

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 www.toitoti.nz for submission guidelines

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Mix and match the ideas for your class



READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 4</p> <p>Day One of War</p> <p>Words by Joshua Houston, age 10</p> <p>Pictures by Aisha Tanaka-Avers, age 11</p>	<p>Joshua imagines what it felt like to go to war. Research the factors that led to the outbreak of war in 1914. What part did New Zealand play?</p>	<p>Create a timeline of the events that led to war breaking out and all the significant battles involving New Zealand soldiers.</p>	<p>Aisha chose to illustrate Joshua's writing with a picture from a bird's eye view. Draw a picture that relates to a key event in your timeline using a bird's eye view.</p>
<p>PAGE 6</p> <p>My Older Brother</p> <p>Words by Tamati Te Aho, age 11</p> <p>Pictures by Meg Lyell, age 12</p> <p>Listen to RSA member Syd Dewes reading My Older Brother.</p> 	<p>How were Māori involved in WWI? What different views did Māori and Pākehā hold about Māori joining the war effort? What role did the Native Contingent play?</p>	<p>Complete a research project on an aspect of Māori involvement in WWI. You may like to look for books in your library such as <i>Whitiki: Māori in the First World War</i> by Monty Soutar, or on one of the many excellent history sites online.</p>	<p>Present your research in a poster that can be displayed in your classroom.</p>
<p>PAGE 8</p> <p>Imagine</p> <p>Words by Kareena Dunlop, age 11</p> <p>Pictures by Apple Minoza, age 11</p> <p>Listen to RSA member Howard Mace reading Imagine.</p> 	<p>Read Kareena's poem aloud. What is the effect of repeating the same word at the beginning of each line? Consider the sequence of events in the poem. What is different about the last stanza?</p>	<p>Write a poem about the war in which every line begins with the word "Imagine". Think about how your experience of war might change over time.</p>	<p>Apple illustrated this personal poem with a symbolic white cross. Can you think of other symbols of war? Create your own collage using an important symbol to illustrate the big ideas in your poem.</p>
<p>PAGE 10</p> <p>In the Trenches</p> <p>Words by Maani Marsden, age 10</p> <p>Pictures by Georgie Veronese, age 8</p>	<p>With words and pictures, Maani and Georgie show the chaos and violence of life in the trenches. What happened to soldiers wounded on the front line? Where did they go and who looked after them?</p>	<p>Imagine you are a soldier who has been injured in battle. Write a message to your family from your hospital bed to let them know you are okay.</p>	<p>Create a postcard with a war image on the front and write your message on the back. Make your own stamp and include an address.</p>

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 12 ANZAC Biscuits Words by Ruby Burge, age 10 Pictures by Pieta Bayley, age 9</p> <p>Listen to RSA member Joy Mace reading Anzac Biscuits.</p> 	<p>What are Anzac biscuits? Find a recipe at home or online. Research their history and think about why they have become an important part of how we commemorate Anzac Day.</p>	<p>Bring your recipes for Anzac biscuits to school and compare them. Make a batch of biscuits at home or in your school kitchen. Sell the biscuits and donate the money you raise to the Returned and Services' Association (RSA).</p>	<p>Create a poster advertising your bake sale at school using images of the home front.</p>
<p>PAGE 14 April 1915 Words by Alice Kelsall, age 7 Pictures by Anna Ulrich, age 8</p>	<p>Soldiers like Uncle James ate a lot of billy beef stew. What is it exactly? Why did soldiers dream about food from home?</p>	<p>Write a letter back to Uncle James from Emily telling him how the war has changed your life at home.</p>	<p>Create a set of black and white photographs to include with your letter. Put them in an envelope and make a stamp to go on the front.</p>
<p>PAGE 16 This Was War Words by Matisse Laskey, age 10 Pictures by Aditi Sharma, age 12</p>	<p>Read Matisse's poem aloud. What do you notice about its structure? What is the effect of repeating certain words and phrases?</p>	<p>Write a poem about why nations go to war and what effect this has on people. Think about repeating certain words or phrases throughout your poem to underline its themes.</p>	<p>Illustrate your poem. Make sure your picture reinforces your words so that they work together to promote your theme.</p>
<p>PAGE 18 A Time of Tragedy Words by Harry Hone, age 10 Pictures by Danny Monaghan-Rowe, age 11</p>	<p>Like Maani on page 11, Harry writes about life in the trenches. What is a trench? Conduct research to discover 10 facts about trenches. You could start your research here www.bbc.co.uk/bitesize</p>	<p>Imagine what it would be like to live in a trench for one day. Write a short description of where you sleep, what you eat and what you do.</p>	<p>Draw a diagram of your trench and label it. Show the front line, support lines, reserve lines and No Man's Land.</p>


Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 20 Gallipoli's Hell Words by Cameron Topp, age 10 Pictures by Ruby Crawford, age 11</p>	<p>Cameron uses New Zealand imagery in his poem to underline what the soldiers are fighting for and how far they are from home. Find Turkey on a map and think about how far our soldiers had to travel. How did they get there?</p>	<p>Write a poem about being a soldier fighting on the front line using images of home that are important to you.</p>	<p>Ruby has drawn her picture from the perspective of being inside the trench. Can you draw a different view?</p>
<p>PAGE 22 1915 Words by Jordan Smith, age 10 Pictures by Tessa Roberts, age 10</p>	<p>Jordan has written a fictional diary entry based on factual research about the Christmas Truce. When and where did this story actually take place? What does it tell you about the soldiers on both sides of the battlefield?</p>	<p>In a group, write a short play based on this true story. Perform it for your class.</p>	<p>Create a white flag, candles, a football and some barbed wire out of what you can find in the classroom as props for your performance.</p>
<p>PAGE 24 Through the Eyes of a Soldier Words by Samantha Mikaela "Mikee" Omega, age 7 Pictures by Anabel Berek, age 8</p>	<p>Mikee writes about the experience of war using the five senses. She also uses repetition to give her poem rhythm and movement. Can you identify the patterns in her poem?</p>	<p>Write a poem in which you repeat the lines 'I see...', 'I hear...', 'I feel...' 'I taste...' and 'I smell...'. Make sure you use words that create strong images for your reader. Use a thesaurus if you like.</p>	<p>Draw a picture that captures the images in your poem.</p>
<p>PAGE 26 Smoke Rises Words by Jessica Ballantyne, age 11 Pictures by Kaile Qian, age 12</p>	<p>What is happening in Jessica's description of the battlefield? Why is the mention of a patch of poppies significant?</p>	<p>Write a short description of a battlefield during a battle, shortly afterwards and many decades later.</p>	<p>Draw a triptych of a battlefield during WWI, immediately after the battle, and today.</p>

Adapt the ideas to suit the abilities of your students

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<p>PAGE 28 Disappearing Forces Words by Aleisha Bradly, age 12 Pictures by Anna de Boyett, age 13</p> <p>Listen to RSA member Syd Dewes reading Disappearing Forces. </p>	<p>What role did animals play in WWI? Why were they needed? Do you know any famous stories about animals in the war? Were any animals awarded medals?</p>	<p>Write a story or poem about animals in the war. Use your imagination or a famous story as your inspiration. Try to create a sense of action like Aleisha by using interesting verbs and varying rhythms.</p>	<p>Anna has mirrored the action in Aleisha's poem by layering colours and textures in her painting to create light and movement. Paint a picture for your story or poem that makes use of layered colours and textures.</p>
<p>PAGE 30 POILU Words and pictures by Tristan Hosking, age 9</p>	<p>Tristan has written an acrostic poem in French about New Zealand soldiers in WWI. Can you translate it? Research the story of Anzac soldiers in Le Quesnoy.</p>	<p>Write an acrostic poem using LE QUESNOY as the title. Consider using English, French or te reo Māori.</p>	<p>Draw a picture for your poem using a black sharpie on a white piece of paper, like Tristan.</p>
<p>PAGE 32 Sarah's War Words by Coral Hodgetts, age 9 Pictures by Jackson Harvey, age 10</p>	<p>Coral has written a description of battle from the point of view of a female soldier. Did women fight in WWI? What happened to those who stayed at home?</p>	<p>Have a class debate with the moot: Women should not be allowed to go to war. Ask a teacher to act as a judge for the debate.</p>	<p>Design a uniform that could have been worn by a female soldier 100 years ago.</p>
<p>PAGE 34 A Soldier's Dream Words by Andrew Lindsay, age 10 Pictures by Tori Davis, age 9</p>	<p>Read Andrew's poem aloud. Each line is made up of only two or three words. Does this give it a dream-like quality? Why?</p>	<p>Write a poem about soldiers a long way from home that has a dream-like quality when you read it aloud. What poetic techniques can you use?</p>	<p>Draw a landscape to go with your poem that also has a dream-like quality. Think carefully about colour and texture.</p>

