

TOITOI

SOUTHEAST ASIA SPECIAL ISSUE



TEACHER SUPPORT MATERIALS

Celebrate young New Zealanders' connections to Southeast Asia and use these ideas to explore the languages and cultures of this vibrant region with your class.



READ

Choose a text in Toitoti to share with your class or ask your students to read it independently using their own journal.



LEARN

Use the questions as a starting point for class discussion or independent research.



CREATE

Guide your students to write their own response to the text.



ILLUSTRATE

Work with the text to inspire your students to create an artwork of their own.



SHARE

Encourage your students to submit their work for publication and begin a conversation with other young New Zealanders through the arts.

VISIT TOITOTI.NZ FOR SUBMISSION GUIDELINES AND DEADLINES

READ	LEARN	CREATE	ILLUSTRATE
People and customs	Research five customs that are important to the people of your country. Describe them and explain why they are important. How did they originate? How are they passed on to future generations?	Write a fictional story that features one of the customs you studied. Use your research to add detail to the setting and characters in your story.	Design and make an artwork that celebrates your custom. Use materials and colours that are special to that culture.
History	Research the history of your country. Find out about significant events or milestones. What happened? Who were the people involved? What were the consequences?	Write a story about an important moment in your country's history. Imagine you are the central character. Write about what happened and how you felt.	Dress up as the main character in your story and take a black and white photo to illustrate a key moment in your narrative.
Language	Learn five words or greetings from a language spoken in your country. Practise them and share them with your class.	Collaborate with a friend to write a play or dialogue set in your country. Use the new words you have learned.	Create a comic strip inspired by your play or dialogue. Lay out each scene carefully to help your reader follow the story.
Art and literature	Research an important writer or artist from your country. Review their biography and consider how their work was influenced by their surroundings. How would you describe their style?	Compose a poem in honour of your writer or artist. Describe their life and why their work is special.	Create a portrait of your writer or artist to go with your poem. Can you think of a way to reference the style of your writer or artist in the portrait?

Choose a country in Southeast Asia to study

READ	LEARN	CREATE	ILLUSTRATE
Clothing and textiles	What fabrics, clothing or textiles are associated with your country? Take a poll of your friends and see what they think. Are you right or have you missed something?	Choose a traditional item of clothing from your country. Write a description of how it is made.	Work with a friend to design and make a piece of traditional clothing or jewellery that is special in your country. Make a list of the materials you will need and plan your process.
Flora and fauna	What animals or flowers are symbolic in the culture of your country? What makes them special? How are they represented in everyday life?	Choose an animal or flower from your research. Write a poem about it using descriptive language features like metaphor and simile.	Imagine you are a wildlife photographer. Draw a picture of your animal or flower in its natural habitat and place a photo frame around it.
Food	What are some of the most beloved dishes from your country? How are they made? What do they taste like? Can anyone in the class describe eating them?	Write a story about sharing a special meal in your country. It can be real or imagined. Include the recipe if you can!	Create a collage to go with your story, paying particular attention to texture and colour.
Travel	Which country in Southeast Asia would you like to visit? Why? How would you get there? How much would it cost? What is the first thing you would do when you arrive?	Make a brochure advertising your destination and all of the amazing things you can do there. Include important travel information like what to bring, local restaurants, currency, and key phrases for getting around.	Illustrate your brochure with key landmarks and exciting attractions. You might like to include a map!

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
Family	Investigate your family history. Collect stories from family members about where you came from. Reflect on what you have learned about your family background.	Write your family story. Include personal details and memories from your research.	Create your family tree. Include drawings of each of your relatives.
Migration	Do you know someone who has moved to New Zealand? Interview them about what their life was like before they moved. How did things change for them after they arrived? How would you feel if it were you?	Write a welcome card for someone new to New Zealand. Introduce yourself and ask them some questions. What do you want to know? What do you want them to know about you?	Illustrate your card with images from the person's old home and their new home. Add a friendly greeting in their language! Give them the card the next time you see them.

ADAPTING AN IDEA – EXAMPLE – MIGRATION

Understanding key concepts

Ask someone who has recently arrived in New Zealand to speak to your class. Take turns asking questions about their experience. List ways that the class can make someone new feel welcome. Make a welcome sign for the door to your classroom and add greetings in multiple languages!

