

# TOITOI

TEACHER SUPPORT MATERIALS



We know that teachers are busy and any support material needs to be quick and simple. So with every issue of the journal, we offer ideas for using Toitoti in 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

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Mix and match the ideas for your class







READ	LEARN	CREATE	ILLUSTRATE
<p><b>INSIDE FRONT COVER</b></p> <p><b>Mother and Child</b></p> <p>Pictures by Tazman Mihi-Marama-Daisy-Lauren Kauri-Clarke, age 17</p>	<p>Tamzan’s beautiful illustration of a mother and her child is inspired by her Māori culture. Study the image closely. What details and patterns can you identify?</p>	<p>Reflect on your own culture. List five significant things about your culture that are important to you.</p>	<p>Create a self portrait using iconography, colours and patterns associated with your culture.</p>
<p><b>PAGE 4 &amp; 6</b></p> <p><b>Gabrielle / The Day the Cyclone Came</b></p> <p>Words by Tor Jevon-Dalgaard, age 11</p> <p>Words by Harry Kittow, age 11</p>	<p>Tor and Harry have written poems about the devastation in the Hawke’s Bay by Cyclone Gabrielle. Compare and contrast the two poems. What are the similarities and differences between them in terms of content and style? Discuss as a class.</p>	<p>Write a poem about your own experience of Cyclone Gabrielle. Include details about what happened, how you felt and what the recovery process was like.</p>	<p>Hold a bake sale or fundraiser for the schools in the Hawkes Bay affected by the cyclone.</p>
<p><b>PAGE 8</b></p> <p><b>A Northland Coastline</b></p> <p>Pictures by Logan Simich-Burr, age 17</p>	<p>Logan’s illustration beautifully captures a Northland coastline. Can you identify Northland on a map of Aotearoa New Zealand? What characteristics of Logan’s landscape identifies the setting as Northland?</p>	<p>Conduct some research on native toetoe. Compare and contrast it to invasive pampas grass. What are the differences? Why are they important?</p>	<p>Draw a comparative diagram of toetoe and pampus. Label its features and include any interesting facts you learn about the two plants.</p>
<p><b>PAGE 10</b></p> <p><b>The Cherry Pickers</b></p> <p>Words by Juliet Young, age 11</p> <p>Pictures by Phoebe Thomas, age 15</p>	<p>Juliet has written a gorgeous story about a whānau picking cherries on their orchard. Have you been fruit picking before? Share your experience with the class.</p>	<p>Research your favourite fruit. Find out about when it’s in season, what conditions are needed for it to grow and how to protect it from pests.</p>	<p>Create a slideshow using your research in a fun and engaging way. Present it to your class.</p>

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
<p><b>PAGE 16</b></p> <p><b>Scuba Diving</b></p> <p>Words by Billy Hogan, age 11</p> <p>Pictures by Michael Ren, age 11</p>	<p>Billy’s exciting story is about a scuba diving adventure gone wrong. What do you notice about the language Billy uses? Can you identify all of the adjectives in the text? Make a list.</p>	<p>Write a piece of flash fiction about feeling scared using less than 250 words. Use powerful adjectives to make your reader feel your fear.</p>	<p>Illustrate the climax of your story, like Michael.</p>
<p><b>PAGE 18</b></p> <p><b>The Raft</b></p> <p>Words by Molly Innes, age 8</p> <p>Pictures by An Nguyen, age 11</p>	<p>Molly has written about a special day with her whānau. Do you have a special place that you like to visit? Where is it? What do you do there? Tell a friend.</p>	<p>Write a story about an adventure with your friends or whānau set in your special place. Include specific details about the location for your reader, like Molly.</p>	<p>Inspired by your story, construct a diorama of your special place. Think carefully about the composition of your scene and incorporate a key plot point from your story.</p>
<p><b>PAGE 20</b></p> <p><b>Pepeha / My Aunties’ Moko Kauae</b></p> <p>Words by Gage Wiremu Manuel-Karu, age 10</p>	<p>Gage has written about the time his aunties got their moko kauae. What is the significance of a moko kauae? Who can get one? Why is it important for Gage to include his pepeha?</p>	<p>Write your own pepeha in te reo Māori. If you have connections to another language, write your pepeha in that language too. Ask family and friends for help.</p>	<p>Deliver your pepeha to your class. Invite your friends to ask questions about your culture and heritage so that you can make new connections.</p>
<p><b>PAGE 22</b></p> <p><b>Lux</b></p> <p>Words by Arlo Waite, age 6</p> <p>Pictures by Ayla Harvey, age 11</p>	<p>Arlo has described his family pet, Lux. Do you have a family pet? What is special or significant about it? Tell a friend.</p>	<p>Survey your class to find out who has a pet. Find out age, colour, breed, and words to describe the owner’s feelings about it. Collate the information and turn it into a bar graph or pie chart. Include a key.</p>	<p>Add graphics, including illustrations and photographs of everyone’s pets, and make your findings into a colourful poster to display in class.</p>