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<p>PAGE 36 Dear Diary Words by Tomas Barry, age 10 Pictures by Noah Cookson, age 9; Daisy De La Haye, age 9; Tearani Wikohika, age 10 and Sayuni Weerasiri, age 10</p>	<p>A soldier's diary is an important historical document. What other documents and artefacts help us understand what happened in WWI and where can you see them now? Why is this important?</p>	<p>Imagine you are a soldier in WWI. Write a diary entry. Try to include lots of details about your experiences. What type of soldier might you be? How did you end up here? Who are your comrades?</p>	<p>Work together to collate all of the diary entries from your group or class and bind them together to create a single book. Give it a front and back cover and make it look old.</p>
<p>PAGE 38 Escape Words by Abby Reid, age 10 Pictures by Lucy Rennie, age 10 Listen to RSA member Syd Dewes reading Escape.</p> 	<p>Read Abby's poem aloud and think about the characteristics of her soldier. What has happened to him and why is he trying to escape? What is No Man's Land?</p>	<p>Write a poem about a soldier in No Man's Land. Use great descriptive language to paint a picture in your reader's mind.</p>	<p>Use silhouettes to create a picture to go with your poem, like Lucy.</p>
<p>PAGE 40 Gallipoli Words by Izzy Melhuish, age 10 Pictures by Scarlett Clarke, age 13</p>	<p>Why were horses used in WWI? What did they do? How many horses are thought to have died?</p>	<p>Using your research as inspiration, write a short story about events leading up to the scene that Izzy describes.</p>	<p>In your own style, create a picture to go with your story that conveys setting and emotion.</p>
<p>PAGE 42 Rifleman's Diary Words by Matthew Smith, age 10 Pictures by Brooke Loveridge, age 10</p>	<p>Why did the Anzacs leave Gallipoli? What can you find out about the evacuation? Make notes based on your research.</p>	<p>Using your research as inspiration, write a story about the evacuation from the point of view of a soldier who has been living in the trenches for months.</p>	<p>Draw a map or picture of Anzac Cove. Show the types of terrain and the positions of the armies. Include any other details you can.</p>

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<p>PAGE 44 In Flanders Fields Words by Kyuss Williamson, age 12 Pictures by Alina Maltseva, age 13</p>	<p>Kyuss was inspired by <i>In Flanders Fields</i>, one of the most popular poems of WWI. It was written by John McCrae in May 1915. Compare the two poems. What techniques have the poets used and what effects do they have?</p>	<p>Write a poem like John McCrae's and Kyuss's. Pay particular attention to the rhyme scheme.</p>	<p>Alina's picture mimics the look of black and white photographs from WWI. Create your own black and white wartime picture in a photographic style and give it an old-fashioned frame.</p>
<p>PAGE 46 The Soldier's Battle Words and pictures by Stella Hinton, age 11</p> <p>Listen to RSA member Chris Mullane reading The Soldier's Battle.</p> 	<p>What is shellshock? Why did it affect so many soldiers? What do you think it would have been like? Research what happened to soldiers suffering from shellshock when they went home.</p>	<p>Write a story from the point of view of a soldier suffering from shellshock after the war.</p>	<p>Illustrate your story with a charcoal or pastel drawing. Think about how the posture of your figures can show how they are feeling, like Stella.</p>
<p>PAGE 48 My People Words by Ilana Kizildere, age 10 Pictures by Amber Pringle, age 11</p>	<p>In her poem, Ilana writes that "I know both sides". Consider the experience of WWI from the point of view of a Turkish soldier. What is New Zealand's relationship with Turkey today?</p>	<p>Write two poems or stories - one from the point of view of a Turkish soldier and the other from an Anzac soldier's perspective. In what ways are they different and how are they similar?</p>	<p>Turn your writing into a graphic story that encourages your readers to think about WWI from both sides' points of view.</p>
<p>PAGE 50 The Poppy Graveyard Words by Georgina Scott, age 12 Pictures by Ruby Ross-Hayes, age 11</p>	<p>What part did nurses play in WWI? What do you think their experiences must have been? Discuss your ideas with a friend.</p>	<p>Write a newspaper article about a nurse in the war. You can invent a fictional character or base it on a real historical figure.</p>	<p>Create a front page of a newspaper featuring your article. Include elements that could have featured in wartime newspapers such as photographs, battle reports, lists of missing soldiers, public notices and advertisements.</p>