Extending learning

Include your interview in a video or powerpoint about what it is like to move to New Zealand. Use images that illustrate how the person's life has changed. Share your work with your community. Add your thoughts about how we can make newcomers feel welcome in their new country.

Choose a country in Southeast Asia to study

Explore the journal with these ideas for the classroom

TITLE	TRANSLATION	LANGUAGE	PAGE
Birdscape	Palaibunan	Tagalog	Cover
Lanterns	Đèn lồng	Vietnamese	IFC
Wish	祝	Singaporean Chinese	3
Butterfly Garden	Taman Rama-rama	Malay	4
Wishing Ribbons	Reben Harapan	Malay	8
Benjo's Pepeha	Benjo's Pepeha	Tagalog / te reo Māori	12
Adventure in Angkor Wat	ដំណើរផ្សេងៗនៅអង្គរវត្ត	Khmer	14
Pangolin	Trenggiling	Bahasa Indonesian	22
Magical Malaysia	Keajaiban Malaysia	Malay	26
Hillside, Luang Prabang	ເນີນພູ, ຫລວງພະບາງ	Lao	30
Water Puppets	Những con rối nước	Vietnamese	32
The Tribe	လူမျိုးစု	Burmese	36
Orangutan	Orangutan	Malay	41
Canoeing through the Waters of Vietnam	Chèo thuyền ngấm sông nước Việt Nam	Vietnamese	42
The Macaque Monkey	ลิงกัง	Thai	46
Market Day	วันที่มีตลาดนัด	Thai	50
Gili Trawangan	Gili Trawangan	Balinese	54
Merlion	Merlion	Malay	58
On the Road	Trên đường	Vietnamese	62
Floating a Basket	ลอยกระทง	Thai	66
An Exotic Adventure	Pengembaraan Eksotik	Malay	70
Sun in the Philippines	Araw sa Pilipinas	Tagalog	74
The Laos Cat	ແມວລາວ	Lao	78
Lola	Lola	Tagalog	82
Bangkok	กรุงเทพมหานคร	Thai	86
Indochinese Leopard	အင်းစိတ်ရုတ် ကျားသစ်	Burmese	94
Quiet in My Mind	Ketenangan pikiranku	Bahasa Indonesian	98
My Myrna	Myrna Saya	Malay	100
Misty Valley	Mahamog na lambak	Tagalog	112
Fishing	ငါးဖမ်းခြင်း	Burmese	114
Spotted Cuscus	Kuskús Bure	Tetum	118
Singapore Adventure	சிங்கப்பூர் சாகசம்	Tamil	122
Summer Solstice	Titik balik matahari	Bahasa Indonesian	131
A House on a Hill	Isang Bahay sa isang Buro!	Tagalog	132
Vietnam Story	Câu chuyện Việt Nam	Vietnamese	136
Orchard Road Sweeping	Menyapu Jalan Orchard	Malay	140

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
INSIDE FRONT COVER Lanterns Pictures by Logan Simich-Burr, age 14	Logan's spectacular artwork was inspired by lantern festivals. Research the history and significance of lanterns across Southeast Asia. What are some similarities and differences between the various traditions?	Interview a friend about a cultural tradition that is important to them. Ask thoughtful, open-ended questions and take good notes. Write a short summary of the interview.	Introduce your friend to your class and share what you have learned about their culture and traditions.
PAGE 3 Wish Pictures by Nikita Billington, age 14	Nikita's artwork was also inspired by a lantern festival. In Thailand, people write a wish on their lantern before releasing it into the sky. What is written on Nikita's lantern? What would you wish for? Tell a friend.	Design a lantern of your own. Use your favourite colours and make sure it reflects your hopes and dreams.	Build a lantern based on your design and write your wish on it in the language of your choice. Organise a lantern exhibition for your school and invite friends and family to come along.
PAGE 4 Butterfly Garden Words by Rain Wang, age 11 Pictures by Judy Zhu, age 12	Rain's poem describes the life of a butterfly in an unusual place. Where is Changi Airport? Have you ever been to a butterfly garden? What is it like?	Write a poem about a butterfly living in an airport. Give it a name and imagine its adventures.	Make a butterfly out of coloured paper. Hang it on invisible thread from the ceiling in your classroom to make a butterfly garden of your very own.
PAGE 8 Wishing Ribbons Words and pictures by Manea Heeney, age 10	Manea has Malaysian heritage and some of her family live there. On a trip to see them, she encountered wishing ribbons at a famous temple in Penang. What are wishing ribbons? Where else might you find them?	Write a wish on a piece of paper along with an explanation of why that wish is important to you. Can you write your wish in more than one language?	Cut a piece of fabric into ribbons. Write your message on them in as many different languages as you can. Hang them from a wishing tree in your school grounds.

