

Lima the Weirdo

THIS BOOK WAS DESIGNED FOR CHEAP PRINTING AND COPYING ON STANDARD A4 OFFICE PAPER, AS SHOWN BELOW:

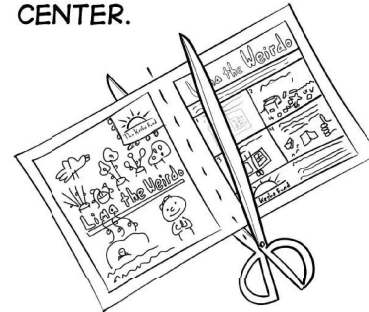
1 PRINT ON A4 PAPER. SET THE SIZE TO 100% SO ALL MARGINS ARE EQUAL.



2 MAKE LOTS OF PHOTOCOPIES.



3 CUT ALL PAGES DOWN THE CENTER.



4 STAPLE THEM TOGETHER. MAKE SURE THE BACK COVER FACES OUTWARD SO YOU CAN READ IT WITH THE BOOK CLOSED.



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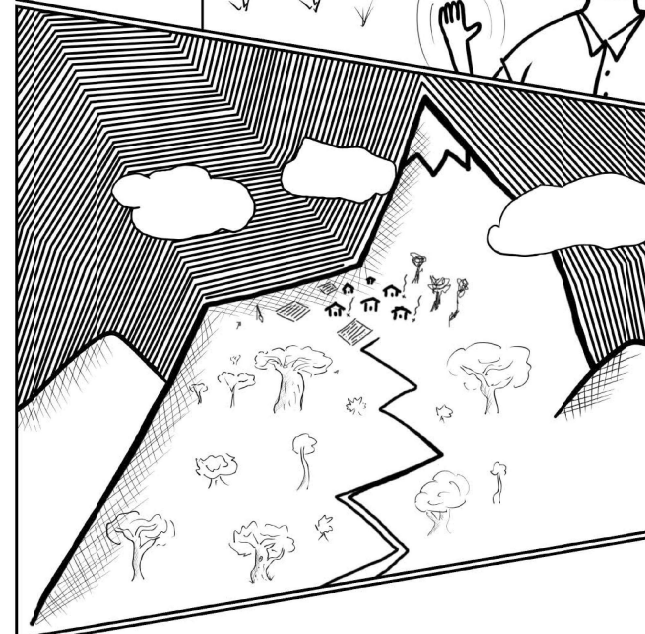
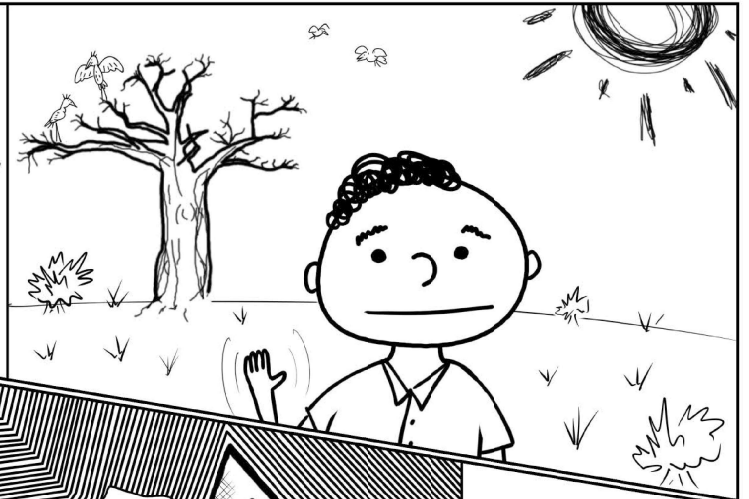
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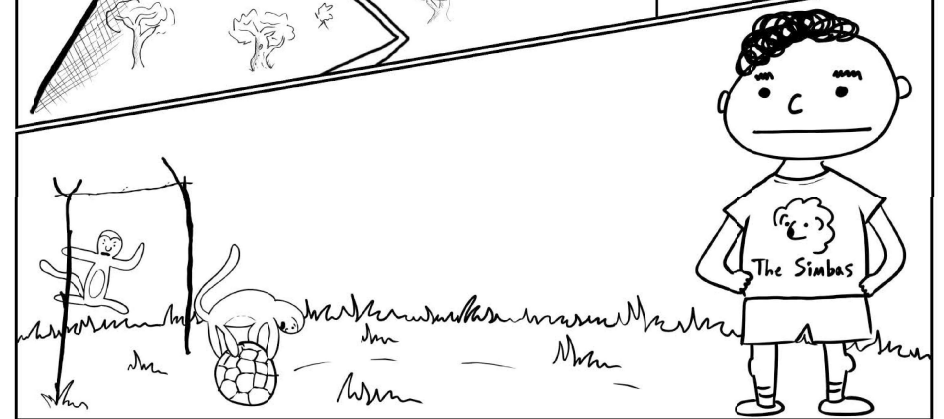
ONE DAY, WHEN I GOT HOME FROM SCHOOL, MY GRANDPA TOLD ME A STORY.



HE TOLD ME THAT MANY YEARS AGO, THERE WAS A BOY CALLED LIMA.



LIMA LIVED WITH HIS PARENTS UP IN THE HILLS OF THE MARANGU MOUNTAINS, IN A VILLAGE NO ONE REALLY CARED ABOUT.

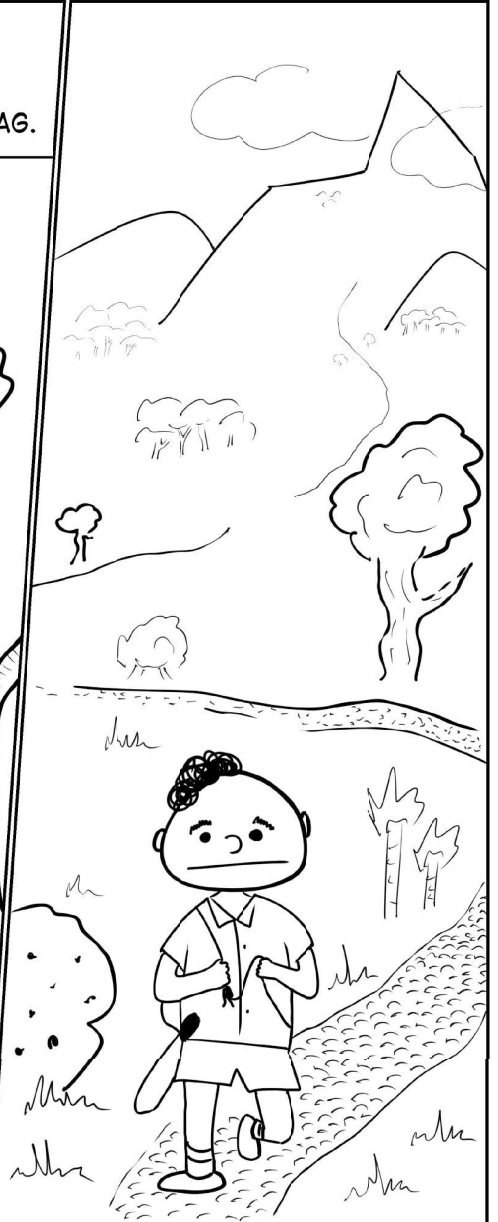


IT SOMETIMES SEEMED AS IF HIS FAMILY WERE THE ONLY ONES LIVING THERE.