Mix and match the ideas for your class



# TOITOI

## STORY SEARCH

Write a story or poem inspired by 14-year-old Delilah Wake-Willers artwork published in Toitoi 31.

You may submit in English or te reo Māori.

Send it to [submit@toitoi.nz](mailto:submit@toitoi.nz) and include your name, age, school and a parent or teacher's name and contact details.

**Submissions are due on June 30, 2023.**

We will publish the best story in Toitoi 33 with additional illustrations by Delilah.

 @TOITOI.NZ |  TOITOI.NZ

#TOITOISTORYSEARCH

READ	LEARN	CREATE	ILLUSTRATE
<p><b>PAGE 24</b></p> <p><b>The Battle for Chunuk Bair</b></p> <p>Words by James Curran, age 11</p> <p>Pictures by Logan Simich-Burr, age 17</p>	<p>James has written a diary entry from the point of view of a relative who fought at Chunuk Bair. Research the history behind the story and discuss what happened as a class.</p>	<p>Imagine you were also at Chunuk Bair. Write a diary entry describing your experience.</p>	<p>Design a poster that commemorates the New Zealand soldiers who died in World War I.</p>
<p><b>PAGE 30</b></p> <p><b>My Brother and Me</b></p> <p>Words by Evie Cui, age 9</p> <p>Pictures by Kelly Rui, age 8</p>	<p>Evie’s brother found a grasshopper in his sock. Is there a funny moment you’ve shared with a sibling? Tell a friend. Set the scene and use different voices to portray the people in your story.</p>	<p>Write a recount of your funny moment. Think carefully about how you translate your story from oral language to written language. Make your plot build towards a punchline.</p>	<p>Illustrate the key moments in your story with a series of pictures. Add dialogue and create a comic strip.</p>
<p><b>PAGE 32</b></p> <p><b>Guilty</b></p> <p>Words and pictures by Mākere Cowie-Beaufort, age 11</p>	<p>Mākere’s poem and picture work together to convey an extreme emotion. Have you ever felt guilty before? Do you think you were in the right or wrong? Share with a friend.</p>	<p>Write a poem about a strong emotion. It can be positive or negative. Use descriptive language to build tension, like Mākere.</p>	<p>Create a mixed media portrait of a person experiencing an extreme emotion. Use colours and textures to describe the emotion visually, like Mākere.</p>
<p><b>PAGE 34</b></p> <p><b>Flipped!</b></p> <p>Words by Cooper Fleming, age 14</p> <p>Pictures by Ebaadullah Khan, age 11</p>	<p>Cooper has written a story about working at a burger restaurant when an earthquake strikes. Read the piece aloud with your class. What language features does Cooper use to set the scene? How does he involve the reader in the story?</p>	<p>Rewrite the story from the point of view of a customer in the restaurant. Be as detailed as possible to make the reader feel as though they are there.</p>	<p>Illustrate the burger joint before and after the earthquake hits using a cartoon style, like Ebaadullah.</p>