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READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 52 War Words by Emily Harris, age 9 Pictures by Kaleb Vukona, age 9</p> <p>Listen to RSA member Howard Mace reading War.</p> 	<p>Emily has described what war means to her using powerful metaphors. What is a metaphor and why is it effective in poetry?</p>	<p>Write a metaphorical poem in which every line begins with "War is..."</p>	<p>Swap poems with a friend and illustrate each other's work. Consider using a visual metaphor, like Kaleb.</p>
<p>PAGE 54 Blood Tears Words by Ari Nikoloff-Kraan, age 11 Pictures by Hannah Smith, age 12</p>	<p>Where is Flanders Fields? Can you name some other famous WWI battlefields and find out about what happened to New Zealanders there?</p>	<p>Write a ballad about a famous battlefield. Include details about what happened there and the conditions soldiers faced.</p>	<p>Like Hannah, create a black and white illustration for your ballad with a flash of red for dramatic effect.</p>
<p>PAGE 56 The Anzacs Words by Kiritote Nga-Roimata Maki Rogers, age 12 Pictures by Jayde Te Aho, age 11</p>	<p>Kiritote has written about the original Anzacs. What does she mean when she says, 'They landed on the wrong coast.' Research the Gallipoli campaign to find out about its mistakes and shortcomings.</p>	<p>Write a poem or short story inspired by your research about what went wrong at Gallipoli.</p>	<p>Consider Jayde's use of line and perspective in her picture. What effect does this have on the mood of her artwork? Draw a picture for your story or poem that uses some of these techniques.</p>
<p>PAGE 58 The Crosses are White Words by Room 3, Port Chalmers School Composed and arranged by Robert Scott © Mushroom Music 2015 Transcribed and notated by Pat Scott</p>	<p>Music is an important part of remembering important events. Can you think of other famous songs that tell us about war?</p>	<p>Play Room 3's song in your class and create a composition of your own. You could compose a song for any instrument or write lyrics set to a traditional tune.</p>	<p>Practice and perform your composition or a famous wartime song as a class. Create a poster to advertise the event.</p>

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<p>PAGE 62</p> <p>Peace</p> <p>Words by Abby Mason, age 11</p> <p>Pictures by Hailey Potts, age 10</p>	<p>Not everybody agreed with WWI. What is a conscientious objector? Why were they given white feathers? Who were some famous conscientious objectors?</p>	<p>Write an imaginary dialogue between a patriotic young soldier and a conscientious objector at the outbreak of WWI. Have your characters explain to each other the reasons why they hold their particular views.</p>	<p>Pablo Picasso created the Dove of Peace for the First International Peace Congress in 1949. Can you find a picture of it? Draw your own dove on white paper using simple lines and bold colours.</p>
<p>PAGE 64</p> <p>I Remember</p> <p>Words by Ailish Wilson, age 10</p> <p>Pictures by Belinda West, age 10</p> <p>Listen to RSA member Chris Mullane reading I Remember.</p> 	<p>How were injured soldiers transported? What issues did medical officers face? How did medical care change during wartime?</p>	<p>Imagine you are a doctor or nurse treating a soldier injured in WWI. Write a set of medical notes that include observations about your patient's physical, mental and emotional wounds.</p>	<p>Draw a floor plan of a WWI field hospital, with notes about the various people and equipment you might find there.</p>
<p>PAGE 66</p> <p>In the End</p> <p>Words by Zachary Williams, age 8</p> <p>Pictures by Shahni Tagatoa, age 10</p>	<p>What is Armistice Day? What happened to soldiers when they finished fighting in the war? How had their lives changed?</p>	<p>Zachary writes about how a soldier is feeling at the very end of the war. Write a story about what the soldier faces when he returns home to New Zealand after fighting in Gallipoli.</p>	<p>Draw the soldier before, during and after the war. How has he changed?</p>
<p>PAGE 68</p> <p>The Truth of War</p> <p>Words by Annabelle Skerten, age 9</p> <p>Pictures by Giselle de Breems, age 9</p> <p>Listen to RSA member Chris Mullane reading The Truth of War.</p> 	<p>Compare Annabelle's poem to Emily's description of war on page 53. How are these two poems similar and how are they different? Which is your favourite?</p>	<p>Inspired by Annabelle and Emily, write a poem about war that uses personification.</p>	<p>Use papier mâché, plasticine or clay to create a sculpture of your personification of war. Display it in your class along with your poem.</p>

