegeneem. Hoewel hulle nog altyd boeke uit hul eerste jaar sal geniet, begin hulle dit ook geniet om stories oor ander kinders, diere en bekende, alledaagse gebeure te hoor.
2. Sit elke dag spesiale tye opsy om saam met jou kleuters te lees, want dit help hulle om te leer dat lees 'n prettige aktiwiteit is!

Build your baby's brain!

Reading together is an effective way for parents and their babies to bond and get to know each other. Reading together also develops the baby's or toddler's brain and prepares their minds to have big thoughts and ideas to help them succeed in the world!



BIRTH TO 6 MONTHS

1. Try to use books that have big, simple pictures or photographs of babies' faces.
2. Until babies can sit on their own, it's easiest to put them on your lap with their back against you and to hold the book in front of them.
3. Repetition and routine make babies feel secure, so you can read the same book over and over again! You don't always have to read what is written on the pages. Talk to your baby and just use the book as a guide.

6 TO 12 MONTHS

1. From about the age of six months, most babies start to recognise the appearance, sound and touch of familiar people. They also start to enjoy books that have songs and rhymes in them. Read the words and talk about what you see in the pictures. Name and point to some of the objects and colours. Make the sounds of objects in the book.
2. Board books and cloth books work best when you allow babies to handle the books on their own. These books can be chewed, pulled and thrown about without breaking! Remember that chewing books is normal for babies – it's a sign that your baby is teething.
3. Older babies enjoy books with flaps, pop-ups and sounds. They also begin to get more involved with what is going on in the book, like pointing to things on the page or trying to turn the page.

1 TO 2 YEARS

1. By now, your child's ability to understand and use language has increased dramatically. Although they will still enjoy the books from their first year, they also like to hear stories about other children, animals and familiar, everyday experiences.
2. Try to set aside special times each day to read with your toddlers, as this helps them learn that reading is something fun to do!



Drive your
imagination



IT STARTS WITH
A STORY.
DIT BEGIN MET
'N STORIE.

Wees kreatief!

Maak 'n vat-en-voel-boek

Jy kan jou hande gebruik om vat-en-voel-boeke te verken. Dit het verskillende oppervlakke en patrone wat 'n kind se aandag sal hou terwyl die kind deur die boek blaai (en daarmee speel)! Vat-en-voel-boeke gee vir kinders 'n meer interaktiewe leerervaring. Hulle is ook 'n kragtige instrumente vir kinders wat blind is of gesiggestrem is.

Sommige voordele van vat-en-voel-boeke (of taktiele boeke) is:

- ☉ Hulle maak jong kinders opgewonde daaroor om boeke te lees.
- ☉ Hulle help jou kind om te fokus en eenvoudige woorde en konsepte te volg.
- ☉ Hulle leer jou kind van woorde en wat hulle beteken. Hulle kan byvoorbeeld die woord "grof" leer deur aan 'n growwe oppervlak te raak om die betekenis van die woord te verstaan.



Get creative!

Make a touch and feel book

Touch and feel books can be explored with your hands. They have different surfaces and patterns that will keep a child interested as they page through (and play with!) the book. Touch and feel books give children a more interactive learning experience. They are also a powerful tool for children who are blind or have limited sight.

Some of the benefits of touch and feel books (or tactile books) are:

- ☉ They get young children excited about reading books.
- ☉ They help your child to focus and follow along with simple words and concepts.
- ☉ They teach your child about words and their meanings. For example, they can learn the word "rough" by touching a rough surface to understand the meaning of the word.

Maak 'n eenvoudige vat-en-voel-boek vir jou kleuter: *Is dit Hasie se stert?*



1. Beplan om 'n kort, eenvoudige idee op elke bladsy van jou boek te gebruik. Hierdie boek kan ses verskillende teksture bevat: grof, glad, knopperig, gekreukel, sag en hard.
2. Daar moet op elke bladsy net EEN ding wees wat anders voel as die papier van die boek.

Is dit Hasie se stert?



Is this Rabbit's tail?

Make a simple touch and feel book for your toddler: *Is this Rabbit's tail?*



1. Plan to use a short, simple idea on each page of your book. This book can feature six different textures: rough, smooth, bumpy, wrinkly, soft and hard.
2. Each page should only have ONE thing that feels different to the paper of the book.



3. Plak die papier op dun karton, soos die karton van ontbytgraanbokse. Die bladsye sal dik wees; en maak daarom elke bladsy afsonderlik en werk dit met naald en gare aan mekaar vas of kram dit aan mekaar vas.

Jy kan 'n ander idee gebruik om jou eie boek te maak. Byvoorbeeld, 'n boek oor vorms.

3. Paste the paper onto thin cardboard, like cereal box cardboard. The pages will be thick, so make each page separately and stitch/staple the pages together.

You can use another idea to make your own book. For example, a book about shapes.



Drive your
imagination

Sien beelde van stories in jou gedagtes



See pictures of stories in your mind

Wanneer ons stories vertel of na stories luister wat iemand anders vertel, is daar dalk nie prente om te wys wat in die storie gebeur nie. Maar ons kan die woorde en hul klanke gebruik om beelde van die storie in ons gedagtes te skep. Dit is iets wat kinders leer doen wanneer hulle onafhanklike lesers word.

Daar is maniere om jou kinders te help om hul verbeelding aan te wakker. As jy hulle verbeelding aanwakker, help dit hulle om stories wat hulle hoor of lees, beter te verstaan. Dit sal hulle ook help om beter stories te skryf. Nadat jy 'n gedetailleerde beskrywing van 'n persoon, plek of ding in 'n storie gegee of gelees het, hou soms 'n oomblik op lees en doen een van die volgende dinge:

- ☉ Vra jou kinders om hul oë toe te maak en te probeer "sien" wat jy so pas beskryf het. Herhaal die beskrywing of lees dit weer om hulle te help om beelde in hul gedagtes te skep.
- ☉ Vra jou kinders om prente te teken van dit wat jy beskryf het. Terwyl een ouer of versorger 'n storie vertel of lees, kan die ander ouer of 'n familielid jonger kinders help om hul prente te teken.
- ☉ Teken dit wat jy ná die beskrywing in jou verbeelding sien. Moedig jou kinders aan om te verduidelik hoe die beelde in hul gedagtes dieselfde is of anders is as wat jy geteken het.
- ☉ Vra jou kinders om vir jou te vertel wat hulle sien, hoor, proe en ruik wanneer hulle na die beskrywing luister.

Die hele gesin kan hierdie aktiwiteite saam geniet!

When we tell stories or listen to someone else tell stories, there may not be pictures to show what is happening in the story. But we can use the words and their sounds to create pictures of the story in our minds. This is something that children learn to do when they become independent readers.

There are ways to help your children to build their imaginations. Building their imagination helps them to enjoy and understand stories that they hear or read better. It will also help them to write better stories. Sometimes, after you have given or read a detailed description of a person, place or thing in a story, pause and do one of the following activities:

- ☉ Ask your children to close their eyes and try to "see" what you have just described. Retell or reread the description to help them form pictures in their mind.
- ☉ Ask your children to draw pictures of what you have described. While one parent or caregiver tells or reads a story, the other parent or a relative can help younger children to draw their pictures.
- ☉ Draw what you imagine from the description. Encourage your children to explain how their mental pictures are the same or different to what you have drawn.
- ☉ Ask your children to tell you what they see, hear, taste and smell when they listen to the description.

The whole family can enjoy these activities together!



Hoe om ons stories op verskillende maniere te gebruik

1. **Vertel die storie vir jou kind.** Lees en oefen om die storie te vertel. Gebruik dan jou stem, gesig en liggaam om die storie te laat lewe.
2. **Lees die storie vir jou kind.** Gesels oor die prente. Vra: "Wat dink jy gebeur volgende?" of "Hoekom dink jy het die karakter dit gesê of gedoen?"
3. **Lees die storie saam met jou kind.** Maak beurte om die storie saam te lees. Moenie hul foute regmaak nie, en help net as hulle jou vra om te help.
4. **Luister hoe jou kind lees.** Luister sonder om hulle te onderbreek. Sê dat dit vir jou lekker is om te luister wanneer hulle hardop vir jou lees.
5. **Doen die aktiwiteite in Raak doenig met stories!** Dit behoort vir jou en jou kind pret te wees.

How to use our stories in different ways

1. **Tell the story to your child.** Read and practise telling the story. Then use your voice, face and body to bring the story to life.
2. **Read the story to your child.** Talk about the pictures. Ask, "What do you think happens next?" or "Why do you think the character said or did that?"
3. **Read the story with your child.** Take turns to read the story together. Don't correct their mistakes, and only help if they ask for it.
4. **Listen to your child read.** Listen without interrupting. Say that you enjoy hearing them read aloud to you.
5. **Do the Get story active! activities.** This should be fun for you and your child.



Drive your imagination

6 maniere om op Wêreldboekedag en lank daarna boeke en stories te vier!



6 ways to celebrate books and stories on World Book Day and long after!



1. Betrek baie jong kinders by Wêreldboekedag. Vind boeke met tradisionele rympies en liedjies vir babas en kinders in jou huistaal en deel dit met jou kinders.

1. Get very young children involved in World Book Day. Find books that have traditional rhymes and songs for babies and children in your home language and share them with your children.