Adapt the ideas to suit the abilities of your students

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<p><b>PAGE 36</b></p> <p><b>The Talent Show</b></p> <p>Words by Rutendo Shadaya, age 14</p> <p>Pictures by Delilah Wake-Willers, age 14</p>	<p>Rutendo has written an awesome story about competing in a school talent show. Have you ever performed onstage before? How did it feel? Tell a friend.</p>	<p>Write a detailed description of being on the stage. Make your reader understand what it feels like to perform for an audience.</p>	<p>Hold a class talent show and perform for the class!</p>
<p><b>PAGE 40</b></p> <p><b>Pūrikiriki</b></p> <p>Words by Harata Galvan, age 14</p> <p>Pictures by Danielle Wu, age 14</p>	<p>Harata’s poem poignantly describes her koro’s tangi. Have you been to a tangi before? What are the customs and protocols at a tangi? What traditions does your family follow when someone dies? Discuss with your class.</p>	<p>Write a poem about losing a loved one inspired by the traditions of your culture, like Harata.</p>	<p>Illustrate your poem and incorporate the customs and protocols of your culture’s traditions in the picture.</p>
<p><b>PAGE 42</b></p> <p><b>Lake Gault</b></p> <p>Words by Holly Fraser, age 12</p> <p>Pictures by Bianca Luong, age 16</p>	<p>Holly has described a beautiful walk to Lake Gault. Consider her use of the first person perspective. What effect does this have on you as a reader? Discuss with the class.</p>	<p>Re-write this story from the point of view of the pīwakawaka. How does it see the world differently from Holly’s narrator?</p>	<p>Draw this encounter from the pīwakawaka’s point of view. Think about the scale of their environment and what they can see that we can’t.</p>
<p><b>PAGE 44</b></p> <p><b>A Storm in the Night</b></p> <p>Words by Alexis Wrenn, age 11</p> <p>Pictures by Katherine Wang, age 12</p>	<p>Alexis has written a story about a storm using powerful descriptions and imagery. Read the story carefully. Consider all the things she hears, feels and sees. What effect does this have on the reader?</p>	<p>Write a short poem about what you see, hear and feel in a big storm. Use powerful descriptive language, like Alexis.</p>	<p>Make your own instrument or noise-maker that replicates the noises you might hear in a storm. Record a storm symphony with a group of friends and play it for your class.</p>

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## Kia kaha, kia kaikaha, kia auaha!

Nei te reo pōwhiri a Toitōi ki a koutou, e te mātātahi, ki ngā ringatuhi, ki ngā ringatoi atu i te 5-13 tau te pakeke. Haramai rā! He pākiki, he māia, he auaha? Ā tēnā, tukuna mai ā koutou mahi ki te reo Ingarihi, ki te reo Māori rānei e whakaata mai ana i ā koutou tikanga, i ō koutou wheako mō te noho ki Aotearoa.

Tukuna mai, imērahia mai tō tuhinga, (me) tō mahi toi rānei ki [submit@toitoi.nz](mailto:submit@toitoi.nz) āpitingia tō ingoa, tō pakeke, tō kura me te ingoa o tō matua/kaitiaki, tō kaiako rānei me ngā kōrero whakapā atu ki a koe.

Hiamō katoa ana mātou kia whakapā mai koe.

[Mōhiohio kē atu – Learn more](#)