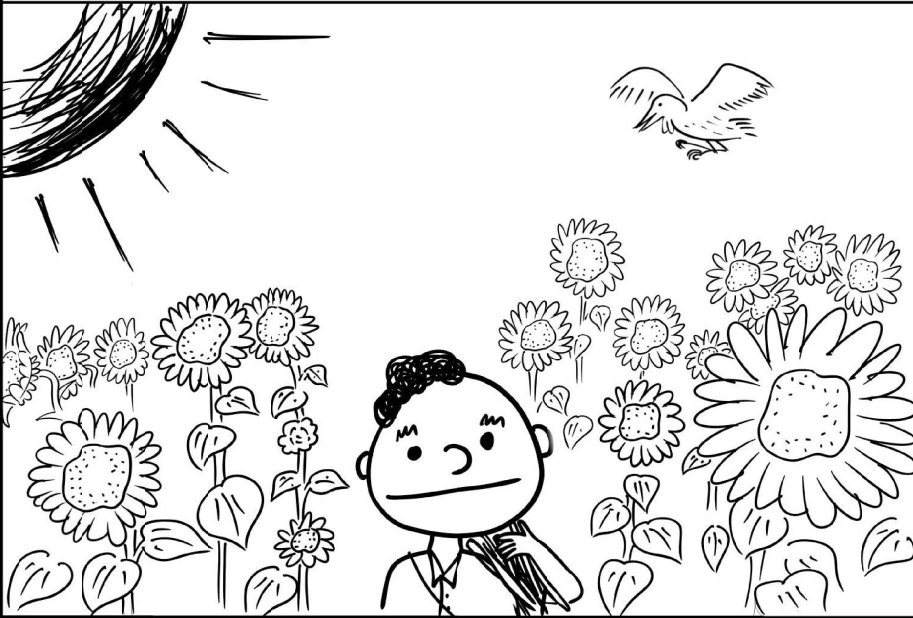
STUDENTS AT SCHOOL CALLED HIM WEIRDO BECAUSE LIMA DID NOT COME FROM WHERE THEY CAME FROM, AND HE COULDN'T KEEP HIS UNIFORM SMART. COMING FROM THE HILLS EVERY DAY, HAVING TO GO UP AND DOWN STEEP SLOPES, HE WAS SELDOM CLEAN BY THE TIME HE GOT TO SCHOOL.

LIMA ALWAYS CARRIED A BOTTLE OF WATER, A PANGA, AND A SACK FOR A SCHOOL BAG.



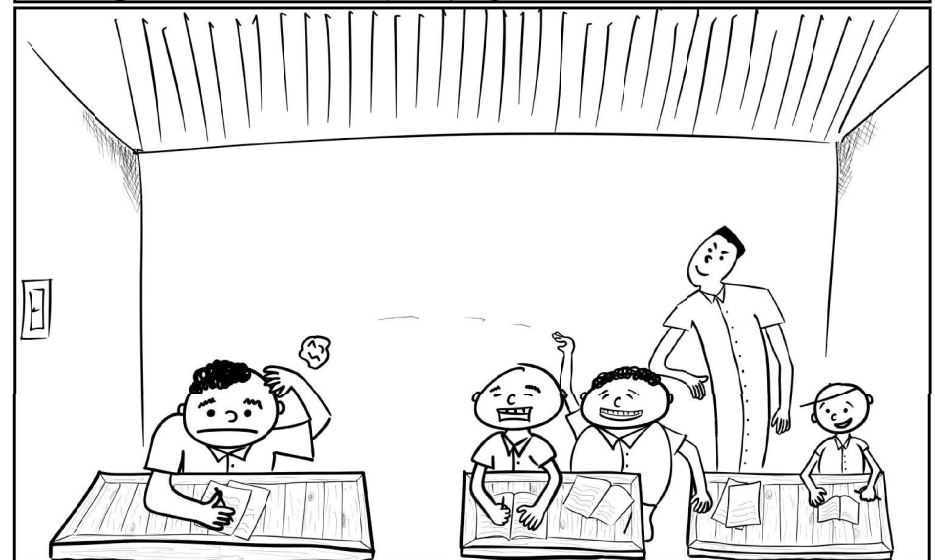
HE CARRIED THESE ITEMS BECAUSE IT WAS A LONG WAY BETWEEN SCHOOL AND HOME.

HE NEEDED THE WATER TO DRINK AND THE PANGA TO CUT DOWN ANYTHING USEFUL HE COULD FIND IN THE BUSHES ON HIS WAY BACK HOME.



NONE OF THE OTHER KIDS AT HIS SCHOOL LIVED THIS LIFE.

MOST OF THEM DWELLED AT THE SLOPES OF THE MOUNTAINS, SO THEY WERE NEARER TO THE SCHOOL. THAT MADE THEM NORMAL AND LIMA THE ABNORMAL ONE.



IN CLASS, IT WAS HARD FOR HIM TO BLEND IN; MOST KIDS PREFERRED TO STAY AWAY FROM THE WEIRDO. THE CLASS WAS FULL OF PEOPLE, BUT TO LIMA IT FELT EMPTY.



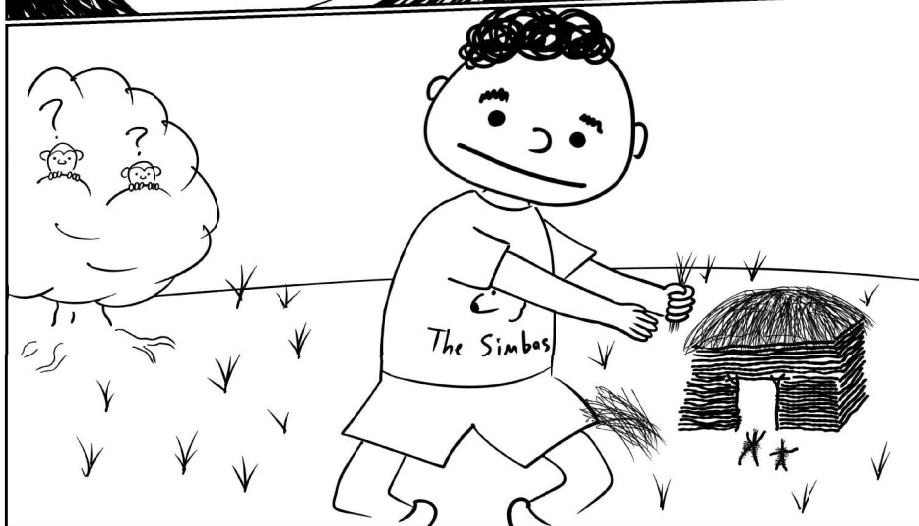
LIMA JUST LOOKED AT HIS TEACHER. WHAT COULD HE SAY? HE HAD MUD ALL OVER HIS SHOES AND SOME ON HIS FEET. HE LOOKED MORE LIKE A GARDENER THAN A STUDENT.



NOW THE COOL KIDS WOULD HAVE SOMETHING TO LAUGH ABOUT ALL DAY.



THANKFULLY IT WAS FRIDAY, ONE HOUR BEFORE CLASSES ENDED AND LIMA COULD GO HOME.



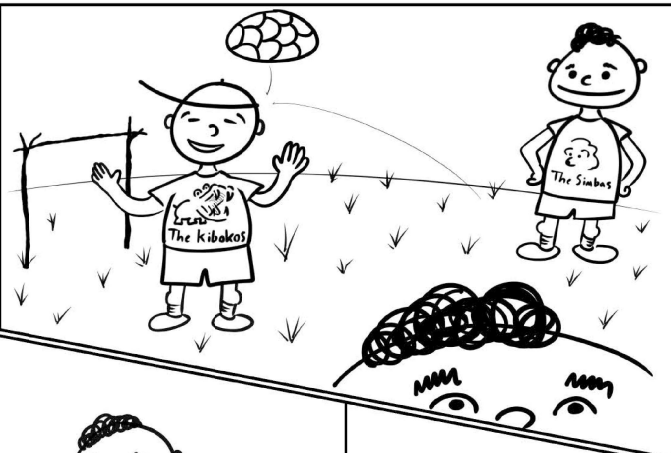
NOT THAT HOME WAS SWEET FOR HIM LIKE FOR MOST KIDS. FOR LIMA, HOME WAS JUST THE ONE PLACE HE COULD REALLY BE ALONE, NO ONE BOTHERING HIM.

ONE DAY DURING BREAK TIME, A BOY TALKED TO LIMA. FOR THE FIRST TIME, ONE OF THE COOL KIDS DARED TO GET CLOSE!