2. Lees vir jou kinders 'n storie en moedig hulle dan aan om modelle van die karakters uit speeldeeg of klei te maak. Laat die hele gesin bymekaarkom en die modelle gebruik om die storie oor te vertel of vertel jul eie stories!

2. Read a story to your children and then encourage them to make models of the characters using playdough or clay. Get the whole family together to use the models to retell the story or tell your own stories!



3. Pak papier, potloodkryte en viltpenne uit, en vra ouer kinders om hul eie prentboeke te maak. Moedig hulle aan om hul boeke vir jonger gesinslede te lees. Of maak 'n vat-en-voel-boek vir baie jong kinders (kyk bladsy 2).



3. Set out some paper, pencil crayons and kokis, and ask older children to create their own picture books. Encourage them to read their books to younger family members. Or make a touch and feel book for very young children (see page 2).

4. Reël 'n gesinsuitdaging om te kyk hoeveel boeke elkeen van julle in 'n week kan lees. Nal'ibali het elke kwartaal 'n Storiekampioen-kompetisie. Gaan na <https://nalibali.org/story-champion> om aan die pret deel te neem!



4. Have a family challenge to see how many books each of you can read in a week. Nal'ibali has a Story Champions competition that runs every quarter. Go to <https://nalibali.org/story-champion> to join in the fun!



5. Maak as 'n gesin tyd om een van die knip-uit-en-bêreboekies in hierdie bylae (**Oorkant die straat**) te lees. Dit sal jou gesin help om baie waardering te hê vir die feit dat julle boeke het om te lees. Teken 'n prent van Zak Yacoob en skryf dan in praatborrels in die prent vrae neer wat jou gesin graag vir hom sal vra.



5. As a family, take some time to read one of the cut-out-and-keep booklets in this supplement (**Crossing the road**). It will help your family to really appreciate having books to read. Draw a picture of Zak Yacoob and then write questions that your family would like to ask him in speech bubbles in the picture.



6. Neem foto's van jou en jou kinders wat 'n Wêreldboekedag-aktiwiteit geniet en plaas dit op Facebook, Instagram of Twitter met die hutsmerk #WorldBookDay. Ons sal baie graag dit wat julle gedoen het op ons Facebook-blad of in die Nal'ibali-bylae met ander wil deel!



6. Take photographs of you and your children enjoying a World Book Day activity and post them on Facebook, Instagram or Twitter using the hashtag #WorldBookDay. We'd love to share what you did with others on our Facebook page or in the Nal'ibali supplement!



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

Something special

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

Crossing the road

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



Bou jou eie biblioteek. Maak TWEE knip-uit-en-bêreboekies

My gunsteling

1. Skeur bladsy 9 van hierdie bylae af.
2. Vou die bladsy in die helfte op die swart stippellyn.
3. Vou dit weer in die helfte op die groen stippellyn om die boek te maak.
4. Knip op die rooi stippellyn om die bladsye te skei.

Oorkant die straat

1. Om hierdie boek te maak, gebruik bladsye 5, 6, 7, 8, 11 en 12.
2. Hou bladsye 7 en 8 binne-in die ander bladsye.
3. Vou die velle in die helfte op die swart stippellyn.
4. Vou dit weer in die helfte op die groen stippellyn om die boek te maak.
5. Knip op die rooi stippellyn om die bladsye te skei.



Drive your
imagination

Maar dis natuurlik nie dieselfde nie. Om self te kan lees, is 'n soort vryheid wat baie mense nie waardeer nie. Wanneer 'n mens lees, kan jy in jou gedagtes na wêreld, plekke en tye reis waarheen jou liggaam nie kan gaan nie. Wanneer iemand vir jou lees, is dit soos wanneer hulle vir jou vertel van 'n wonderlike vakansie wat hulle gehad het. Jy verstaan wat hulle sê, en jy kan in jou gedagtes sien wat hulle beskryf, maar dit is hulle avontuur, nie joune nie.

But of course, that is not the same. Being able to read for yourself is a form of freedom that many people don't appreciate. Through reading, our minds can travel to worlds, places and times that our physical bodies cannot. Having someone read to you is like being told about a wonderful vacation they've had. You understand what they're saying, and you can picture what they're describing, but it is their adventure, not yours.

Nalibali, SECTION27, Blind SA, the Yacoob family and Kurt Ellis created the story **Crossing the road** to raise awareness of how outdated copyright laws made it very difficult for blind and visually impaired people to achieve their goals. These laws prevented blind people from accessing books that they needed in order to study and read for pleasure.

Nalibali, SECTION27, Blind SA, die Yacoob-gesin en Kurt Ellis het die storie **Oorkant die straat** geskryf om mense bewus te maak van hoe outydse kopieregwette dit baie moeilik gemaak het vir blinde en gesiggestremde mense om hulle doelwitte te bereik. Hierdie wette het gekeer dat blinde mense toegang kan kry tot boeke wat hulle nodig het om te studeer en vir genot te lees.

Get story active!

Do a family project! Your family can get to know each other very well by writing a short story about each family member's life so far. Each person would have a role to play:

- ★ The parents, grandparents and caregivers can tell their own stories.
- ★ The parents, grandparents and caregivers can tell the earlier parts of young children's stories that the children don't remember.
- ★ The older children can help write their own and other family members' stories and draw pictures of certain parts of the stories.

Raak doenig met stories!

Doen 'n gesinsprojek! Jou gesin kan mekaar baie goed leer ken deur 'n kort storie'tjie oor elke gesinslid se lewe tot nou te skryf. Elke persoon sal 'n rol hê om te speel:

- ★ Die ouers, oumas en oupas en versorgers kan hulle eie stories vertel.
- ★ Die ouers, oumas en oupas en versorgers kan die vroeër dele van jong kinders se stories vertel wat die kinders nie kan onthou nie.
- ★ Die ouer kinders kan help om hulle eie en ander gesinslede se stories te lees en prente van sekere dele van die stories te teken.

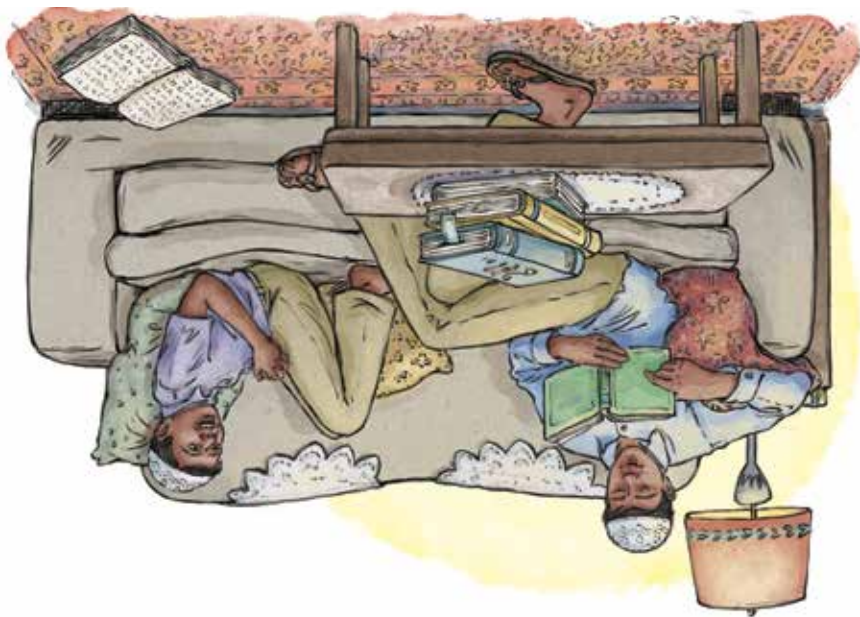
Nalibali is a national reading-for-enjoyment campaign to spark and embed a culture of reading across South Africa. For more information, visit www.nalibali.org



Nalibali is 'n nasionale lees-vir-genotveldtog. Dit wil 'n leeskultuur regoor Suid-Afrika laat vlamvat en vaslê. Vir meer inligting, besoek www.nalibali.org



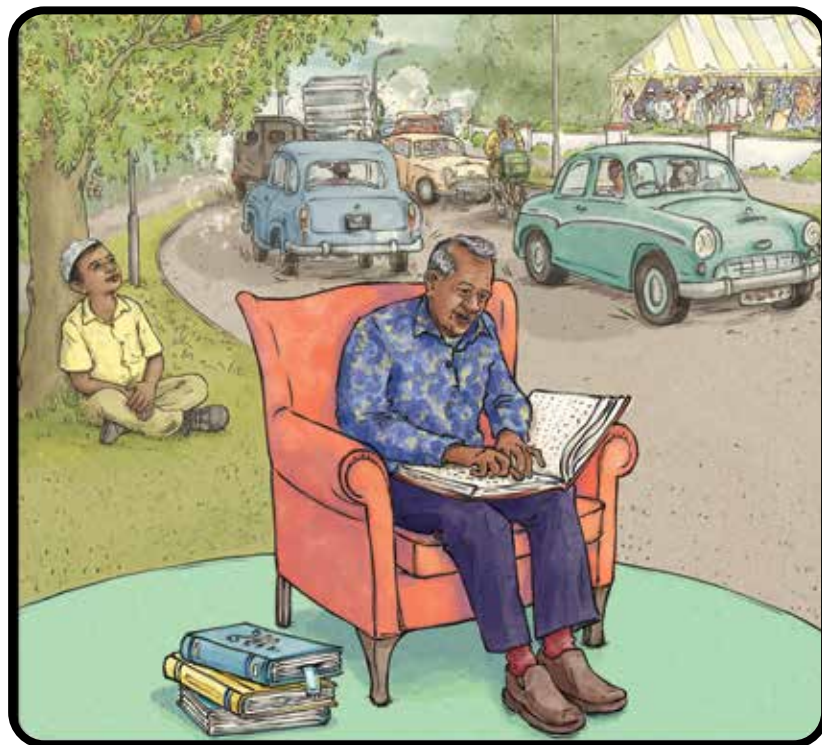
Drive your
imagination



Zak, however, wouldn't let this hold him back. He read everything and anything he could get his fingertips on. There wasn't much, but he read it all. And if he couldn't read a book himself, he always had family and friends who would read to him.