READ	LEARN	CREATE	ILLUSTRATE
<p><b>PAGE 46</b></p> <p><b>Cool Cubing</b></p> <p>Words by Alfie Anderson, age 9</p> <p>Pictures by Lee McColl, age 12</p>	<p>Alfie has recounted his recent attendance at a cubing competition. Have you heard of cubing before? What interesting facts did you learn from Alfie’s story? Discuss as a class.</p>	<p>Write a persuasive essay about a passion or interest that you have. Be as specific as possible to engage your reader.</p>	<p>Film a how-to video to accompany your essay to inspire your classmates to try something new.</p>
<p><b>PAGE 50</b></p> <p><b>The Naughty Kiwi</b></p> <p>Words by Maia Sisson, age 7</p> <p>Pictures by Christian Lobb, age 12</p>	<p>Maia has written a quirky story about spotting a kiwi at a family barbecue. What would you do if you saw a kiwi wearing Santa’s clothes? Discuss as a class.</p>	<p>Create a haiku about a naughty kiwi. Choose your words carefully and use Maia’s story as inspiration. Have some fun!</p>	<p>Make a class kiwi out of cardboard and then ask everyone to design clothes for it to wear. Fix the clothes to the kiwi with paper tabs. Be sure to include a Santa costume in its wardrobe!</p>
<p><b>PAGE 52</b></p> <p><b>Kakaruwai</b></p> <p>Words by Emily Tubman, age 13</p> <p>Pictures by Chloe Marsh, age 10</p>	<p>Emily’s poem perfectly describes a kakaruwai. Read it aloud and consider her choices. How does she create such a strong impact with so few words? Discuss as a class.</p>	<p>Choose a native bird that you love and write a poem that describes its physical appearance and personality in less than 20 words.</p>	<p>Chloe has painted a kakaruwai in its natural habitat using a bold colour palette. Draw or paint a picture of your bird and pay careful attention to your colour choices.</p>
<p><b>PAGE 54</b></p> <p><b>Fishing Season</b></p> <p>Words by Angus Macklin, age 10</p> <p>Pictures by Jack Adlam, age 13</p>	<p>Angus writes about a time and place that is special to him. Do you have a special place? Think about the location, the landscape and the people there. Why is it important to you? Share it with the class.</p>	<p>Write a story about your special place and what you do there. Tell your reader how it makes you feel.</p>	<p>Create a postcard with a picture of your special place on the front. Write a message on the back and address it to someone in your family. Add a stamp and post it!</p>

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<p><b>PAGE 56</b></p> <p><b>My Grandfather</b></p> <p>Words by Chloe Drinkwater, age 13</p> <p>Pictures by Amber Chan, age 13</p>	<p>Chloe’s heartbreaking poem about her grandfather describes all the memories they shared, even though she claims not to remember them. Why do you think Chloe wrote the poem this way? Discuss with a friend.</p>	<p>Write a poem about a special person in your life that you miss. Describe how they lived and how you felt when they died, like Chloe.</p>	<p>Sketch a portrait of your loved one using pencil, like Amber.</p>
<p><b>PAGE 58</b></p> <p><b>The Triathlon</b></p> <p>Words by Taylor Te Ao, age 10</p> <p>Pictures by Mae Gibson, age 11</p>	<p>Taylor has written an account of the time she won her school triathlon. Have you ever competed in a triathlon or sporting event? How did you go? Share your experience with the class.</p>	<p>Write about a time you won something unexpectedly. How did you feel? Give your story a narrative arc and include any setbacks you encountered on your way to victory.</p>	<p>Make a trophy or medal out of craft materials with your name on it!</p>
<p><b>PAGE 62</b></p> <p><b>Sassy’s Cafe</b></p> <p>Words by Elsie Anderson, age 11</p> <p>Pictures by Emma Jiang, age 14</p>	<p>Elsie has written a cute story about visiting her mum’s friend’s cafe. Do you have a favourite cafe? Where is it? What is your go-to order?</p>	<p>Write a recipe for your favourite meal. Ask friends or famiy to help.</p>	<p>Create a mouth-watering picture of your dish to attach to your recipe. Combine all the recipes into a cookbook and give a copy to everyone in your class.</p>
<p><b>PAGE 64</b></p> <p><b>Kaitiaki</b></p> <p>Words by Sienna MacPherson, age 10</p> <p>Pictures by Ranmeng Yang, age 12</p>	<p>Sienna has written a beautiful story about finding a seahorse with her brother. What is does it mean to be kaitiaki? Why do you think this encounter inspired her? Discuss with your class.</p>	<p>Research your local area and observe the wildlife and environment. What inspires you to be kaitiaki? Make a list of changes you could make in your life to protect the landscape around you.</p>	<p>Create a poster that inspires your classmates to be kaitiaki. Use powerful images and sentences or slogans that will make people pay attention.</p>