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 12 Benjo's Pepeha Words by John Benedict Carlos, age 10 Pictures by Tiria Carney, age 12	Benjo has written a pepeha in English, Māori and Tagalog to describe who he is and where he has come from. Read it aloud with your class. What do you notice about the different languages?	Write your own pepeha in English and te reo Māori. If you have connections to another language, write your pepeha in that language too. Ask family and friends for help.	Create a self-portrait that reflects all of the different cultures and heritages that make up who you are.
PAGE 14 Adventure in Angkor Wat Words by Lydia Cammock, age 11 Pictures by Phoebe Leenhouders, age 14	Lydia has set her adventure story at Angkor Wat, Cambodia's iconic temple. Why is it so special? Working in small groups, research Angkor Wat.	Choose five key facts from your research and find pictures to support them. What challenges does Angkor Wat face? Why is it so important to preserve it as a heritage site? Don't forget to record your sources.	Create a slideshow using your research and present it to your class. Incorporate images and videos of Angkor Wat as well as a map.
PAGE 22 Pangolin Words by Analiese Dombroski, age 8 Pictures by Aluia Nio-Akai, age 11	Analiese has written a poem about a shy, harmless creature from Southeast Asia called a pangolin. Find out its scientific name, habitat, diet, lifespan, size and weight. Who are its predators? Why is the pangolin critically endangered?	Using your research, write a short description of a pangolin and list some of the things we can do to protect it.	Design a poster to promote the protection of the pangolin. Invent a catchy slogan and use images to support your argument.
PAGE 26 Magical Malaysia Words by Alia Holster-Haidzir, age 10 Pictures by Benjamin McQueen-Davies, age 14	Inspired by Alia's description of Malaysia, choose a place you would love to go in Southeast Asia and study it. Find out about its food, animals, cultures and languages.	Create a travel brochure for a Southeast Asian country you have visited or would like to visit. Consider including historical and geographical information, cultural attractions and tips on getting around.	Design a front cover for your travel brochure that showcases the country you are promoting.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 30 Hillside, Luang Prabang Pictures by Lillian Southward, age 9	Luang Prabang is a UNESCO World Heritage Site. What does this mean? What makes Luang Prabang so special? What are other World Heritage Sites in Southeast Asia?	Produce a report on a World Heritage Site of your choosing and explain what makes it so special. Note whether it has been designated as a natural or cultural site.	Build a model or diorama of your chosen site. Think carefully about how you will recreate the landscape and don't forget to label its features.
PAGE 32 Water Puppets Words by Louis Hyland, age 7 Pictures by Otis Hickey, age 11	Louis has described a water puppet show in Vietnam. Research the history of puppet shows in Vietnam. Where do they come from and what are they usually about?	Write the script for a play featuring puppets. Use themes important to Vietnamese life, such as harvesting and fishing.	Make your own puppets using paper, cardboard or even wood and fabric. Put on a show for your class!
PAGE 36 The Tribe Words and pictures by Lincoln McWatt, age 11	Lincoln has written a moving story about a young refugee. What is a refugee? Using the clues in the story, can you work out where Sanda comes from? What happened to the tribes?	Imagine you are a refugee. Write a diary entry describing the day you had to leave your home.	What would you take with you if you had to leave your home suddenly? Make a treasure box for your special items to keep them safe.
PAGE 41 Orangutan Pictures by Hannah Abraham, age 11	Have you ever seen an orangutan in real life? What does orangutan mean in English? Do you think it is an appropriate name? Discuss with your class.	Orangutans are very intelligent and social creatures. Write a story about a day in the life of an orangutan, describing their thoughts and adventures.	Create a comic strip based on your story. Use speech and thought bubbles to give your reader insight into this amazing creature!