HI LIMA! I AM BITO. I WANT YOU TO KNOW YOU ARE NOT THAT WEIRD AT ALL. IT'S NOT YOUR FAULT YOU LIVE UP IN THE HILLS. BESIDES, I THINK IT'S KIND OF COOL. IT MUST BE BEAUTIFUL LOOKING AT THINGS FROM UP THERE. IN FACT, I WAS WONDERING IF I COULD VISIT SOMETIME.



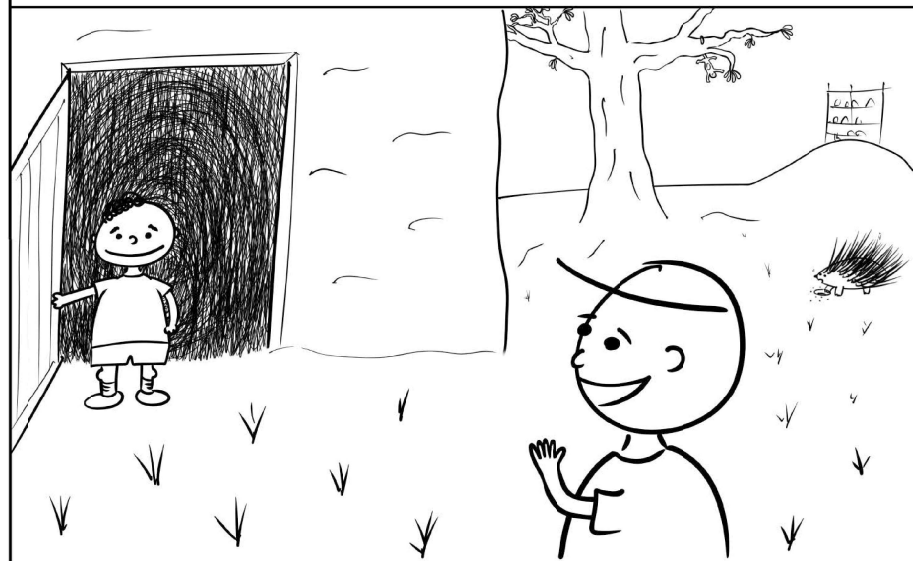
FINALLY! HERE IS A CHANCE TO MAKE A FRIEND, SOMEONE TO TALK TO AND SHARE WITH.



WHEN HE GOT HOME THAT DAY, LIMA STARTED PREPARING FOR A VISIT FROM HIS NEW FRIEND BITO.



A FEW DAYS LATER, BITO STOPPED BY LIMA'S HOME. IT WAS THE HAPPIEST DAY FOR LIMA.



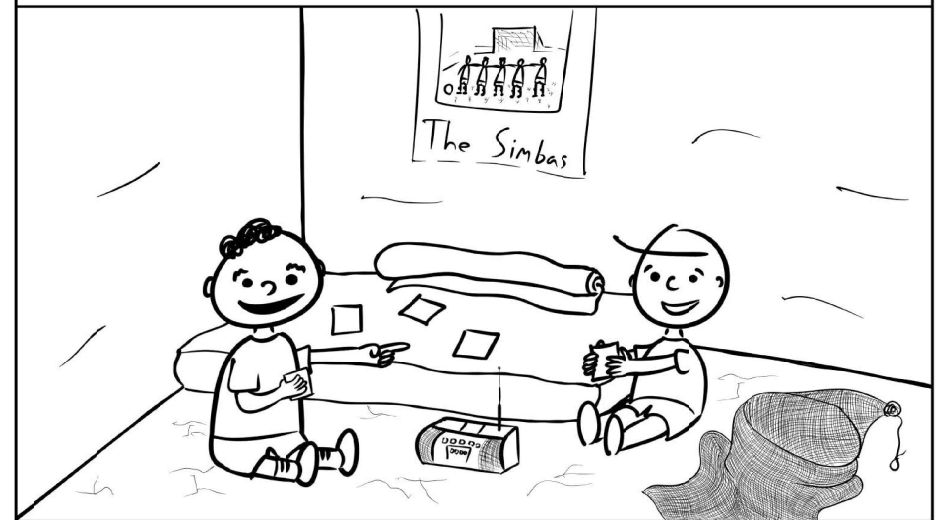
HE SHOWED BITO HIS COLLECTION OF CANS, WHICH WERE IMMACULATLY LAID OUT ON A SMALL HILL NEAR THE HOUSE.



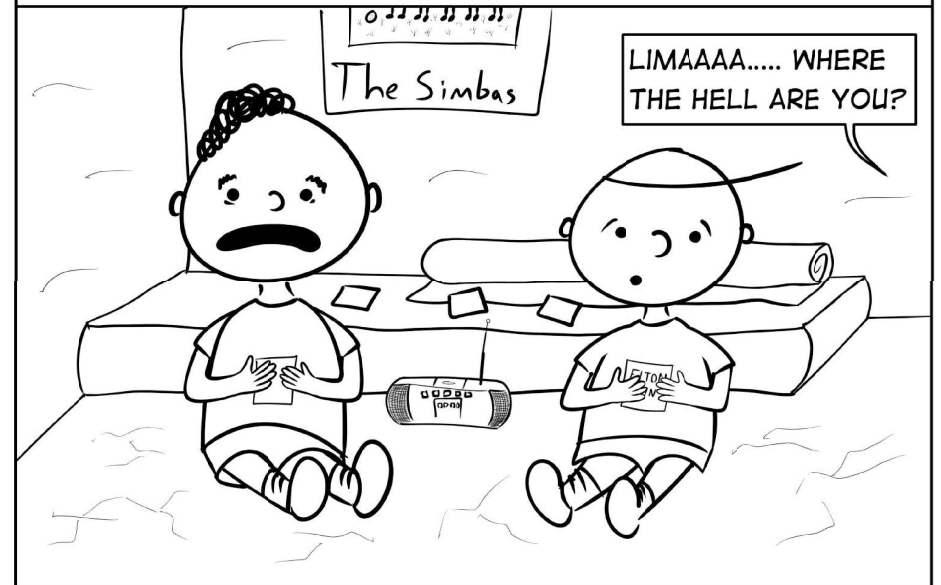
THE CANS WERE NOT EMPTY--LIMA PLANTED IN THEM ALL SORTS OF FLOWERS HE COULD FIND IN THE AREA. HE LIKED GARDENING.

LIMA ALSO SHOWED BITO HIS MUSIC COLLECTION.

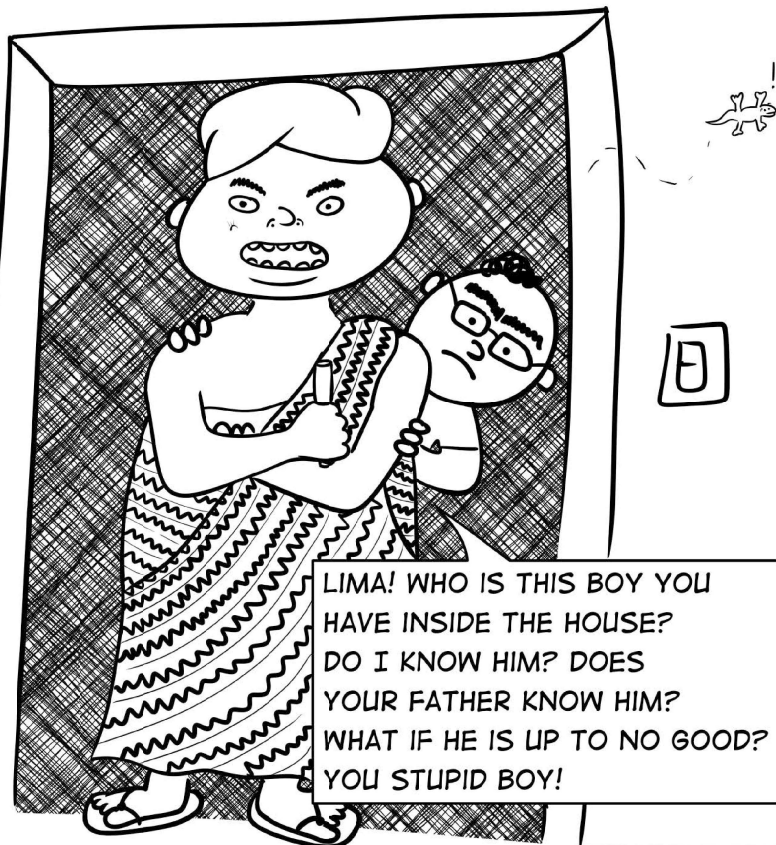
ELTON JOHN WAS HIS FAVORITE, BUT HE THOUGHT SHAKIRA WASN'T THAT BAD EITHER.