Zak laat egter nie toe dat dit hom terughou nie. Hy lees alles en enigiets waarop hy sy vingerpunte kan lê. Dis nie baie nie, maar hy lees alles. En as hy nie self 'n boek kan lees nie, is sy familie en vriende altyd daar om vir hom te lees.

Crossing the road

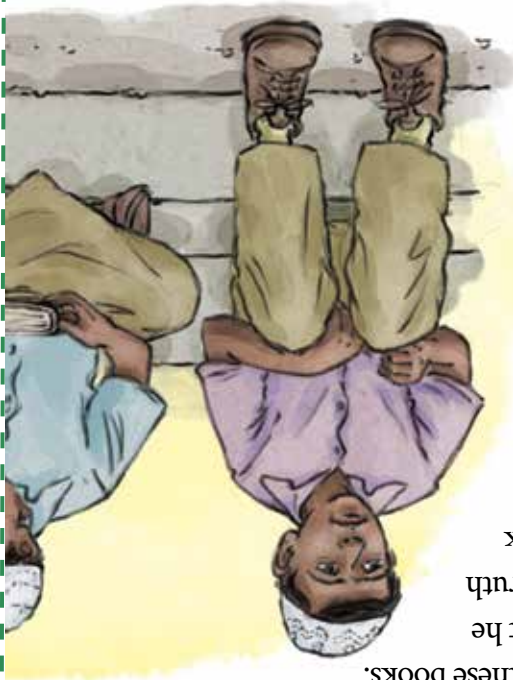
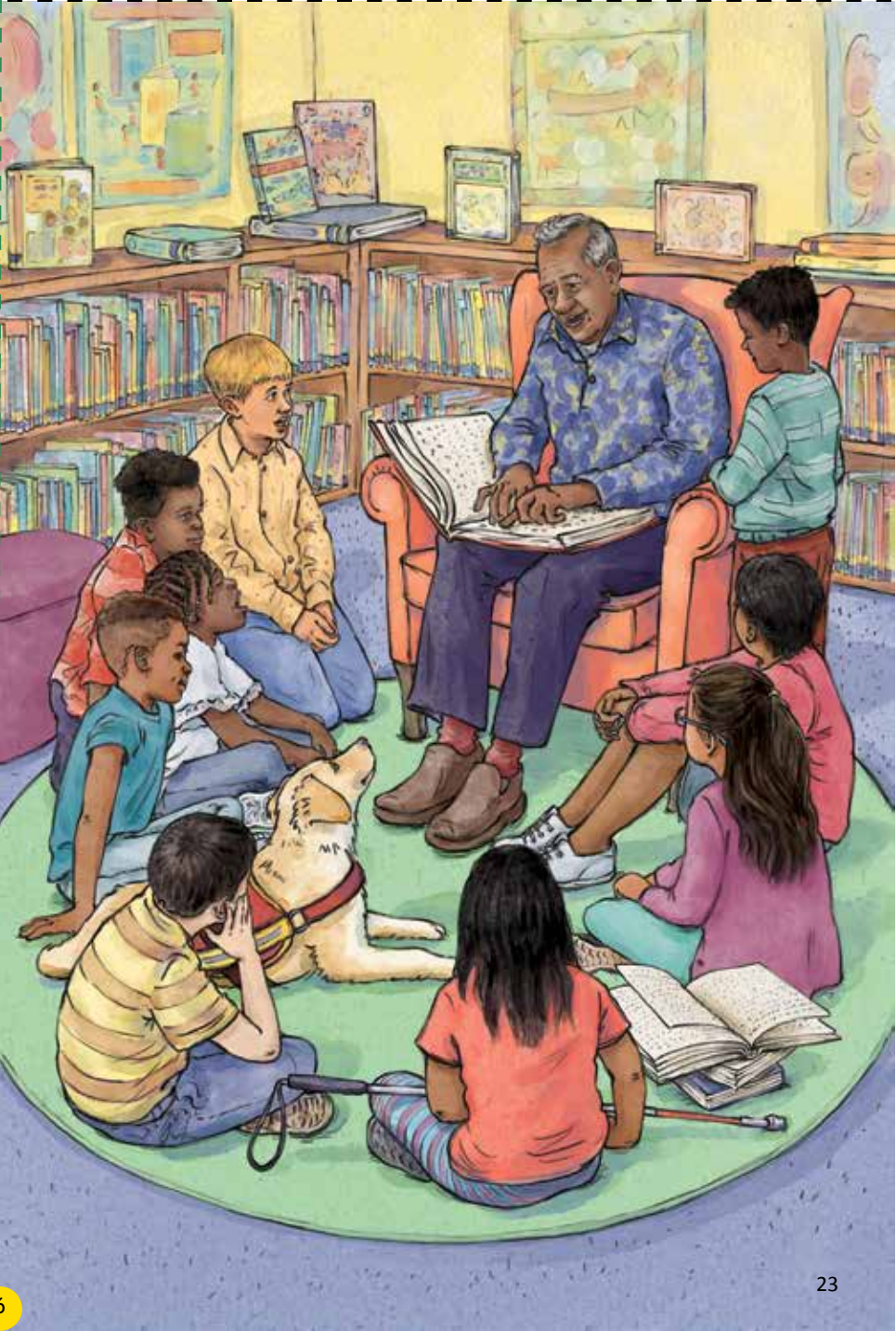


Oorkant die straat

Kurt Ellis • Kate Boyes

Ideas to talk about: What should you do when trying to cross a busy road? How would you cross that busy road if you couldn't see? Do you think South African society offers enough help to blind people for them to do things that sighted people can do easily, for example, find books in braille or choose groceries in a shop?

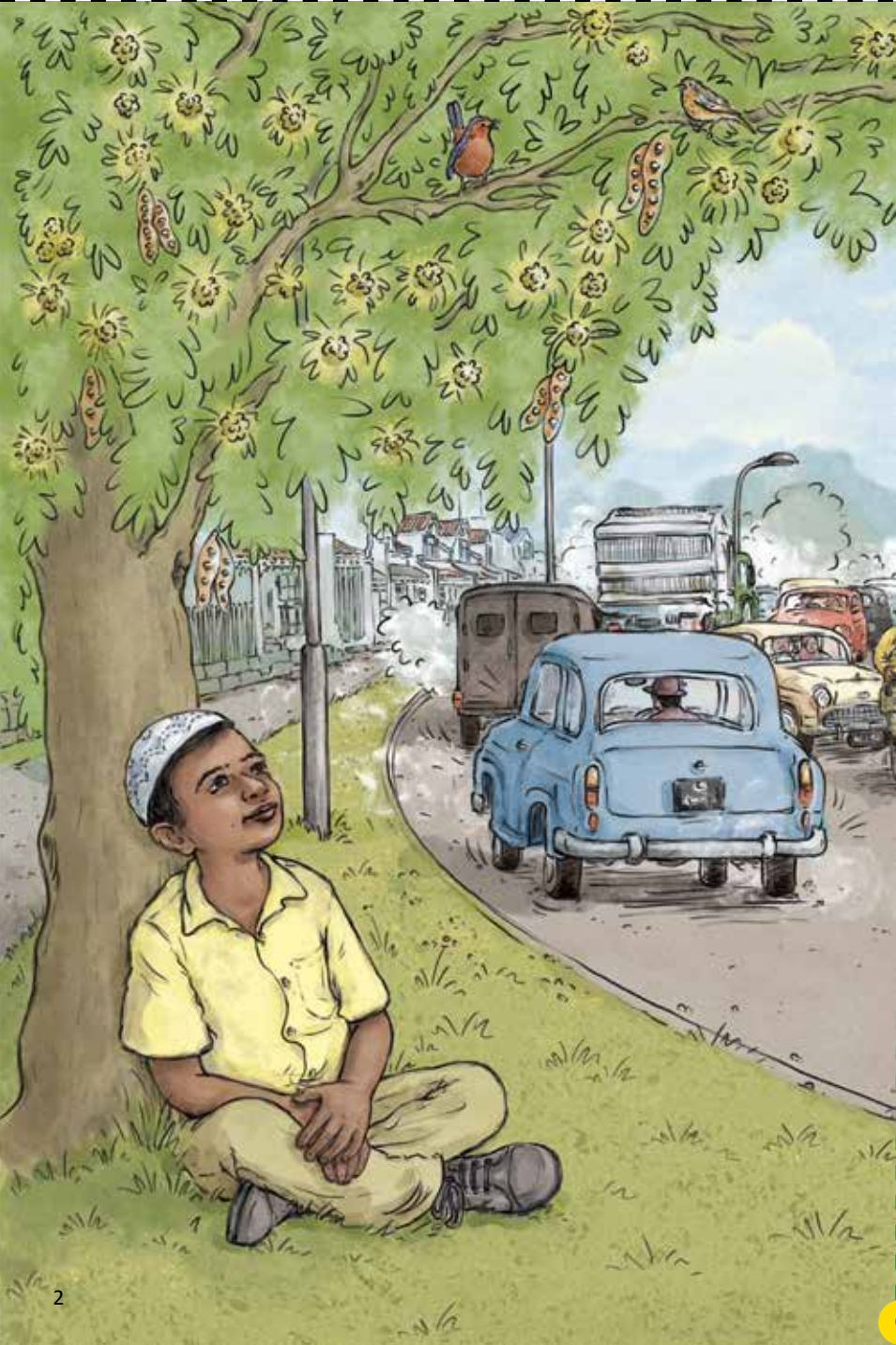
Idees om oor te praat: Wat moet jy doen wanneer jy 'n besige straat probeer oorsteek? Hoe sou jy daardie besige straat oorsteek as jy nie kon sien nie? Dink jy dat die samelewing in Suid-Afrika blinde mense genoeg help om dinge te kan doen wat mense wat kan sien, maklik kan doen, soos om boeke in braille te vind of kruideniersware in 'n winkel te kies?