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<p>PAGE 70 Remembrance Words by Olivia Matthews, age 10 Pictures by Cole Sherborne, age 10</p> <p>Listen to RSA member Red Beatson reading Remembrance.</p> 	<p>What does remembrance mean? Why is it important? Do you think we will still commemorate Anzac Day in another 100 years?</p>	<p>Write a reflection about the ways in which WWI has influenced your life. You could include family history, a record of the memorials you have visited, any commemorations you have attended and personal opinions.</p>	<p>Make a time capsule and bury it for others to find in 100 years. Include a copy of your reflection.</p>
<p>PAGE 72 The Bloodstained Poppy Words by Anika Read, age 12 Pictures by Jazmin Heappey, age 12</p>	<p>The combination of Anika's words and Jazmin's artwork is very powerful. Analyse how they work together to convey emotion and meaning.</p>	<p>Write a poem using rhythm and rhyme to create momentum.</p>	<p>Swap poems with a friend and illustrate. Pay careful attention to how you interpret their work. Play with texture and colour to reinforce the tone of the poem.</p>
<p>PAGE 74 Grandpa's Story Words by Megan Foster and Madison Blackwood, age 11 Pictures by Alisha Sangster, age 13</p>	<p>Invite a family member or someone from your community to share their experience of war with your class. Be sure to ask questions and listen carefully to the answers.</p>	<p>Use your research to write an informative essay about your guest speaker.</p>	<p>Create a portrait of your WWI veteran. Think about using shadows, reflections and personal memorabilia in your illustration. Display your art and writing in class and invite your special person to see it.</p>
<p>PAGE 78 Poppies Words by Peace Yin, age 10 Pictures by Maisy Roberts-Holzer, age 10</p>	<p>Find out how poppies have become a continued symbol of remembrance. Who first wrote the words <i>Lest We Forget</i>? Where else might you see these words today?</p>	<p>Write a set of instructions for making a poppy pin, using origami paper, card, fabric or collected items as materials.</p>	<p>Work with a friend to make your own poppy pins then wear them to an Anzac Day service.</p>