LIMA WAS HAVING A LOT OF FUN WITH HIS NEW FRIEND, AND BITO WAS SURPRISED TO SEE HOW NORMAL THIS "WEIRDO" WAS. THEN THEY HEARD A SHOUT FROM THE HALLWAY.



LIMA'S MOTHER DID NOT LOOK HAPPY.

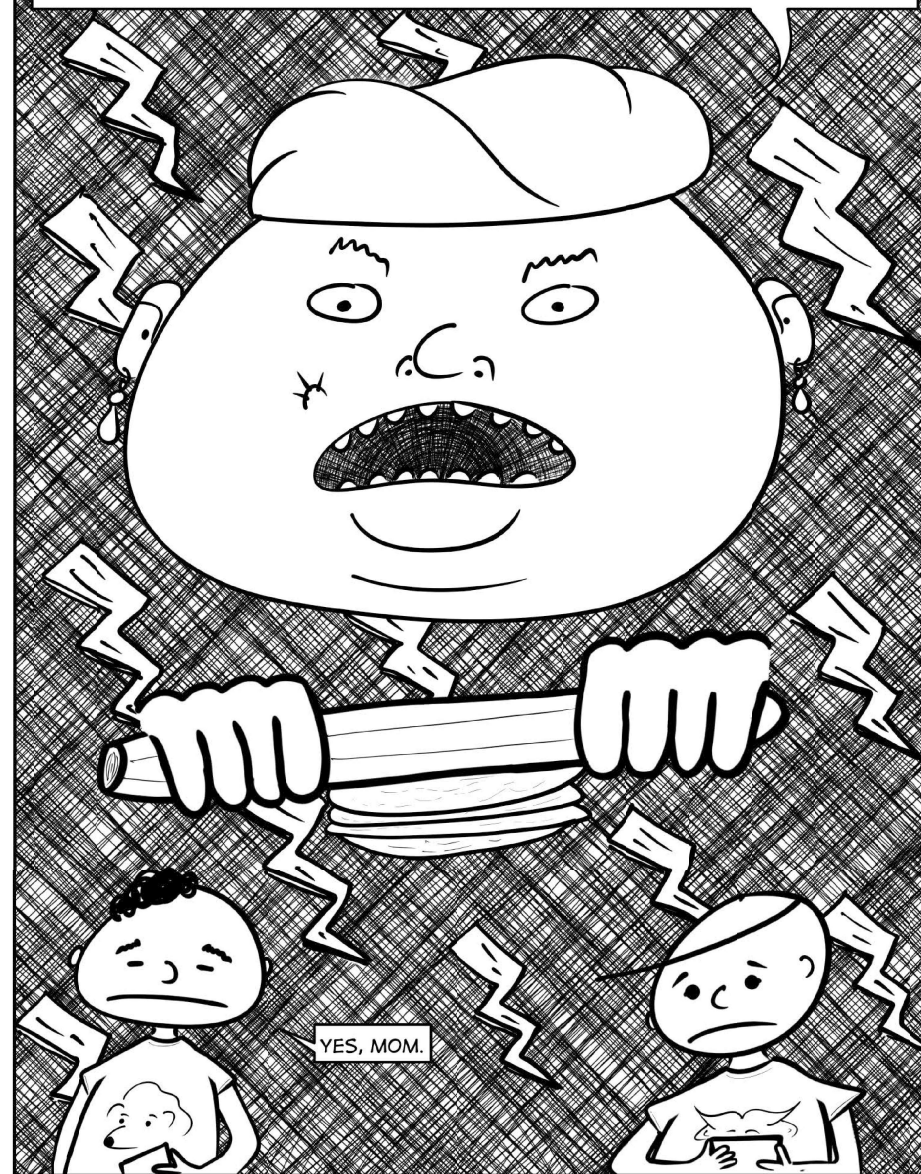


LIMA! WHO IS THIS BOY YOU HAVE INSIDE THE HOUSE? DO I KNOW HIM? DOES YOUR FATHER KNOW HIM? WHAT IF HE IS UP TO NO GOOD? YOU STUPID BOY!

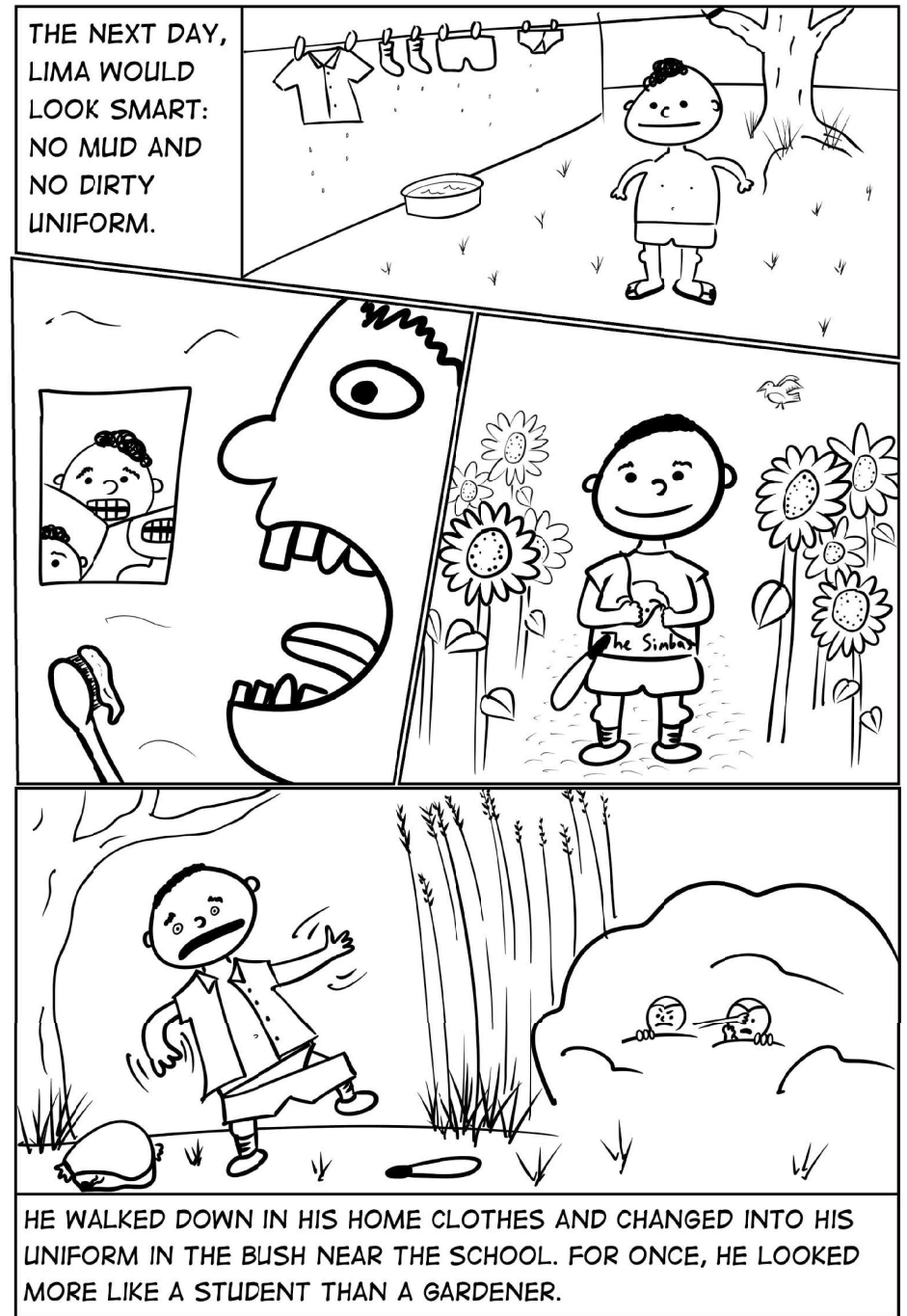


MOM... HE IS A FRIEND FROM SCHOOL.