Zak – and many other children like him – wanted his own adventures. He was willing to take a printed book and get it converted into braille himself, but he couldn't because it was illegal to do so.

Zak's friends were reading and discussing books that he couldn't find in braille. Sometimes, Zak felt ashamed because he had not read these books.

He would lie and say that he had read them. But the truth was that, most times, Zak was on the other side of the road, unable to participate.



He felt that difference even more when he started school in 1956. The first problem was that students who were blind, like Zak, or partially sighted, found it difficult to read and learn. They struggled to get their hands on books in braille.

Toe hy in 1956 begin skoolgaan, voel hy nog meer dat hy anders is. Die eerste probleem is dat blinde leerders, soos Zak, of leerders wat gesiggestrem is, sukkel om te lees en te leer. Hulle sukkel om braille-boeke in die hande te kry.

Braille is a form of writing in which letters and numbers are made up of sets of tiny bumps. Blind people read braille by running their fingertips over these bumps. Unfortunately, very few books are available in braille.

Braille is 'n vorm van skryf waarin letters en getalle uit klein knoppies bestaan. Blinde mense lees braille deur met hul vingerpunte oor hierdie knoppies te vryf. Ongelukkig is daar baie min boeke in braille beskikbaar.



Zak – en baie ander kinders soos hy – wou sy eie avonture hê. Hy was bereid om 'n gedrukte boek te neem en dit self na braille om te skakel, maar hy kon nie, want dit was onwetig om dit te doen. Zak se maats het boeke geles en bespreek wat nie in braille beskikbaar was nie. Soms was Zak skaam omdat hy nie hierdie boeke geles het nie. Dan het hy gejok en gesê dat hy dit wel geles het. Maar in werklikheid was Zak meestal oorkant die straat en kon hy nie deelneem nie.



The judgement meant that blind South Africans could have easier access to books in braille. Zak and others like him had not wanted special treatment, they wanted equality, and the ability and freedom to read what everyone else was reading.

Though no longer a young boy, the judgement made Zak feel very excited. He could read all the books he'd always wanted to read. Finally, he was free to cross that road and go on his own adventures, just like everyone else.

Die uitspraak beteken dat blinde Suid-Afrikaners makliker toegang tot boeke in braille kan kry. Zak en ander soos hy wou nie spesiale behandeling hê nie, hulle wou gelykheid hê en die vermoë en vryheid om te lees wat ander mense lees.

Al is hy nie meer 'n jong seun nie, maak die uitspraak Zak baie opgewonde. Hy kan al die boeke lees wat hy nog altyd wou lees. Uiteindelik is hy vry om die straat oor te steek, en nes ander mense, sy eie avonture te beleef.

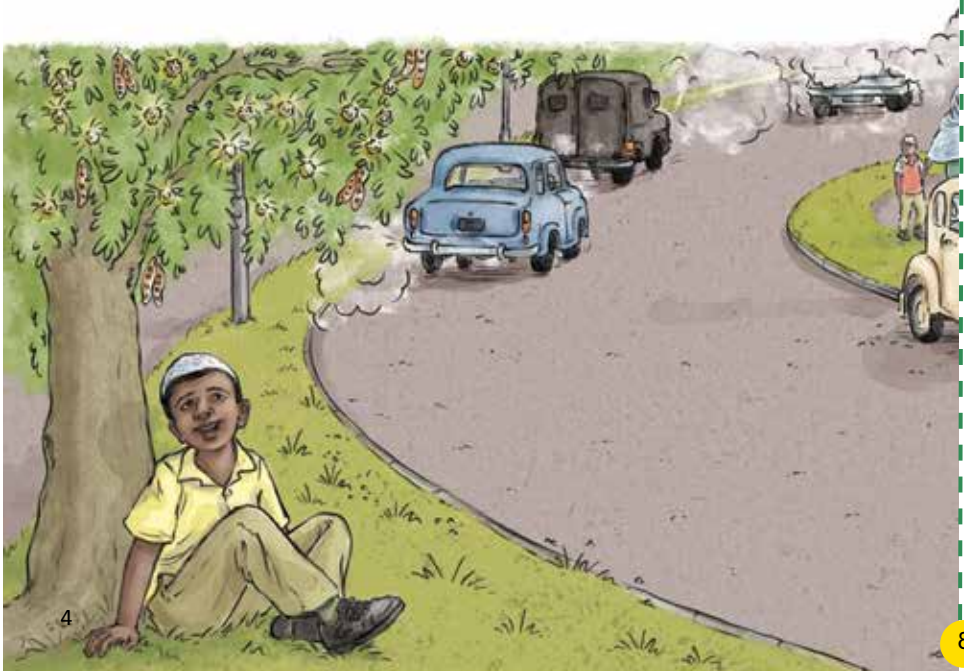
He had chores to do, he was scolded when he was naughty, and he was rewarded when he did something right. So Zak felt no different to anyone else for a very long time. But the day he crossed the road by himself, and was met with anger instead of joy, Zak realised he was different.



Hy het take wat hy moet doen, hy kry raas as hy stout is, en hy word beloon as hy iets reg doen. Daarom voel Zak vir 'n lang tyd glad nie anders as enigiemand anders nie. Maar die dag toe hy alleen oor die straat stap en sy ma vir hom kwaad is en nie bly is nie, besef Zak hy is anders.

Zak was just like any other child in every way. He sat cross-legged on the grass next to a busy road in Verulam.

Zak is in elke opsig nes enige ander kind. Hy sit kruisbeen op die gras langs 'n besige straat in Verulam.



Oorkant die straat, net 'n paar treë daarvandaan, word 'n huweliksonthaal gehou. Hy kan die kinders hoor lag en speel. Hy kan die vroue hoor gesels en lag. En die heerlike reuk van brijani kom na hom toe aangesweef.

Across the road, just a few steps away, there was a wedding reception. He could hear the children laughing and playing. He could hear the women talking and chuckling. And he could smell the delicious aroma of biryani floating across to him.

Zak wondered why he couldn't go to the wedding. His mother and sister were there. Other children were there. Why couldn't he just cross the road and join in the merriment? He was six years old – old enough to cross the road by himself. He would show them all that he could do it.



Perhaps it was because of his blindness that Zak became a brilliant speaker. He used his words to paint vivid pictures in the minds of his audience. He loved giving speeches and taking part in debates. And he won many awards for doing so.

One day, when Zak was in Grade 8, his brother read him a newspaper article about an award that Zak had won.

Dalk is dit juis omdat hy blind is dat Zak 'n briljante spreker word. Hy gebruik sy woorde om helder en duidelike beelde in sy gehoor se gedagtes te skep. Hy hou daarvan om toesprake te lewer en aan debatte deel te neem. En hy kry baie toekennings daarvoor.

Op 'n dag, toe Zak in graad 8 is, lees sy broer vir hom 'n koerantberig oor 'n toekennning wat Zak ontvang het.



Zak se storie begin in 1948. Toe hy gebore is, was hy 'n gesonde babaseun, maar toe hy sesien maande oud was, het hy breinvliesontsteking gekry. Hoewel Zak volkome herstel het, het sy gesin agtergekom dat hy vreemde dinge doen, soos om in meubels vas te loop, asof hy hy nie weet dit is daar nie. Toe Zak se ouers hom na die dokter – 'n man wat ernstig lyk – neem, se die dokter in 'n baie ernstige stem: "Ek is jammer, maar as gevolg van die breinvliesontsteking is Zak nou blind."

Zak se ouers is stomgeslaan. Op daardie oomblik verdwyn die toekoms wat hulle vir Zak gesien het.

Dinge was destyds baie anders. Suid-Afrika was 'n heel ander plek. Hulle seun sou swaarkry, nie net omdat hy 'n Indiër is nie, maar ook omdat hy nie kan sien nie. Maar wanneer Zak se ouers na hulle babaseuntjie kyk, sien hulle 'n kind wat nes sy ouer broer en suster is. En daarom besluit hulle om hom te behandel presies soos hulle hom sien – soos 'n tipiese kind.