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<p><b>PAGE 68</b></p> <p><b>My Bedroom and Mr Cat</b></p> <p>Words by Morgan Hayes, age 9</p> <p>Pictures by Nimal Anand, age 11</p>	<p>Morgan has written a fantastic story about all the things he loves about his bedroom. What is the best thing about your room? Tell a friend.</p>	<p>Write a detailed description of your bedroom. Include everything that makes it unique, eg posters, toys, curtains, and pets.</p>	<p>Draw a map of your bedroom. Label all of your favourite things.</p>
<p><b>PAGE 70</b></p> <p><b>Our Toheroa Experience</b></p> <p>Words by Lily Erskine and Maddy Hays, age 12</p> <p>Pictures by Ziqi Cao, Eva Li, and Yanfei Chen, age 14</p>	<p>Lily and Maddy recounted a school trip where they learned about toheroa. What are some interesting things you learnt about toheroa from their story? Make a list with your class.</p>	<p>Choose a shellfish or native species that you can find in your area. Write a field report, include any interesting details about its habitat, life cycle and predators. Do you need a permit to catch it?</p>	<p>Make a powerpoint presentation about your species and how to preserve them. Include photographs to engage and inform your audience.</p>
<p><b>PAGE 74</b></p> <p><b>Once upon a Game</b></p> <p>Words by Charlie Finlay, age 10</p> <p>Pictures by Joshua DeBillot, age 12</p>	<p>Charlie has written a fantastic story about a game of hide and seek. How does Charlie build tension within the story? What effect does this have on the reader?</p>	<p>Write a story about a character who is hiding from someone. What are the stakes if they get caught? How does the character feel? Build as much tension as you can.</p>	<p>Split the class into two teams. Conduct a school-wide game of hide and seek and see if you can find your classmates!</p>
<p><b>PAGE 76</b></p> <p><b>Wellington</b></p> <p>Words by Emma West, age 11</p> <p>Pictures by Amelia Marsh, age 10</p>	<p>Emma has written a poem about her home town. Read the poem aloud. Do you notice any patterns? Discuss with your class.</p>	<p>Write a poem describing your home town. Choose five fantastic features and dedicate a line to each one, like Emma.</p>	<p>Illustrate your poem using vibrant colours. Use the details from each line of your poem in your picture, like Amelia.</p>

Adapt the ideas to suit the abilities of your students

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<p><b>PAGE 78</b></p> <p><b>First Concert</b></p> <p>Words by Tulsi Bayliss, age 11</p> <p>Pictures by Iris Tian, age 10</p>	<p>Tulsi has written about her first concert. Have you ever been to a concert before? Who did you see? How was it? Share your experience with your class.</p>	<p>Write a letter to your favourite artist inviting them to perform at your school.</p>	<p>Take a video of your class singing one of the artist’s songs. Upload it to YouTube and see what happens!</p>
<p><b>PAGE 82</b></p> <p><b>The Tiny Rifleman</b></p> <p>Words by Edward Bateman, age 12</p> <p>Pictures by Matilda Wake-Willers, age 16</p>	<p>Edward’s poem is a careful study of a bird he loves. Observe the birds outside your window. What kind of birds are they? What do they look like? What do they eat? Take notes on what you see.</p>	<p>Write a haiku about the birds you have been watching using your notes and research as inspiration.</p>	<p>Design a bird feeder based on your observations. If you can, build it and hang it in a garden. Watch quietly to see what happens.</p>
<p><b>PAGE 84</b></p> <p><b>The Punishment</b></p> <p>Words by Marika Cutforth, age 11</p> <p>Pictures by Alice Neal, age 13</p>	<p>What’s the worst punishment you’ve ever received? What did you learn from it? Do you think it was fair? Share with a friend.</p>	<p>Write about a time where you fought with your siblings. Create an argument for why you should not be punished.</p>	<p>Assign court roles to everyone in the classroom. Nominate someone to be the judge, the prosecutor and defense lawyer, and the jury. Present your case to the judge and have them decide your punishment.</p>
<p><b>PAGE 86</b></p> <p><b>Sunny</b></p> <p>Words and pictures by Nina Tweedie, age 9</p>	<p>Nina has written about the day she got her dog, Sunny. Do you have a pet? What is it? How did you decide on what to call it? Share your experience with the class.</p>	<p>Write a proposal for a parent or caregiver convincing them to adopt your dream pet. Include a list of pros and cons and all the necessary things you’ll need for its arrival. Don’t forget to brainstorm some names!</p>	<p>Design a place for your dream pet to sleep and include it with your proposal.</p>