HOW DO I KNOW THAT? YOU HAVE NEVER HAD ANY FRIENDS BEFORE, THEN SUDDENLY YOU HAVE ONE. I WANT THAT BOY OUT OF MY HOUSE NOW. GET YOUR OWN HOUSE, THEN YOU CAN BRING WHOEVER YOU WANT. IS THAT CLEAR?



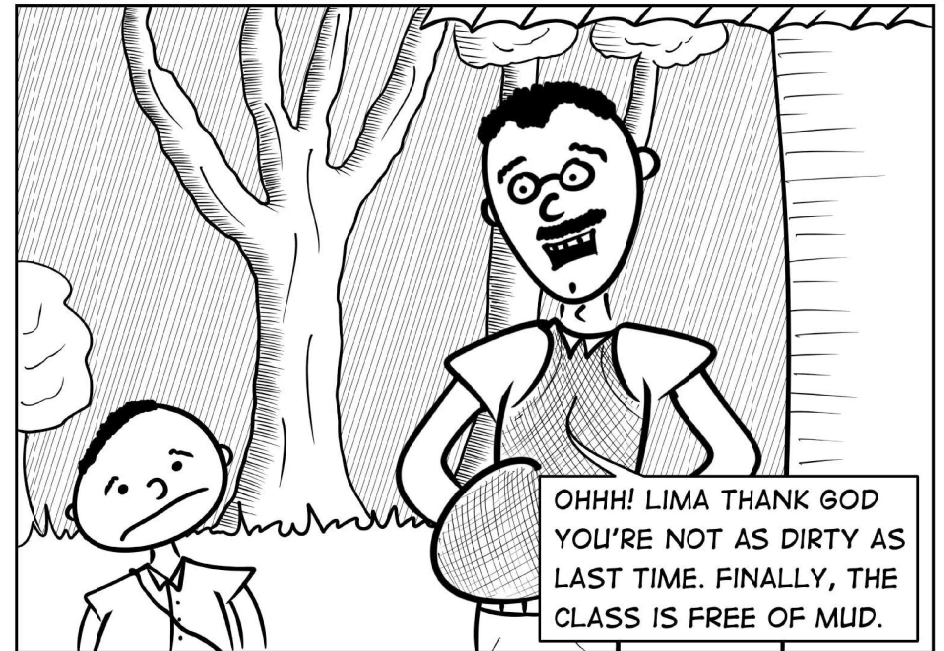
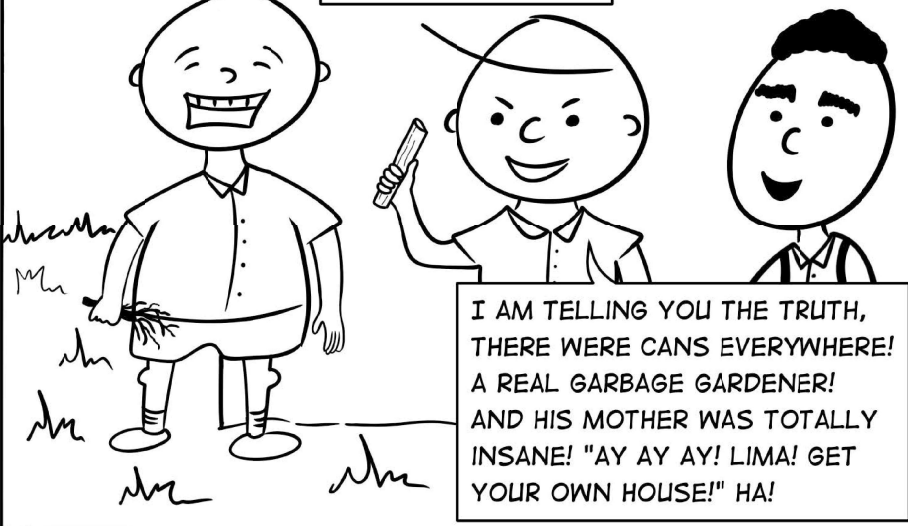
YES, MOM.



BUT WHEN HE ARRIVED,
TO HIS SURPRISE,
EVERYONE WAS
LAUGHING AT HIM.

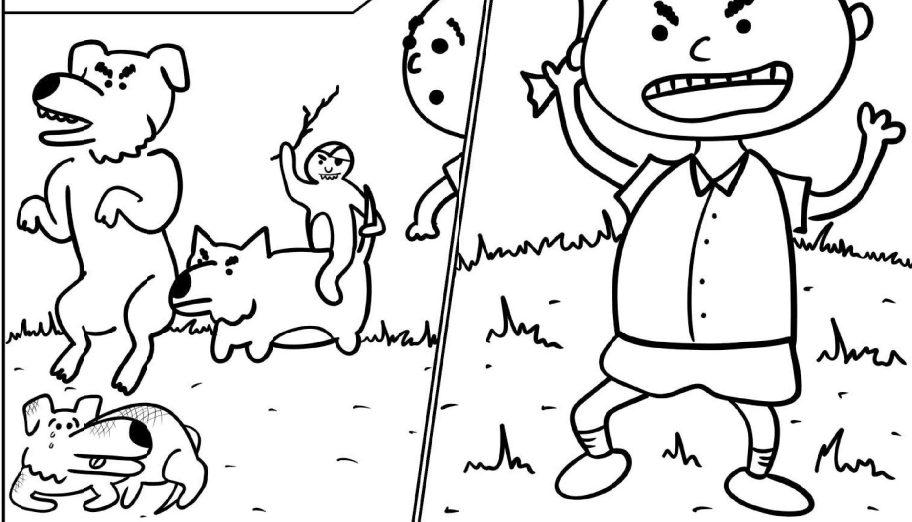


THEN HE SAW BITO.



HIS TEACHER'S COMMENT WAS ANOTHER NAIL INTO
LIMAS' HEART AND A CLOSING STATEMENT.

ON HIS WAY HOME THAT DAY, LIMA SAW SOMEONE ELSE BEING BULLIED. HE KNEW HE COULD NOT WATCH IT HAPPEN.



THERE WAS ONLY ONE THING TO DO.