In 2022, Zak worked with Blind SA and SECTION27 to fight against an injustice towards blind people specifically. The South African Constitutional Court found that a copyright law – the same law that had prevented Zak from converting the books he wanted and needed to read into braille – was unlawful because it created unfair barriers between blind people and books.

In 2022 werk Zak saam met Blind SA en SECTION27 om onbillikheid, veral teen blinde mense, te beveg. Die Suid-Afrikaanse Konstitusionele Hof bevind dat 'n kopieregwet – dieselfde wet wat gekeer het dat Zak die boeke wat hy in braille wou en moes lees – onwettig is omdat dit onregverdige hindernisse tussen blinde mense en boeke oprig.



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

Hierdie storie is 'n aangepaste weergawe van *My gunsteling*, uitgegee deur Cadbury in vennootskap met Nal'ibali as deel van die Cadbury Dairy Milk #InOurOwnWords-inisiatief.

Elke storie is beskikbaar in die elf amptelike Suid-Afrikaanse tale. Om meer uit te vind oor die titels wat deel is van die Cadbury Dairy Milk #InOurOwnWords-inisiatief, gaan na <https://cadbury.one/library.html>

Get story active!

- ★ Look closely at the picture on the first two pages of the story. How many of the following can you find: chickens; eggs; baskets; windows; doors; chimneys.
- ★ Do a word search! Find each of these words in the story and then find what each of them describes: clever, curly, fluffy, hungry, long, speckled.
- ★ Draw a picture of Lady and her six chicks. Give each chick a name. Write each name under a chick's picture or ask someone to write it for you.
- ★ Draw an egg shape on some white cardboard or paper, then cut it out. Decorate your egg by drawing different patterns on it or painting it.

Raak doenig met stories!

- ★ Kyk mooi na die prentjie op die eerste twee bladsye van die storie. Hoeveel van die volgende kan jy vind: hoenders; eiers; mandjies; vensters; deure; skoorstene.
- ★ Doen 'n woordsoektog! Soek elkeen van hierdie woorde in die storie en vind dan wat elkeen van hulle beskryf: slim, krul, donsige, honger, lang, gespikkelde.
- ★ Teken 'n prentjie van Lady en haar ses kuikens. Gee elke kuiken 'n naam. Skryf elke naam onder 'n kuiken se prentjie of vra iemand om dit vir jou te skryf.
- ★ Teken 'n eivorm op 'n wit karton of papier en knip dit dan uit. Versier jou eier deur verskillende patrone daarop te teken of dit te verf.

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 is 'n nasionale lees-vir-genotveldtog. Dit wil 'n leeskultuur regoor Suid-Afrika laat vlamvat en vaslê. Vir meer inligting, besoek www.nalibali.org



Drive your
imagination

Ouma se hoenders is 'n mengelmoes van verskillende vorms en groottes, maar daar is een waarvan Jasmien die meeste hou. Lady is 'n gespikkelde hen. Sy het 'n kam wat baie mooi krul en 'n waaiertert. Wanneer Jasmien vir die hoenders afvalkossies gee, maak sy altyd seker dat Lady eerste kry.

"Jy's my gunsteling, Lady," koer Jasmien. "Jy moenie 'n gunsteling hê nie," raas Ouma. "Elke hoender is op hul eie manier spesiaal." Maar Jasmien kan nie help nie. Sy is die heel liefste vir Lady.



Grandmother's chickens came in all shapes and sizes, but Jasmien liked one best of all. Lady was a speckled hen. She had a curly comb and a fanned-out tail. When Jasmien gave scraps to the chickens, she always made sure Lady got first choice.

"Lady, you are my special," Jasmien crooned. "You shouldn't have favourites," Gran scolded. "Every chicken is special in its own way." But Jasmien couldn't help it. She loved Lady best.

Something special



My gunsteling

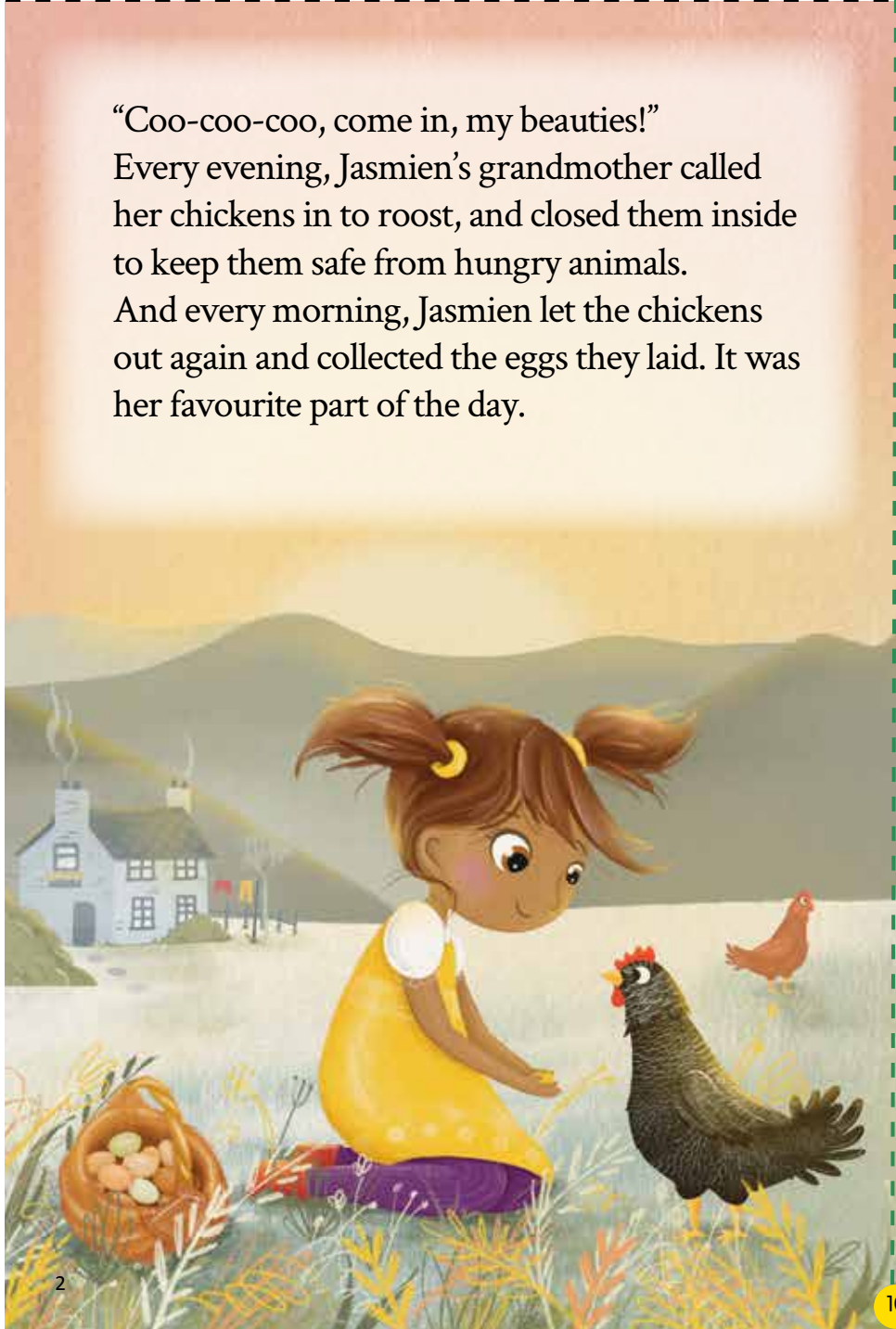
Jacqui Lange • Julie Smith-Belton

Ideas to talk about: Lady was special to Jasmien. What or who is special to you? How are you special? Do you sometimes feel special and sometimes not? Why?

Idees om oor te praat: Lady was spesiaal vir Jasmien. Wat of wie is vir jou spesiaal? Hoe is jy spesiaal? Voel jy soms spesiaal en soms nie? Hoekom?



“Kiep-kiep-kiep, kom-kom, skatties!”
Elke aand roep Jasmien se ouma haar hoenders
om te kom slaap. Dan maak sy hulle binne toe
sodat hulle veilig is teen honger diere.
En elke oggend laat Jasmien die hoenders uit, en
maak die eiers wat hulle gelê het, bymekaar. Dis
vir haar die lekkerste deel van die dag.



“Coo-coo-coo, come in, my beauties!”
Every evening, Jasmien’s grandmother called
her chickens in to roost, and closed them inside
to keep them safe from hungry animals.
And every morning, Jasmien let the chickens
out again and collected the eggs they laid. It was
her favourite part of the day.



One day, Lady disappeared. Jasmien looked everywhere,
but Lady was gone.
“Maybe a buzzard ate her,” Eddie said. “Or a mongoose?”
Jasmien didn’t want to think about that.
Op ’n dag raak Lady weg. Jasmien soek oral, maar
Lady is skoonveld.
“Dalk het ’n jakkalsvoël haar gevang,” sê Eddie.
“Of ’n muishond?”
Jasmien wil nie daaraan dink nie.

Three long weeks passed without Lady. Until the
morning Jasmien went to let the chickens out.
She heard a cheep-cheep sound.
It was Lady, with six fluffy chicks following her!
“Coo-coo-coo,” Gran said. “Clever Lady, hiding
away to hatch your eggs!”
Now Jasmien had *even more* specials.