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 80</p> <p>What Anzac Day Means to Me</p> <p>Words by Rylie Keach, age 10</p> <p>Pictures by Hannah Earl, age 10</p>	<p>Rylie and Hannah tell us what Anzac Day means to them through their words and pictures. Have you ever been to a dawn service? What was it like? Discuss your experience with your class.</p>	<p>Think carefully about what Anzac Day means to you. Write a poem that expresses your emotions.</p>	<p>Illustrate your poem using colour pencil, like Hannah. Put your poem and artwork on display in your class.</p>
<p>PAGE 82</p> <p>The Garden</p> <p>Words by Kyah Tawhiti, age 10</p> <p>Pictures by Grace Jonson, age 9</p>	<p>There are many beautiful Anzac memorial gardens in New Zealand and Australia. Do you think a garden is an appropriate memorial? Why? Discuss this with a friend and write down your ideas.</p>	<p>Using your thoughts as inspiration, write instructions for designing the perfect memorial garden. Include details about plants, statues, cenotaphs and any other features that you would like.</p>	<p>Draw a plan of your memorial garden. Attach the instructions you have written and share your ideas with your grandparents, parents, teachers and classmates.</p>
<p>PAGE 84</p> <p>We Will Remember</p> <p>Words by Halle Faherty, age 10</p> <p>Pictures by Maddix Kamo-Dawson, age 11</p> <p>Listen to RSA member Red Beatson reading We Will Remember.</p> 	<p>Read Halle's poem then compare it with Blake's poem, <i>Anzac Day</i>, on page 91. What do these poems have in common? How do they differ? Make notes.</p>	<p>Write an ode to a soldier or group of soldiers you have read about who fought in WWI. Consider whether you will use familiar themes or whether you will try a different approach.</p>	<p>Create a stained glass window in your classroom with coloured cellophane and black paper outlines to honour your heroes. Add the title 'We will remember'.</p>
<p>PAGE 86</p> <p>In Memoriam</p> <p>Words and pictures by Luca Waple-Longhurst, age 9</p>	<p>Look up the Online Cenotaph and search for someone in your area who fought in the war. What did you find out about them?</p>	<p>Write an In Memoriam for the soldier you researched or a soldier in your family.</p>	<p>Design your own medal. Think about what it might be awarded for, what symbols should appear on it and what materials it would be made of.</p>

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 88</p> <p>Brave Soldiers</p> <p>Pictures by Tessa Ganley, age 11</p>	<p>Why might it have been difficult to discover what happened to some soldiers in WWI? How were their families notified? Research to find examples of wartime telegrams.</p>	<p>Compose a telegram from an official to a family informing them of their loss. Then write a piece of flash fiction based on what happened when the telegram arrived.</p>	<p>Create the telegram by handwriting or printing out the type and gluing it on paper. Use cold tea to stain the paper brown. Make a letterhead, stamps and signature. Display the telegram with your writing in class.</p>
<p>PAGE 89</p> <p>Gratitude</p> <p>Pictures by Poppy McDonald, age 9</p>	<p>On Anzac Day we express our gratitude for the sacrifice made by the soldiers who fought and died. What are you grateful for about life in New Zealand in the present day? Think carefully and make notes.</p>	<p>Use your notes to write a thank-you letter to a soldier from WWI. Things have changed a lot in 100-plus years - consider what you might need to explain to him about present-day life.</p>	<p>Make an envelope for your letter and decorate it artistically. Consider leaving it at your local war memorial monument on Anzac Day.</p>
<p>PAGE 90</p> <p>Anzac Day</p> <p>Words and pictures by Blake Cameron, age 10</p>	<p>Blake has written about aspects of Anzac Day. Think about a service you have attended. Do you recognise his descriptions?</p>	<p>People from other countries are not familiar with Anzac Day. Create a brochure that would help a tourist understand what happens during a service, and why.</p>	<p>Add colourful icons to your brochure to illustrate each aspect of the Anzac Day service.</p>
<div> <div> <p>Bonus Activity!</p> <p>We have created a bonus activity for the <i>Toitoti ANZAC Special Issue</i> that you can print for the classroom or share with your students online. Find the bonus activity at toitoti.nz/teach or click the link below.</p> </div> <div>  </div> <div> <p>WE WILL REMEMBER</p> <p>Today, Remembrance Day, Remembering you by the poppy fields as red as blood, Sacrifice in the mud, The guns, the bombs and cruel barbed wire, The trenches, the food, the scorching fires, Your letter to me, I will keep close to my heart, I will never forget you, we will never part. The flag raised swiftly in the sky, Showing your courage where you might lie, The Last Post plays loud and clear, Now I feel as if you're near, What have you been through? I have no clue, But never, ever will I forget you.</p> <p><small>Words by Heidi Pitlori, age 10. Pictures by Heidi Pitlori, age 10.</small></p> </div> </div>			

[Access the full bonus activity here!](#)



Toitoti 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 Toitoti. They can choose one or more stories or poems or review the whole journal.

PUBLISH

Encourage your students to submit their work to Toitoti 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 toitoti.nz

Please send all correspondence and submissions to submit@toitoti.nz



Pictures by Tessa Ganley, age 11



Winner 2020

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