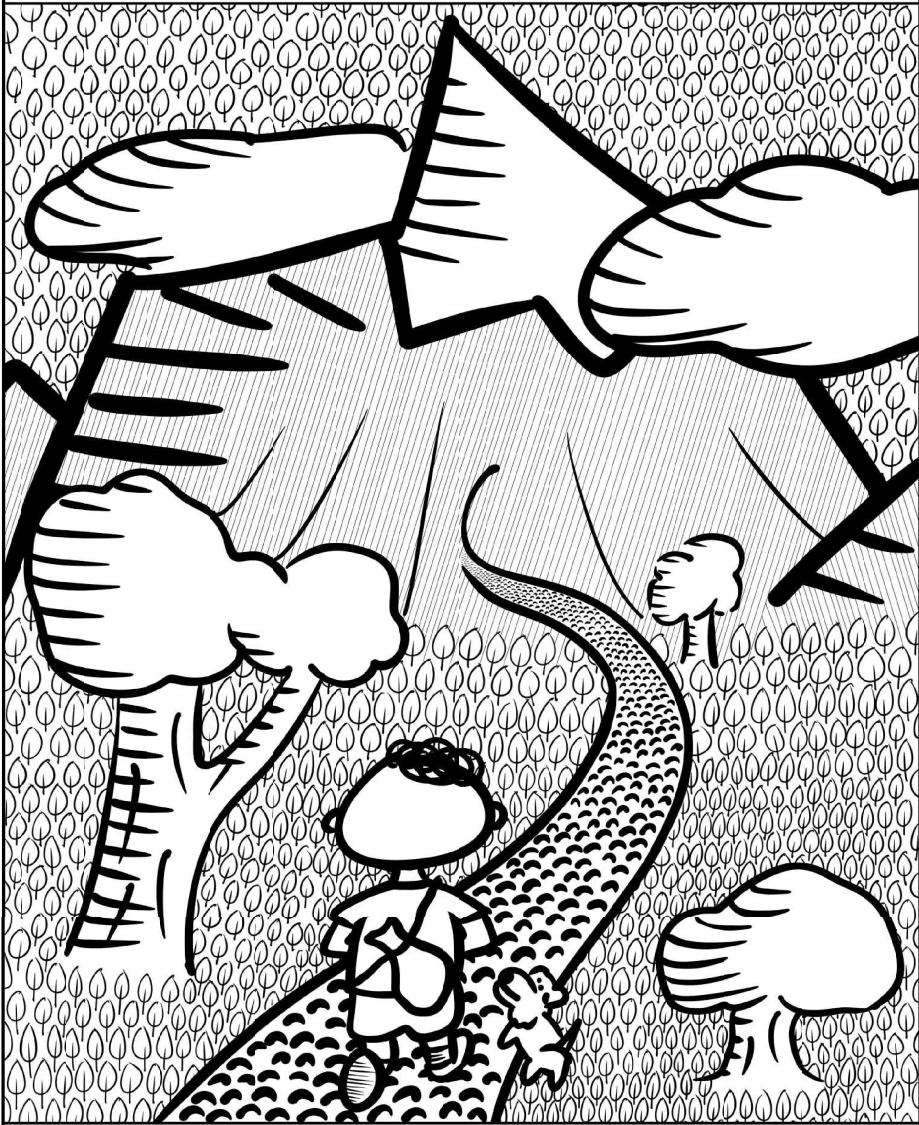


FROM THAT DAY ONWARDS, LIMA DID NOT BOTHER TO ASSOCIATE WITH ANYONE BUT HIS BOOKS. LET THE OTHERS TEASE HIM. HE NO LONGER HAD TIME TO WORRY ABOUT THEM.



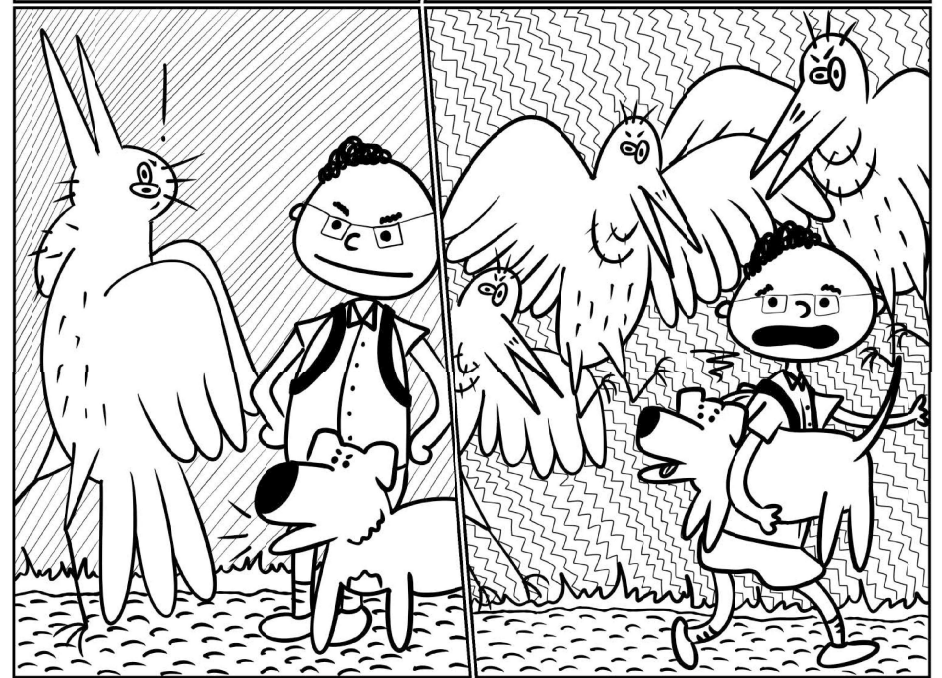
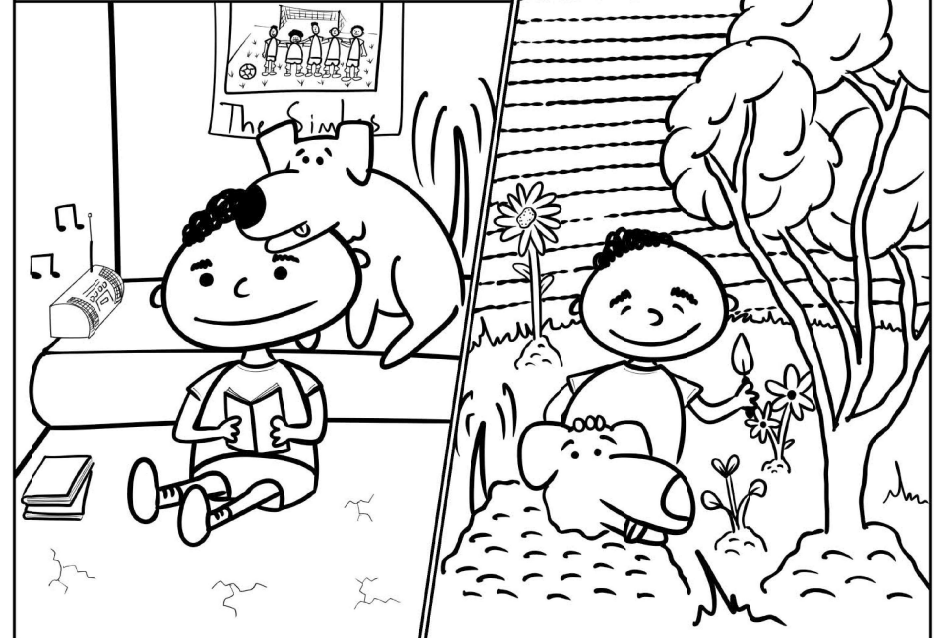
HE AIMED FOR THE HIGH ROAD, WHICH HE KNEW HE COULD CATCH ONLY WITH HIS EDUCATION.

LIMA CARRIED THE WAY HE'D BEEN TREATED LIKE A STONE IN HIS HEART. SOMEONE SHOULD HAVE HELPED HIM. BUT EVEN THOUGH NO ONE DID, HE WAS DETERMINED TO HELP HIMSELF.