Drie lang weke gaan verby sonder Lady. Tot een
oggend toe Jasmien die hoenders uitlaat.
Sy hoor ’n gepiep-piep.
Dis Lady, met ses donsige kuikens wat haar volg!
“Kiep-kiep-kiep,” sê Ouma. “Slim Lady, jy’t gaan
wegkruip om jou eiers uit te broei!”
Nou het Jasmien selfs *nog meer* gunsteling.

Zak se glimlag verdwyn stadig toe hy sê: “Net een ding ... presies wat is ’n prokureur?”

“Vir my ook!” stem sy broer saam.

Toe hy dit hoor, swel Zak se bors van trots, en hy glimlag. “Is dit regtig wat daar staan? ’n Prokureur. Dit klink goed,”

In die berig sê Zak se onderwyser: “Ons is almal baie trots op hom. Hy is ’n uitstekende spreker, en ek weet hy sal eendag ’n uitstekende prokureur wees.”

Zak’s smile slowly faded as he said, “Except for one thing ...

“Me too!” his brother agreed.

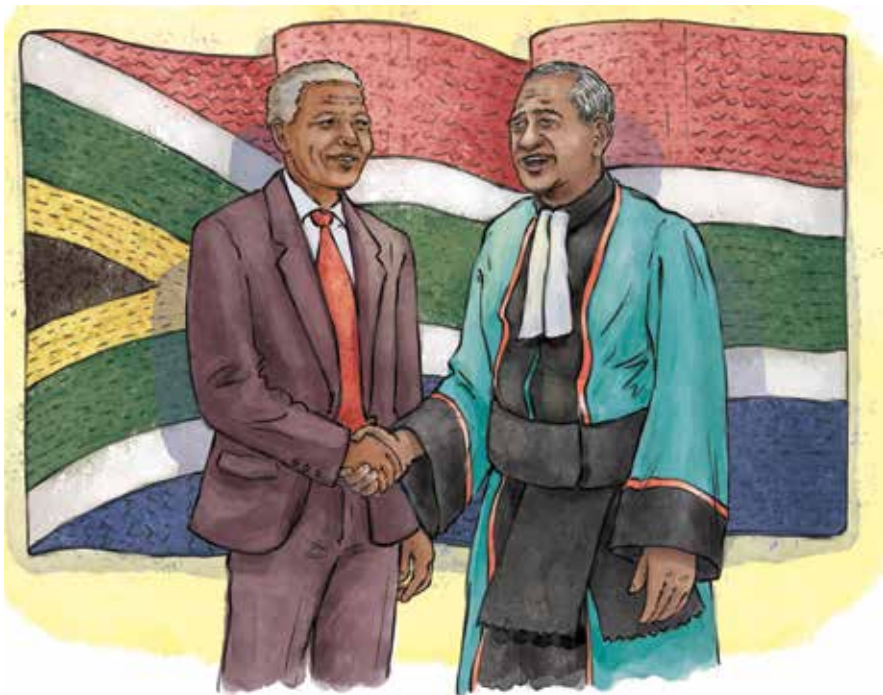
When he heard this, Zak’s chest swelled with pride and he smiled. “Does it really say that? A lawyer. I like the sound of that,” Zak said.

He is such an incredible speaker and I know one day he’ll make an incredible lawyer.”

In the article, Zak’s teacher said, “We are all so proud of him.

Zak became a Justice in South Africa’s Constitutional Court in 1998. And even after he retired, Justice Zakeria Yacoob continued to fight injustice.

Zak word in 1998 ’n regter in Suid-Afrika se Konstitusionele Hof. En selfs ná sy aftrede veg regter Zakeria Yacoob voort vir geregtigheid.



You see, it was a very different time back then. South Africa was a very different place. Not only would their son’s life be hard because of his Indian race, but now he was also unable to see. Yet when Zak’s parents looked at their baby boy, they saw a child just like his older brother and sister. So they decided to treat him exactly as they saw him – a typical child.



When Zak’s parents took him to a doctor – a very serious-looking man – the doctor said in a very serious voice, “I’m sorry to say that because of the meningitis, Zak is now blind.” These words left Zak’s parents stunned. At that moment, the future they had imagined for Zak, dissolved.

Zak’s story begins in 1948. He was born a healthy baby boy, but when he was sixteen months old, he contracted meningitis. Although Zak made a full recovery, his family noticed that he was doing strange things, such as walking into furniture as if he didn’t know it was there.

Zak wonder hoekom hy nie na die onthaal toe mag gaan nie. Sy ma en suster is daar. Daar is ook ander kinders. Hoekom kan hy nie net oor die straat stap en saam met die ander gaan feesvier nie? Hy is ses jaar oud – oud genoeg om self oor die straat te stap. Hy sal vir almal wys hy kan dit doen.



Maar sy is nie bly nie. Intendeel, sy is woedend. Ja, Zak is in elke opsig nes enige ander kind, behalwe dat hy heeltemal blind is.

But she wasn't happy. In fact, she was furious. Yes, Zak was just like any other child in every way, except one. Zak was completely blind.



Zak stood, dusted the dried grass and sand from his pants and walked over to the curb of the busy road. He was determined. He was going to do it. He was going to cross the road all by himself.

When he was certain there were no cars passing, he stepped off the curb into the road. He walked quickly, yet carefully, not wanting to trip. When his foot touched the pavement on the other side, a huge smile brightened his face. He had done it! He had crossed the road all by himself! He couldn't wait to surprise his mother, certain that she would be happy that her son had proven what a big boy he was.

Zak staan op, stof die droë gras en sand van sy broek af en stap na die rand van die besige straat. Hy is vasbeslote. Hy gaan dit doen. Hy gaan alleen oor die straat stap.



Toe hy seker is daar kom geen karre aan nie, trap hy oor die randsteen tot in die straat. Hy stap vinnig maar versigtig, want hy wil nie struikel nie. Toe sy voet aan die ander kant van die straat aan die sypaadjie raak, glimlag hy breed. Hy het dit reggekry! Hy het alleen oor die straat gestap! Hy kan nie wag om sy ma te verras nie, want hy is seker sy sal baie bly wees om te sien dat haar seun bewys het dat hy 'n groot seun is.



After he matriculated, Zak registered at the University College for Indians to study law. Yet again he was confronted by many roads he couldn't cross. Blind and partially-sighted students struggled to find textbooks in braille. But Zak persisted, and by the time he graduated, he was deeply involved in another struggle – the struggle to end apartheid.

Ná matriek registreer Zak by die University College for Indians om regte te studeer. En weer kom hy te staan voor baie paaie wat hy nie kan oorsteek nie. Blinde en gesiggestremde studente sukkel om handboeke in braille te vind. Maar Zak byt vas, en teen die tyd dat hy sy graad kry, is hy baie betrokke by 'n ander groot stryd – die stryd om apartheid te beëindig.

Zak kan letterlik nie die verskille tussen mense sien nie, maar hy voel die pyn wat die diskriminasie op grond van daardie verskille veroorsaak. Hy veg vir gelykheid en waardigheid vir alle mense en vir die reg van elke mens om gesien te word.

Hou jy van dans?



Do you love to dance?

Een van die eenvoudigste redes hoekom ons dans, is om **voor ander mense uiting te gee aan ons gevoelens en dit met hulle te deel**. Mense – en selfs sommige diere – huppel, stamp hul voete en spring wanneer hulle gelukkig, opgewonde of kwaad is. Dan is daar ook danse wat vaste patrone volg, soos diere se paringsdansen of volksdansen en oorlogsdansen.

Elke jaar op 29 April reël die danskomitee van die internasionale teaterinstituut (wat deel is van die Verenigde Nasies) geleenthede en feeste om die waarde en vreugde van dans met die hele wêreld te deel. Die komitee kies een danser om 'n boodskap oor dans aan al die mense in die wêreld te skryf. Vind meer uit by <https://www.iti-worldwide.org/dancecommittee.html>



Fidjiaanse spiesdans (meke wesi)
Fijian spear dance (meke wesi)

One of the most basic reasons to dance is to **express your feelings to others and to share it with them**. People – and even some animals – skip, stamp their feet and jump when they feel happy, excited or angry. Then there are also dances that follow set patterns, such as the mating dances of animals or folk dances and war dances.

On 29 April each year, the Dance Committee of the International Theatre Institute (which is part of the United Nations) arranges events and festivals to share the value and joy of dance with the whole world. The committee chooses one dancer to write a message about dance to people all over the world. Find out more at <https://www.iti-worldwide.org/dancecommittee.html>



Paringsdans van Chinese kraanvoëls
Mating dance of red-crowned cranes



Ballet het in Italië ontwikkel.
Ballet developed in Italy.



Geniet dans lewenslank!
Enjoy a lifetime of dancing!



Indiese klassieke odissi-danser
Indian classical odissi dancer



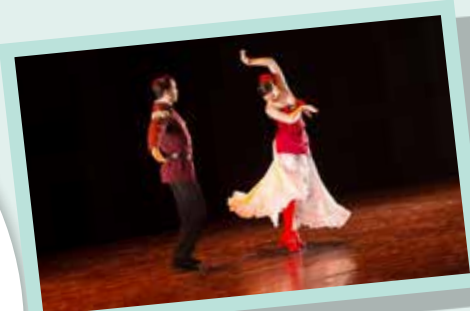
Die tango het naby die grens tussen Uruguay en Argentinië ontwikkel.
The tango developed along the Uruguay-Argentina border.