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 42 Canoeing through the Waters of Vietnam Words by Tilly O'Donnell, age 10 Pictures by Elna Babu, age 11	Tra Su Forest is known for its tranquility. Where is it? What would you find there? Why is it so quiet?	Write a poem describing the Tra Su Forest or another tranquil landscape that is important to you.	Gather or make some simple instruments that replicate the sounds you describe in your poem. Make a recording and play it for your class.
PAGE 46 The Macaque Monkey Words by Will Fang, age 6 Pictures by Manea Heeney, age 10	Read Will's story about a macaque monkey, then turn to page 78 and read Lily's story about a Laos cat. What are the similarities and differences between these stories? Discuss with a friend.	Choose an animal native to Southeast Asia. Write a story from their point of view. It could be fun, like Lily's, or more serious, like Will's.	Give your story to a friend and ask them to illustrate it. Does the picture convey the mood of your story? Why?
PAGE 50 Market Day Words by Anica Downing, age 11 Pictures by Tutavake Tuiono Pouao, age 10	Anica has written an evocative description of a Thai market. She uses her senses to describe the scene. Can you find examples of this in the text?	Have you ever felt overwhelmed by a new place? Write a poem describing it using your senses, like Anica.	Create a mixed media artwork to accompany your poem. Think about how you can incorporate materials that will appeal to different senses.
PAGE 54 Gili Trawangan Words by Alice Murphy, age 9 Pictures by Vivien Carroll, age 9	Where are the Gili Islands? What is special about them? Make a list of five fantastic facts.	Write the content for a travel website encouraging travellers to visit the Gili Islands. Be sure to use attention-grabbing headlines and persuasive language to entice tourists.	Design your website and incorporate pictures and maps to encourage people to visit.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 58 Merlion Words by Ana Miyazaki, age 6 Pictures by Georgia Macalister, age 12	The Merlion statue is the official mascot of Singapore. It has a lion's head and a fish's body. Ana uses personification in her poem to describe it watching over the city and its people. What is personification? Find examples in the text.	Choose another famous statue in Southeast Asia and write a poem about it using personification like Ana.	Use clay or plasticine to create a miniature sculpture of your statue and put it on display in your classroom with your poem.
PAGE 62 On the Road Words by Lola Fisher, age 10 Pictures by Amy Bright, age 14	Lola describes the experience of crossing a road in Vietnam. Why do you think she found it so daunting? What are the most popular modes of transport in Vietnam?	Write a story about a journey through Vietnam. Include details about the different modes of transport your characters use.	Design a map that shows your characters' journey. Add symbols and illustrations to mark their progress.
PAGE 66 Floating a Basket Words by Taksaorn Suwannachart, age 7 Pictures by Zeba Dareiya, age 13	What is the Loy Krathong festival? Where, when and how is it celebrated? What is the symbolic meaning of krathong?	Krathong are handmade from natural products. Write a set of instructions describing how to make your own krathong. Remember to keep your instructions simple and clear.	Video yourself making a krathong. Record a voiceover using your instructions. Show it to your class to encourage everyone to make their own krathong!
PAGE 70 An Exotic Adventure Words by Sofia Holster-Haidzir, age 11 Pictures by Bianca Luong, age 12	Read Sofia's recount of her time in Kuala Lumpur. What can you learn about this exciting city? What is its tallest building? How many people live there?	Choose another big city in Southeast Asia and write a story about what you imagine it's like to live there. Describe the sights, sounds and smells of the bustling city.	Draw the skyline of your city and include some famous landmarks, monuments and buildings.