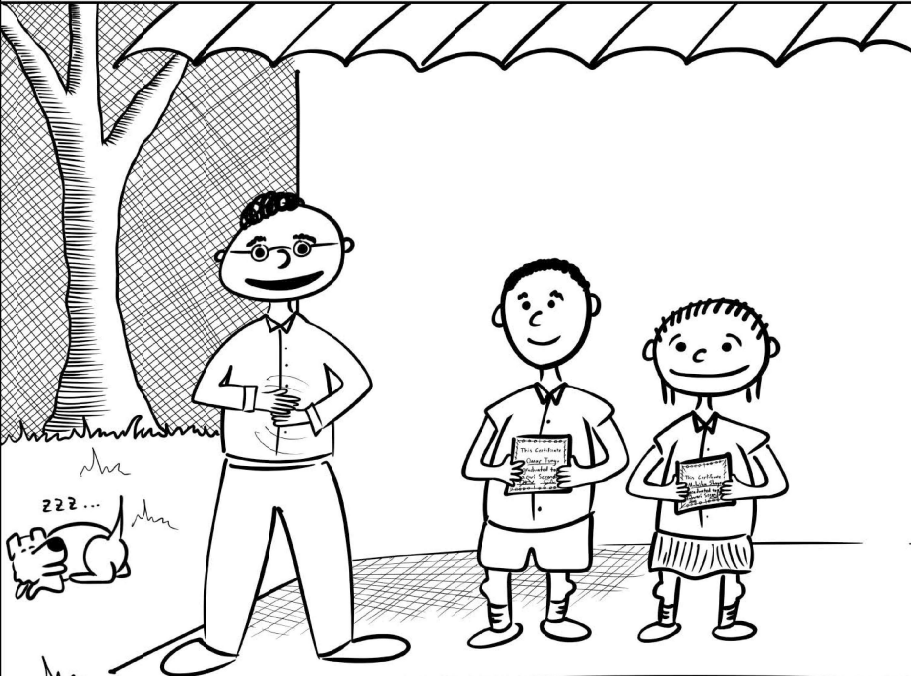


HE PROMISED HIMSELF THAT WHEN HE GOT OLDER, HE WOULD HELP OTHER PEOPLE TOO.

AND SO THE DAYS WENT BY.



MANY YEARS LATER, LIMA BECAME A TEACHER HIMSELF.
AND HE BECAME A COMMUNITY LEADER ALSO.



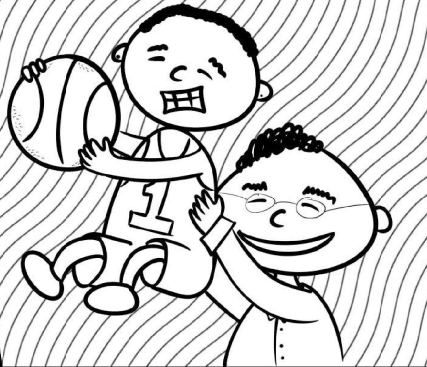
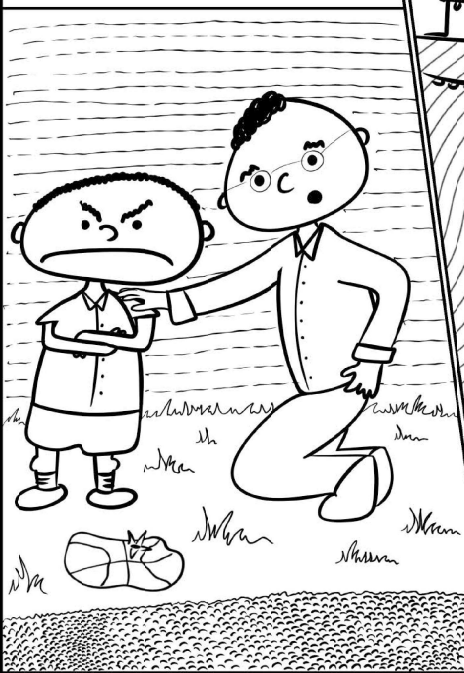
HE GREW FLOWERS AND FRUITS AND VEGETABLES TO MAKE
HIS SCHOOL BEAUTIFUL AND TO FEED ANY STUDENTS WHO
CAME TO SCHOOL HUNGRY.



HE MADE
SURE
THERE
WERE
SINKS
AND
FACE
CLOTHS
FOR THE
ONES
WHO
CAME TO
SCHOOL
DIRTY.



HE HELPED THE MEAN
ONES SEE HOW TO BE
BETTER TO EACH OTHER.



HE TOLD HIS STUDENTS THEY
COULD BECOME ANYONE
THEY WANTED TO BE.

LIKE
HIS
PLANTS,
HE
HELPED
THE
STUDENTS
GROW.



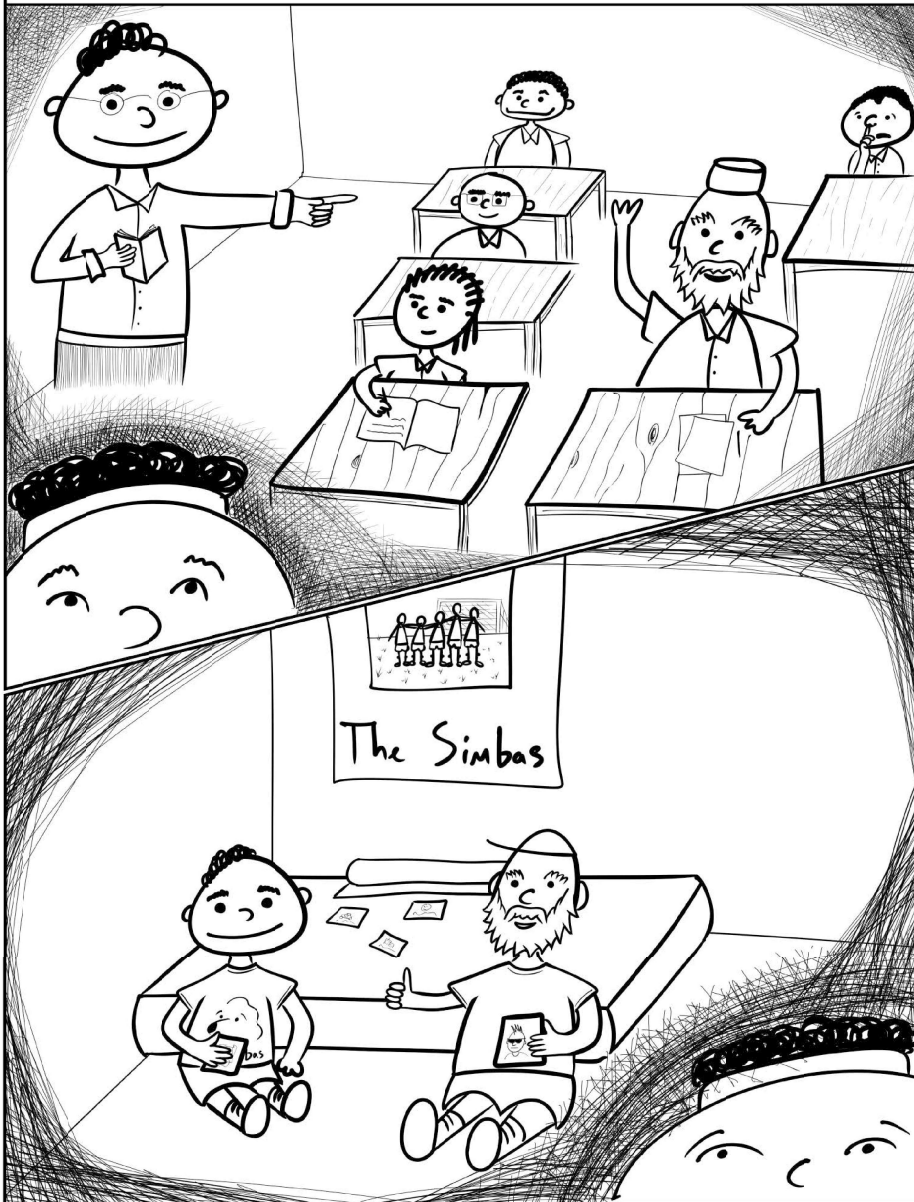
SOME PARENTS AT LIMA'S SCHOOL REMEMBERED HIM FROM
WHEN THEY HAD BEEN HIS CLASSMATES, BUT NOW THEY
TOLD PEOPLE THEY HAD BEEN HIS BEST FRIENDS. NO ONE
ADMITTED THAT THEY HAD BEEN HIS BULLY.



LIMA
STILL
HAD NO
TIME TO
WORRY
ABOUT
THEM.
HE HAD
SO
MUCH
ELSE
TO DO.