“ Dans is vryheid, en deur die vryheid wat ons vind, moet ons ander bevry van dit wat hulle gevange hou in die verre uithoeke van die wêreld. ... Terwyl ons met ons liggame dans, in die ruimte tuimel en met mekaar verstrengel raak, raak ons 'n krag van beweging wat harte saamweef, siele aanraak en die genesing wat so nodig is, bring.



Die Suid-Afrikaner, Gregory Vuyani Maqoma, skrywer van 2020 se boodskap vir Internasionale Dansdag
South African Gregory Vuyani Maqoma, who wrote the 2020 International Dance Day message

“ Dance is freedom, and through our found freedom, we must free others from the entrapments they face in different corners of the world. ... As we dance with our bodies, tumbling in space and tangling together, we become a force of movement weaving hearts, touching souls and providing healing that is so desperately needed.



Die Spaanse flamenco
The Spanish flamenco



Fusion-dans kombineer verskillende dansstyle en -bewegings.
Fusion dance combines different dance styles and movements.



Drive your imagination



Die diere se geheim

Deur Mbali Nyabane ■ Illustrasies deur Jiggs Snaddon-Wood



Eendag was daar 'n jong seun en sy naam was Tshogo. Hy was baie nuuskierig en ook effens ondeund. Tshogo het baie daarvan gehou om nuwe plekke te verken. Hy het vroe gevra oor alles. "Mamma, kan diere hoor? Mamma, verstaan diere wat ons sê? Mamma, kan diere praat? Mamma, hoekom miaau katter?" Hy hou aan vroe vra tot sy ma vir hom sê om buite te gaan speel.

Tshogo gaan buitentoe en gaan sit langs sy kat, Frisky. Hy staar na Frisky, en Frisky staar terug. Dis amper asof Frisky iets wil sê.



"Ek wens ek kon met jou praat en dat jy ook met my kon praat, Frisky," sê Tshogo. Maar Frisky miaau net en draai sy rug op Tshogo.

Tshogo sug diep. Hy wonder hoe dit sou wees as diere kon praat. Dan sou honde wat blaf, katter wat miaau en voëls wat tjirp, presies kon sê wat hulle wil hê. Tshogo lag lekker terwyl hy hieraan dink en weet dit sal nooit gebeur nie.

"Tshogo?"

Tshogo skrik hom boeglam toe hy sy naam hoor, maar dis net Mamma wat by die deur staan. Sy het haar helderleurige hoed wat sy buite dra op. Toe onthou Tshogo dat hulle gaan kampeer! "Tshogo, het jy alles ingepak wat jy nodig het?" vra Mamma.

"Ja, Mamma, ek het al gisteraand klaar gepak," glimlag Tshogo.

"Dan's ons reg om te gaan!" sê sy ma. "Ek kan sien jou pa pak die laaste goed in die kar."

Tshogo weet hy gaan die kampeerdery geniet. Hy is nuuskierig om meer uit te vind oor al die diere wat naby die kampeerterrein woon. Hulle klim in die kar en terwyl hulle ry, tel Tshogo die minute af tot hulle by die kampeerterrein aankom.

Die kampeerterrein is pragtig. Dis omring met bome, en Tshogo kan nie wag om hierdie nuwe plek te gaan verken nie. "Pappa, kan ek gaan stokke optel vir 'n kampvuur terwyl jy die tent opslaan?" vra Tshogo.

"Dis 'n blink plan, maar moenie te ver weggaan nie. Ek wil nie hê jy moet tussen al die bome verdwaal nie," sê Pappa.

"Reg so!" roep Tshogo terwyl hy hardloop om stokke te gaan optel. Maar omdat Tshogo so nuuskierig en ook effens ondeund is, dwaal hy al hoe dieper in die woud in sonder dat hy dit besef. Hy kyk onder blare, agter rotse en op in die bome om al die diere te sien wat daar woon.

Toe Tshogo 'n groot hoop stokke bymekaargemaak het, kyk hy om hom rond en besef ... hy het verdwaal! Teen hierdie tyd lyk al die bome dieselfde, en hy weet hy gaan nie weer die pad terug na die kampeerterrein vind nie.

Sommer gou word dit donker, en daar is nie 'n maan in sig nie. Tshogo gaan sit, trek sy knieë teen sy bors vas en begin saggies huil. Hoe gaan hy ooit weer sy ouers vind?

Toe hoor Tshogo fluisterstemme naby hom. Hy hou op huil en kyk rond. Het sy ouers hom opgespoor? Maar dis nie sy ouers nie. Voor hom staan 'n pragtige perd en 'n uil met groot pieringoë.

"Wat's fout, jong man? Hoekom huil jy?" vra die uil.

Tshogo kan sy ore nie glo nie. Het die uil regtig met hom gepraat?

"Jy ... jy kan praat?" stamel Tshogo.

Die uil grinnik. "Natuurlik kan ons praat. Vertel nou asseblief vir ons hoekom jy alleen hier in die donker sit."

"Ek het verdwaal terwyl ek stokke vir ons kampvuur opgetel het," sê Tshogo.

"Jy's seker flou van die honger," sê die perd. Tshogo se maag grom instemmend! "Wag hier dan gaan haal ek vir jou iets om te eet." En die perd draf weg. Die uil bly by Tshogo en hou hom geselskap.

Die perd kom terug met 'n tak waaraan groot, rooi appels hang. Tshogo verslind twee appels en voel sommer baie beter.

"Ek dink ek het jou ouers daar anderkant gesien," sê die perd. "Kom, klim op my rug, dan vat ek jou na hulle toe." Tshogo klim op die perd se rug, en die uil vlieg tot op Tshogo se skouer. Saam stap hulle deur die bome aan.



Hulle is sommer gou by die kampeerterrein. Tshogo spring van die perd se rug af en sê vir albei die diere dankie dat hulle hom gehelp het. "Sal ek julle ooit weer sien?" vra hy.

"Miskien," antwoord die uil, en die diere verdwyn weer tussen die bome.

"Mamma, Pappa!" roep Tshogo. Hy hardloop na hulle toe en gee hulle 'n stywe drukkie. Sy ouers lyk bekommerd. "Ek is jammer dat ek so lank weggebly het, maar ek het verdwaal. Gelukkig het 'n pragtige perd en 'n baie gawe uil my na julle toe teruggebring. Het julle geweet diere kan praat?" Tshogo babbel sonder ophou! Sy ma en pa is so bly om hom te sien dat hulle net vir mekaar glimlag en vir Tshogo nog 'n drukkie gee.

'n Paar dae later is dit tyd om huis toe te gaan. Toe hulle by die huis kom, hardloop Tshogo na Frisky toe. "Hallo, Frisky. Het jy na my verlang?" vra Tshogo. Frisky strek en miaau saggies. "Ek ken jou geheim," sê Tshogo, "en wanneer jy reg is, kan jy met my praat."

Frisky skuur sy kop teen Tshogo se arm en klim op sy skoot. En Tshogo weet Frisky het elke woord verstaan!

Raak doenig met stories!

- ★ Het jy al ooit op 'n onbekende plek verdwaal? Hoe het jy gevoel? Hoe het jy weer jou gesin gevind?
- ★ Dink jy diere verstaan wanneer ons met hulle praat? Hoekom dink jy so?

- ★ Kies enige dier. Skryf nou twee vroe neer wat jy vir die dier sou vra as die dier kon praat.
- ★ Skryf 'n nuwe einde vir die storie. Stel jou voor dat Frisky met Tshogo praat. Wat sal Frisky sê?



Drive your
imagination



The animals have a secret

By Mbali Nyabane ■ Illustrations by Jiggs Snaddon-Wood



Once upon a time there was a young boy named Tshego. He was very curious and also a bit mischievous. Tshego loved to explore new places. He asked questions about everything. "Mom, can animals hear? Mom, do animals understand what we say? Mom, can animals talk? Mom, why do cats meow?" He went on and on until his mom told him to go and play outside.

Tshego went outside and sat down next to his cat, Frisky. He stared at Frisky, and Frisky stared back at him. It was almost as if Frisky had something to say.



"I wish I could talk to you and that you could talk to me too, Frisky," said Tshego. But Frisky just meowed and turned his back on Tshego.

Tshego gave a big sigh. He wondered what it would be like if animals could talk. Then, instead of dogs barking, cats meowing and birds chirping, they would be able to talk and say exactly what they wanted. Tshego chuckled at the thought and knew that this would never happen.

"Tshego?"

Tshego got such a fright when he heard his name, but it was only Mom standing at the door. She was wearing her colourful outdoor hat. Then Tshego remembered that they were going camping! "Tshego, have you packed everything you need?" Mom asked.

"Yes, Mom, I finished packing last night," Tshego smiled.

"Then let's go!" said his mom. "I can see that your dad is loading the last things into the car."

Tshego knew that camping would be fun. He was curious to find out all about the animals that lived around the campsite. The family got into the car, and as they drove along, Tshego counted the minutes until they arrived at the campsite.

The campsite was beautiful. It was surrounded by trees, and Tshego could not wait to explore this new place. "Dad, can I collect some sticks for a campfire while you set up the tent?" Tshego asked.