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 74 Sun in the Philippines Words by Praise Onademuren, age 8 Pictures by Myilee Butcher, age 10, Lily Peacock, age 10 and Lucia Otang, age 11	Praise has written a poem about the Philippines from the point of view of the sun, which appears on their national flag. Research the Filipino flag. What do the colours and symbols mean? Compare it to the New Zealand flag.	Inspired by Praise's poem, write a story or poem from the point of view of the stars on the New Zealand flag. What might they see?	Collaborate with your friends and design a flag to represent your class. Choose its colours and symbols carefully.
PAGE 78 The Laos Cat Words by Lily Ross, age 10 Pictures by Abby Lim, age 12	Read Lily's story with your class. Work with a small group of friends and make notes for the police detailing what happened and where and when the action took place. Include some specific information about Laos.	Use your notes to produce a report for the local television news about the incident. Include an interview with the police and any eye witnesses! Make it as exciting as you can.	Divide the roles among your group and film your report. Incorporate images of Laos into your report to make it seem as if you are actually there.
PAGE 82 Lola Words by Franco Lopez, age 9 Pictures by Laura Sohn, age 11	What language is spoken in the Philippines? What does 'Lola' mean in this language? Can you find translations for the names of other family members too?	Inspired by Franco, write a story that celebrates a special member of your family. Explain your family's values and traditions in your story.	Draw a family tree to show the connection between you and your special person. Try to go back at least three generations and include photographs or drawings where possible. Display it in your class along with your story.
PAGE 86 Bangkok Words by Nisha Moorfield, age 11 Pictures by Ruby Peacock, age 7	Nisha's poem describes all of the things she enjoyed about Bangkok. What are the similarities and differences between Bangkok and your home town? Discuss with a friend.	Write a poem that describes your home town. Include details about the landscape, people and fun things to do and see.	Create a collage for your poem that conveys the spirit of your home town. Use materials that add colour and texture to your picture.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 94 Indochinese Leopard Words by Emma Joe, age 10 Pictures by Yeon Seo Kim, age 13	Study Yeon Seo's incredible artwork carefully and find out what makes the Indochinese leopard so special. Do you think Emma is only talking about the leopard?	Choose another animal from Southeast Asia that interests you. Make a list of its special features and think about what you have in common with it. Write a short description of the animal that could also apply to you.	Inspired by Yeon Seo's pictures, create an image of yourself intertwined with your animal. It could be two- or three-dimensional.
PAGE 98 Quiet in my Mind Pictures by Yeon Seo Kim, age 13	Examine Yeon Seo's picture closely. What can you see? Compare it with her artwork on page 94? What do think Yeon Seo is trying to express in her art?	Write a short summary of yourself as an artist. Describe the things you like to draw, what inspires you and your artistic style.	Create an artwork using your favourite style and subject matter. Display it with your summary in your classroom.
PAGE 100 My Myrna Words by Quinn Ashby, age 12 Pictures by Nikki Rezakhan-Kermani, age 14	Read Quinn's beautiful essay about Myrna and think about their special relationship. How does this story make you feel? Why? Discuss with a friend.	Imagine you are a domestic helper in Singapore like Myrna. Write a letter to your family describing your experiences and feelings working for another family so far from home.	Use drawing software to create a series of 'snapshots' of your life away from home, like Nikki.
PAGE 112 Misty Valley Pictures by Campbell Macalister, age 9	Look closely at Campbell's picture. What medium has he used? What mood does it create? Describe the scene to a friend using descriptive language.	Imagine that you have binoculars. What might be happening on the boats in Campbell's picture? Write an adventure story about it and let your imagination run wild!	Choose a scene in your story to illustrate. Add details to your picture that tell your reader more about what is happening in the story.

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 114 Fishing Words by John Paul Thang, age 8 Pictures by Keira Haig, age 14	John Paul has recounted an hilarious story about his brother. Do you have a funny story about your family's travels? Tell a friend. Set the scene and use different voices to portray the people in your story.	Write down your funny story. Think carefully about how you translate your story from oral language to written language. Make your plot build towards a punchline.	Illustrate the key moments in your story with a series of pictures. Add dialogue and create a comic strip.
PAGE 118 Spotted Cuscus Words by Franklin Yuan, age 11 Pictures by Lucia Yoon, age 7	The Indonesian postal service has featured the cuscus on its stamps. What kind of animal is a cuscus? What is its nearest relative? What is the biggest problem facing the cuscus?	Write a message from the spotted cuscus, asking people to help in the conservation effort to protect them.	Make a postcard. Draw an illustration on the front and write your message on the back. Design a stamp that features the cuscus and glue it on your postcard.
PAGE 122 Singapore Adventure Words by Katelyn Gee, age 12 Pictures by Carter Wu, age 14	Have you ever had the experience of being separated from your family or friends in a public place? What happened? Describe it to your class.	Create a graphic story about your experience. Make sure you include key scenes that hook your reader.	Use drawing software to create the pictures for your story. Design a fantastic cover and share it with your class.
PAGE 131 Summer Solstice Pictures by Minji Kwon, age 11	Minji's picture shows a Muslim girl praying in Indonesia. What are the religions of Southeast Asia? Make a list with your class.	Choose one of the Southeast Asian religions that interests you. Research it and record five interesting facts. Don't forget to note your sources.	Make a powerpoint presentation about the religion you researched and share it with your class. Incorporate images and videos to show how the religion is practised.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 132 A House on a Hill Words by RJ Manalac, age 11 Pictures by Nisha Beauchamp, age 13	RJ has written a poem set in the Philippines. Read it aloud with your class. What do you notice about its structure? How does the poem make you feel? Discuss your ideas with a friend.	Write a poem about a friend who you haven't seen in a while. Consider using a similar structure to RJ's.	Draw a picture of you and your friend together and cut it into jigsaw pieces to make a puzzle.
PAGE 136 Vietnam Story Words by Eliza Tran, age 7 Pictures by Ruchi Prajapati, age 12	Eliza has recounted a visit to her grandmother in Vietnam. How far away is Vietnam? How do you think Eliza got there? What else might she have seen on her trip?	Write a travel itinerary for an imaginary trip to Vietnam. Include details about how to get there and what to do when you arrive.	Make a passport holder out of craft materials. Decorate it with fun symbols and messages.
PAGE 140 Orchard Road Sweeping Words by Niya Kochakkan, age 9 Pictures by Isabella Ratcliff, age 13	Niya has written a beautiful poem describing a street sweeper on Orchard Road. Where is this? Can you invent a backstory for the girl in Isabella's picture? Where has she come from and why might she be sweeping this famous street?	Imagine that you meet the girl in Niya's poem. Inspired by the backstory you invented, write a narrative about what happens next.	Dress up as a character from your story. Ask a friend or teacher to take your photo and publish it along with your story.