Mix and match the ideas for your class



READ	LEARN	CREATE	ILLUSTRATE
<p><b>PAGE 88</b> <b>Wonderful Things</b> Words by Lily Tasker, age 12 Pictures by Amelia Li, age 13</p>	<p>Lily’s gorgeous poem describes the things she loves. Brainstorm and make a list of small, wonderful things. Why is it good to acknowledge these? How do they make you feel? Discuss as a class.</p>	<p>Keep a gratitude journal for one week. Write down five things you’re grateful for each day.</p>	<p>Bring a jar from home. Write the things you are grateful for on pieces of coloured paper. Fold them up and fill your jar. Keep it in your room to look at when you need a reminder.</p>
<p><b>PAGE 90</b> <b>Pierced Ears</b> Words by Maisie Allan, age 10 Pictures by Arshiya Tuli, age 12</p>	<p>Maisie describes having her ears pierced. Have you ever been scared to try something but did it anyway? How did it feel? Share with a friend.</p>	<p>Write a story about a time when you were scared. Use dialogue to entice your reader and make them want to read to the end of the story, like Maisie.</p>	<p>Illustrate your story using a single colour (monochrome), like Arshiya. Use shading to capture mood and emotion.</p>
<p><b>PAGE 92</b> <b>Adventure on the Farm</b> Words by Madison Macmillan, age 11 Pictures by Jacob Lawson, age 11</p>	<p>Madison’s adventure is inspired by her own life living on a farm. What is a day in your life like? Do you have many adventures? Tell a friend.</p>	<p>Write about an adventurous day in your life. Describe your day from morning to night. Don’t be afraid to include a twist!</p>	<p>Illustrate the beginning, middle and end of your story using watercolours, like Jacob.</p>
<p><b>PAGE 98</b> <b>Matariki</b> Words by Saana Martin, age 11 Pictures by Greta de Walters, age 15</p>	<p>Saana has written a lovely poem about Matariki. Research the legends, traditions and symbols of Matariki with your class.</p>	<p>Write a poem to celebrate Matariki based on what you have learned.</p>	<p>Illustrate your poem. Consider using paints and blending your colours, like Greta.</p>

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<p><b>INSIDE BACK COVER</b> <b>Cobweb</b> Crochet by Zara Hermens, age 16</p>	<p>Zara has crocheted a beautiful spiderweb. Look at the details in her work. Have you ever crocheted? Do you think it would be easy or difficult?</p>	<p>Research an insect that sparks your interest. Note details of its appearance and habitat.</p>	<p>Recreate the insect in its home using found materials, eg fabric, yarn, clay, and cardboard.</p>

## Toitōi 31 Bonus Activity: *Kaitiakitanga*

DOWNLOAD THE FREE RESOURCE HERE

[Access the Bonus Activity Archive](#)





Toitoe encourages New Zealand's young writers and artists to share their ideas, imaginations and creativity with each other through the arts.

### RESPOND

Ask your students to select their favourite piece of writing or art from the journal and write a letter to the young writer or artist who created it.

### REVIEW

Encourage your students to write a review of Toitoe. They can choose one or more stories or poems or review the whole journal.

### PUBLISH

Encourage your students to submit their work to Toitoe and begin a conversation with other young writers and artists across the country.

## GET IN TOUCH

We would love to hear from you and your students.

Submission deadlines and guidelines are available at [toitoe.nz](https://toitoe.nz)

Please send all correspondence and submissions to [submit@toitoe.nz](mailto:submit@toitoe.nz)



Best Educational  
Book or Series -  
Finalist 2022



Pictures by Jesse Swift, age 12

The Toitoe website is an engaging and exciting place for young Kiwi creatives. It aims to complement the journals and offer practical support with online learning.



### EXPLORE TOITOE

A selection of stories, poems and artwork from the journals is published online, alongside teacher support materials that provide instant ideas for the classroom.



### TOITOE STORY SEARCH

Discover the archive of Story Search images for recent issues of the journal to share with your class and view the winning submissions.



### TOITOE BONUS ACTIVITIES

Access the Bonus Activity archive for recent issues of the journal to share with your writers and artists at home or in the classroom.



### TOITOE READING NOTES

Download notes and guidance for recent issues of the journal to share with your young readers at home or in the classroom.