"That's a good idea, but don't go too far. I don't want you to get lost amongst all the trees," said Dad.

"Okay!" Tshego shouted as he ran off to find some sticks. But because Tshego was so curious and also a bit mischievous, he wandered deeper and deeper into the forest without even realising it. He looked under leaves, behind rocks and up at the trees to see all the animals that lived there.

Once Tshego had collected a big pile of sticks, he looked around and realised that he was ... lost! By now, all the trees looked the same, and he knew he would not be able to find his way back to the campsite.

Soon it became dark, and there was no moon in sight. Tshego sat down, pulled his knees closer to his chest and cried softly. How would he ever find his parents again?

Then Tshego heard voices whispering nearby. He stopped crying and looked around. Had his parents somehow managed to find him? But it was not his parents. In front of him stood a beautiful horse and an owl with big round eyes.

"What's wrong, young man? Why are you crying?" asked the owl.

Tshego could not believe his ears. Had the owl really just spoken to him?

"You ... you can talk?" Tshego stammered.

The owl chuckled. "Of course, we can talk. Now, please tell us why you are out here all alone in the dark."

"I got lost while collecting sticks for a campfire," said Tshego.

"You must be starving," said the horse. Tshego's stomach growled in agreement!

"Wait here and I will fetch you something to eat." At that, the horse trotted off. The owl stayed and kept Tshego company.

The horse returned carrying a branch with big, red apples. Tshego hungrily munched two apples and then he felt much better.

"Now, I think I saw your parents that way," said the horse. "Come, ride on my back, and I'll take you to them." Tshego climbed onto the horse's back, and the owl flew up onto Tshego's shoulder. Together they set off through the trees.



Soon they arrived at the campsite. Tshego jumped off the horse and thanked both animals for their help. "Will I see you again?" he asked.

"Maybe," answered the owl, and with that, both animals disappeared back into the trees.

"Mom, Dad!" shouted Tshego as he ran to give them a big hug. His parents looked worried. "I'm sorry that I was gone for so long, but I got lost. Luckily, a beautiful horse and a kind owl brought me back to you. Did you know that animals can talk?" Tshego could not stop talking! His mom and dad were so happy to see him that they just smiled at each other and gave Tshego another hug.

A few days later, it was time to go home. As soon as they arrived home, Tshego ran to find Frisky. "Hello, Frisky. Did you miss me?" asked Tshego. Frisky stretched and gave a soft meow. "I know your secret," Tshego said, "and when you are ready, you can talk to me."

Frisky rubbed his head against Tshego's arm and then crawled into his lap. And Tshego knew that Frisky had understood every word he said!

Get story active!

- ★ Have you ever been lost in a strange place? How did you feel? How did you find your family again?
- ★ Do you think animals understand us when we speak to them? Why do you think so?

- ★ Choose any animal. Now write down two questions you would ask it if it could talk.
- ★ Write a new ending for the story. Imagine that Frisky spoke to Tshego. What would Frisky say?

Nal'ibali-pret

Nal'ibali fun

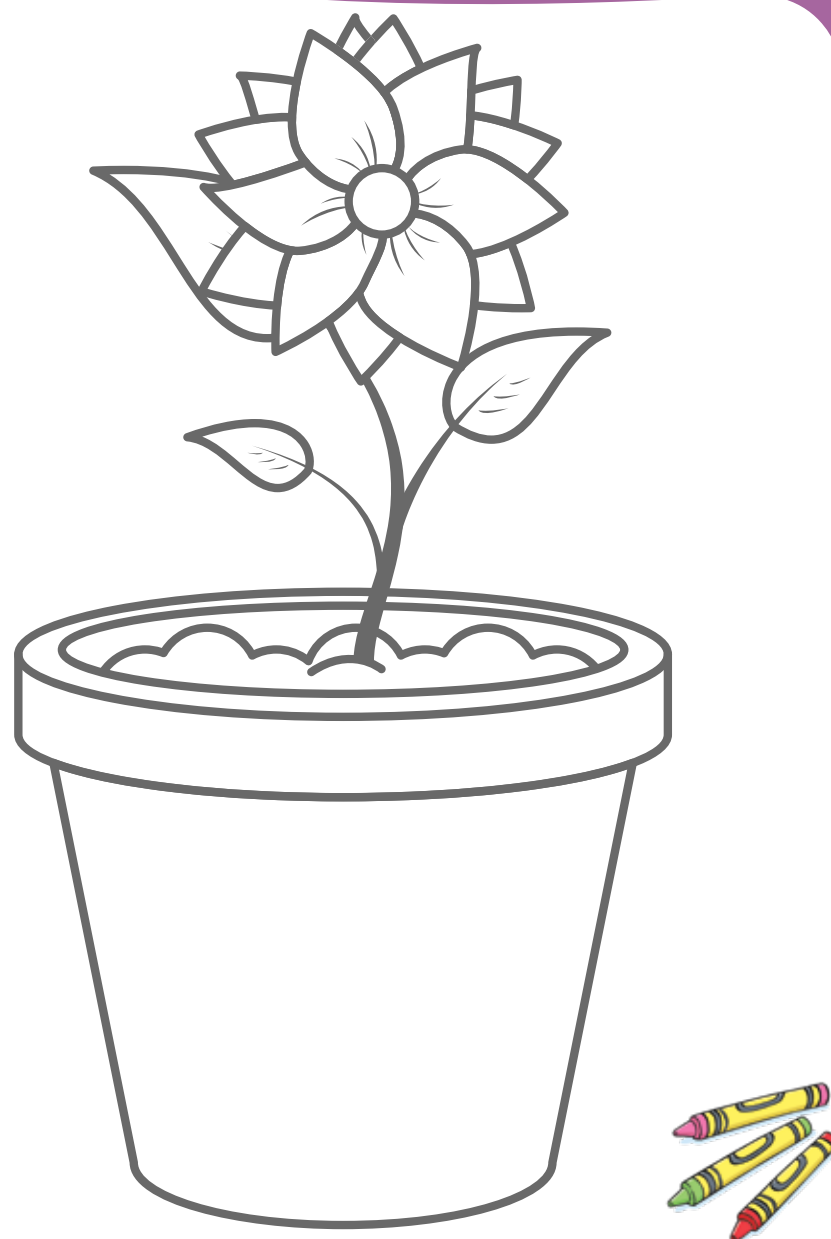
1.

Maak 'n vat-en-voel-tekening

1. Knip die prent van die plant uit.
2. Plak dit op 'n stuk karton (soos 'n ou ontbytgraanboks).
3. Kleur die prent met potloodkryte, vetkryte of viltpenne in.
4. Voeg tekstuur by die prent. Byvoorbeeld:
 - smeer dik gom oor die grond in die tekening. Voeg sand by die gom.
 - knip gekleurde of krinkelpapier uit en plak dit bo-op die blomblare.
 - versier die pot met knope, krale of blinkers.

Make a touch and feel drawing

1. Cut out the picture of the plant.
2. Paste it on a piece of cardboard (like a used cereal box).
3. Colour in the picture using pencil crayons, crayons or kokis.
4. Add texture to the picture. For example:
 - put thick glue over the drawing of the soil. Add sand to the glue.
 - cut out and paste colour or crepe paper over the petal shapes.
 - decorate the plant pot with buttons, beads or glitter.



2.

Is jy 'n storieverteller van formaat?

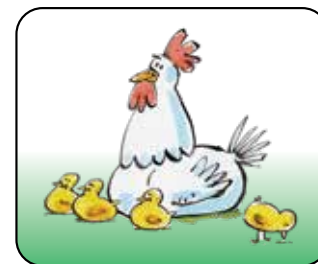
Kyk na die prente hier onder. Kan jy 'n storie opmaak wat oor al of sommige van hierdie prente gaan? Jy kan jou storie vir 'n groep maats vertel of dit neerskryf sodat jy dit later vir ander kan lees.

- Besluit watter prent jy vir die begin van jou storie wil gebruik.
- Kyk dan na die ander prente en besluit in watter volgorde jy hulle kan gebruik om 'n storie te skep.
- Skryf of vertel nou jou storie en gebruik woorde om die leemtes tussen die prente in te vul om jou storie te skep.
- Baie verskillende stories kan uit die prente gemaak word. Die storie wat jy skryf of vertel sal afhang van die volgorde waarin jy die prente gebruik, die idees wat jy het en hoe jy dit in 'n storie saamweef!
- Jy sal dalk van die prente wil uitknip om saam met jou storie te gebruik.
- Moenie vergeet om vir jou storie 'n interessante titel te gee nie.

Are you a star storyteller?

Look at the pictures below. Can you make up a story based on all or some of these pictures? You could tell your story to a group of friends, or write it down so that you can read it to others later.

- Decide which picture you want to use for the start of your story.
- Then, look at the other pictures and decide in what order you could use them to create a story.
- Now, write or tell your story and use words to fill in the gaps between the pictures to create your story.
- Many different stories can be created from the pictures. The story you write or tell will depend on the order you use the pictures in, the ideas you have and how you weave them together into a story!
- You might like to cut out the pictures to use with your story.
- Don't forget to give your story an interesting title.



Nal'ibali is hier om jou te motiveer en te ondersteun. Kontak ons op een van die volgende maniere:

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

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UMLAZI
EYETHU

EASTERN CAPE
RISING SUN

POLOKWANE
OBSERVER



Drive your
imagination