Adapt the ideas to suit the abilities of your students



VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA

Toitōi was delighted to work with the School of Languages and Cultures, te Kura o ngā Reo me ngā Tikanga-ā-iwi, at Victoria University of Wellington, to create our very first multilingual journals.

Academics and language learning specialists coordinated a team of experts who translated all of the written pieces into languages of the region, creating a unique multilingual publication.

The mission of the School of Languages and Cultures is to foster the study of languages and cultures as a lifelong and life-enhancing activity that connects individuals and communities and creates international opportunities, through excellent research, teaching and engagement.

**Connect with the School of Languages
and Cultures and the Language Learning
Centre to find out more**

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Choose a text to explore with your students and use the questions below as a starting point for a conversation about the languages and cultures of Southeast Asia.

Examine the story or poem in both languages:

What language has the text been translated into?

Where is the language spoken and how many people speak it?

What alphabet or script does the language use?

Can you identify any words or expressions in the text?

Can you pronounce any words or sentences?

Consider what it means to read a text in translation:

What does a translator do?

What challenges does a translator face?

Why is translation important?

Is it important for readers to know if a text has been translated? Why?

Reflect on why learning languages matters:

How many languages are spoken in your family, class and school?

What are the benefits of learning multiple languages?

What are the challenges of learning a new language?

What do you need to start learning a new language?

Find someone in your community with a personal connection to Southeast Asia. Invite them to share their language and culture with your class!

The National Library of New Zealand's Services to Schools (S2S) provides educators with professional learning, advice, and resources to support students and foster a love of reading.

Topic Explorer helps you find quality resources on topics to support and inspire inquiry. A set of resources has been curated around culture, history and art from Southeast Asia and can be used to encourage creative work based on this region.

Schools can also access quality fiction and non-fiction books through our free national lending service.

Find information and resources, and sign up to the S2S newsletter at natlib.govt.nz/schools



TOPIC EXPLORER

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Teaching for the Asia-Pacific

Teaching for the Asia-Pacific was created by Te Whai Toi Tangata at the University of Waikato and is part of the Centres of Asia-Pacific Excellence education programme. It's a website for all teachers in New Zealand schools and is informed by current national and international research evidence on global competence, global citizenship and intercultural learning.

On the website, you can discover your own level of global competence and teaching practices to support your students, get access to curated teaching and learning resources, and find out how other teachers are bringing the Asia-Pacific into their classrooms.

Visit teachapac.nz to find out more

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Southeast Asia Centre of Asia-Pacific Excellence



This special issue of Toitoti was commissioned by the Southeast Asia Centre of Asia-Pacific Excellence.

The Southeast Asia Centre of Asia-Pacific Excellence provides tools to help New Zealanders engage and do business with Southeast Asia.

We run a range of programmes for schools, universities, businesses and the general public that help Kiwis build successful and sustainable relationships in the region.

Connect with us to find out more.

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The goal of this project is to celebrate young New Zealanders' connections to Southeast Asia and to explore languages and cultures through creativity.

Encourage your young writers and artists to respond to the *Toitoti: Southeast Asia Special Issue* and submit their own work for publication.