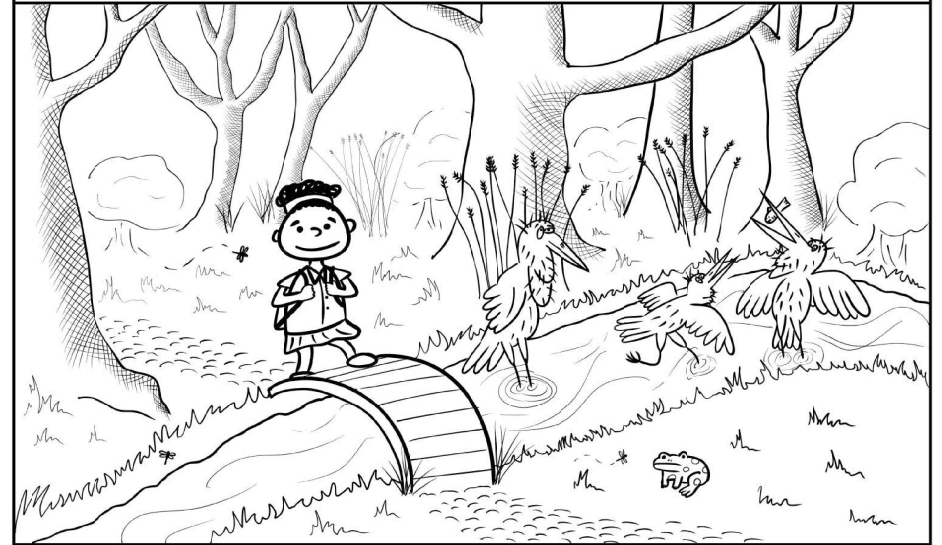


I'M NOT SURE WHY MY GRANDPA TOLD ME ABOUT HIM.
MAYBE HE HAD BEEN LIMA'S STUDENT---



--OR MAYBE HE HAD BEEN LIMA'S CLASSMATE.

THE NEXT DAY, I WALKED BACK TO SCHOOL, WHICH WAS
CLOSE TO MY HOUSE.



I
LOOKED
UP
INTO
THE
MOUNTAINS
AND
WONDERED
WHO
WAS
THERE
NOW,
LIVING
HARD
LIVES
I KNEW
NOTHING
ABOUT.



I WONDERED IF ANY KIDS WERE WALKING DOWN FROM THERE THIS MORNING, LIKE LIMA, ALREADY HOT AND DUSTY AND TIRED, DREADING HOW OTHERS WOULD TREAT THEM IN SCHOOL. THERE MUST BE.



I DECIDED I WOULD TRY TO TREAT THEM WELL.
TO TREAT EVERYONE WELL.

DISCUSSION QUESTIONS

- 1) IN YOUR OWN WORDS, EXPLAIN TO A FRIEND WHAT HAPPENED IN THIS BOOK.
- 2) WHY WERE LIMA'S CLASSMATES MEAN TO HIM?
- 3) DOES BULLYING LIKE THIS HAPPEN IN REAL LIFE? WHERE? WHEN? WHY?
- 4) WHAT CAN STUDENTS DO TO PROTECT EACH OTHER FROM BULLYING?
- 5) WHAT IS A WAY THAT YOU CAN TRY TO HELP PEOPLE WHO ARE BULLIED?
- 6) WHEN LIMA BECAME A TEACHER, HE HELPED TO REDUCE BULLYING AT HIS SCHOOL. DO YOU KNOW ANY TEACHERS WHO MAKE THEIR SCHOOLS SAFER?
- 7) *THIS BOOK IS ALL BLACK AND WHITE. IF YOU HAVE SOME CRAYONS OR COLORED PENCILS AROUND, GIVE LIMA'S WORLD SOME COLOR!*

ABOUT THE AUTHOR

IMAKULATA ARNOLD COMES FROM KIRUA VUNJO VILLAGE NEAR MOSHI, TANZANIA AND HOLDS A DEGREE IN EDUCATION FROM ST. AUGUSTINE UNIVERSITY OF TANZANIA. AS A WRITER, IMAKULATA BELIEVES THAT PEOPLE NEED TO BE EDUCATED ABOUT INTERNAL CONFLICTS AND THEIR POSSIBLE CAUSES, WHICH CAN LIMIT AN INDIVIDUAL'S SUCCESS IN ALL ASPECTS OF LIFE AT ANY AGE. IN WRITING FOR CHILDREN, SHE BELIEVES IN BALANCING ENTERTAINMENT WITH A STRONG MESSAGE TO HELP THEM THINK WHAT IT MEANS TO GIVE BACK TO THEIR COMMUNITY.

ABOUT THE ILLUSTRATOR

JOHN WHALEN IS AN ENGLISH TEACHER FROM NEW HAMPSHIRE, USA. HE ALWAYS FELT LIKE HE LEARNED JUST AS MUCH FROM READING BOOKS AT HOME AS FROM GOING TO SCHOOL, SO HE LOVES TO WORK ON NEW CHILDREN'S BOOKS NOW.

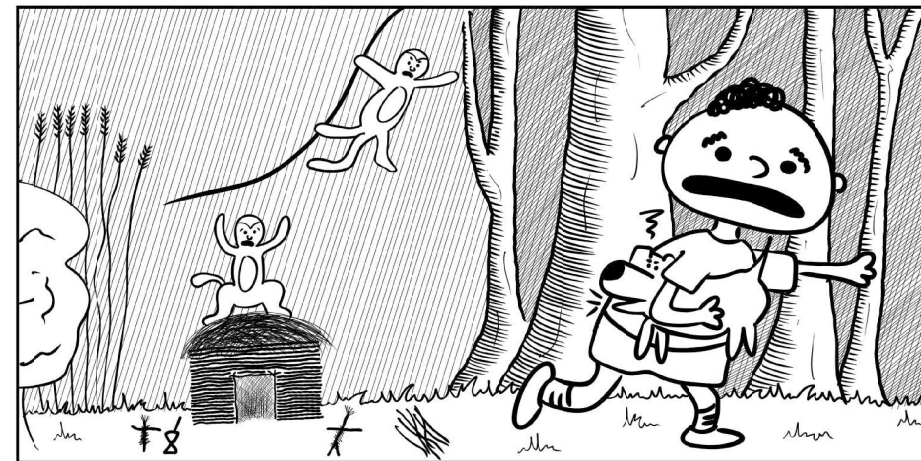
ABOUT THE KESHO FUND

THE KESHO FUND IS A REGISTERED NONPROFIT BEGUN IN MWANZA, TANZANIA AND COLORADO, USA IN 2018. WE SUPPORT PROJECTS FOCUSED ON EMPOWERING EDUCATORS AND CHANGE-MAKERS IN TANZANIA.

ONE OF THE WAYS WE DO THIS IS THROUGH OUR ONGOING **KESHO FUND LIBRARY PROJECT**. IN THIS PROJECT, WE PREPARE BLACK-AND-WHITE ILLUSTRATED BOOKS IN ENGLISH, SWAHILI, AND OTHER LANGUAGES (LOCAL/REGIONAL/GLOBAL) FOR EDUCATORS TO PRINT, PHOTOCOPY, AND GIVE AWAY FOR FREE. THIS HELPS STUDENTS WITH LIMITED BOOKS AT HOME TO BECOME STRONG READERS ON THEIR OWN OR IN CLASSES/CLUBS.

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MEET LIMA. LIMA IS A CREATIVE BOY WHO LIVES WITH HIS FAMILY A LITTLE FAR OUTSIDE OF TOWN. THE KIDS AT SCHOOL GIVE LIMA A HARD TIME, BUT HE FEELS CERTAIN THAT HE CAN ACHIEVE SOMETHING WITH HIS LIFE. READ HIS STORY TO FIND OUT IF HE IS RIGHT!

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SUGGESTED LEVEL: PRIMARY SCHOOL IN STUDENTS' FIRST LANGUAGE OR SECONDARY SCHOOL IN THEIR SECOND LANGUAGE

ENGLISH LEVEL: CEFR A2, IELTS 3-4

FLESCH-KINCAID READING LEVEL: 90.1 (GRADE 3.2)

LENGTH: 1193 WORDS

THEMES: BULLYING, INDIVIDUALITY, CONFIDENCE, HARD WORK

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