

TOITOI

L A T I N A M E R I C A S P E C I A L I S S U E



T E A C H E R S U P P O R T M A T E R I A L S

Celebrate young New Zealanders' connections to Latin America and use these ideas to explore the languages and cultures of this exciting 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 Latin America 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 Latin America 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 Latin America to study

Explore the journal with these ideas for the classroom

TITLE	TRANSLATION	LANGUAGE	PAGE
Birdscape	Paisaje de pájaros	Spanish	Cover
Back from the Dead	De regreso de la Muerte	Spanish	IFC
Flower Festival, Colombia	Feria de las Flores, Colombia	Spanish	3
A Day's Work in the Andes	Un día de trabajo en los Andes	Spanish	4
Humboldt Penguin	Pingüino de Humboldt	Spanish	10
Brazil	Brasil	Brazilian Portuguese	14
Leaving Colombia	Al salir de Colombia	Spanish	18
Iguazu Falls	Cataratas do Iguaçu	Brazilian Portuguese	22
Corn Cob Piñata	Piñata de mazorca	Spanish	26
Building an Alpaca	Construyendo una alpaca	Spanish	30
Rio Carnival	O carnaval do Rio	Brazilian Portuguese	34
Worlds Apart	Mundos distintos	Spanish	38
The Mexican Wolf	El lobo mexicano	Spanish	42
Memories	Recuerdos	Spanish	46
Marching Monarchs	La marcha de las monarcas	Spanish	58
Fill Your Belly!	¡Lléname la barriga!	Spanish	62
I Try Saying 'Chilaquiles'	Trato de decir 'chilaquiles'	Spanish	66
Cinco de Mayo Magic	La magia del Cinco de mayo	Spanish	70
Angel Falls, Venezuela	Salto Ángel, Venezuela	Spanish	76
The Chilena	La chilena	Spanish	78
The Llama and the Tortoise	La llama y la tortuga	Spanish	82
The Latin Touch	El toque latino	Spanish	86
Burning Fire	Fuego ardiente	Spanish	90
My Goat and Me	Mi cabra y yo	Spanish	91
Valparaíso, Chile	Valparaíso, Chile	Spanish	92
Jaguar	Jaguar	Spanish	96
This Is Me	Así soy yo	Spanish	100
Curiosity	La curiosidad	Spanish	104
Nature Is Art	La naturaleza es arte	Spanish	106
Mastretta MXT	Mastretta MXT	Spanish	110
Pineapple Panic	Pânico do abacaxi	Brazilian Portuguese	112
Copacabana Beach	A Praia de Copacabana	Brazilian Portuguese	116
A Trip to Ancient Mexico	Un viaje al México antiguo	Spanish	120
Humming Llama	Llama tarareante	Spanish	124
Cuca visita Rūaumoko	Cuca Visits Rūaumoko	Brazilian Portuguese	128
Tacos	Tacos	Spanish	136
Yemanjá Festival	Festival de Yemanjá	Brazilian Portuguese	140

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
INSIDE FRONT COVER Back from the Dead Pictures by Priyanshi Patel, age 11	Priyanshi's picture is inspired by Dia de los Muertos. What is this? What does it mean in English? Who celebrates it, why and how?	Compose a short speech about Dia de los Muertos. Include as many Spanish words as you can. Practise the correct pronunciation of these words before you deliver the speech to your class.	Inspired by Priyanshi's picture and your own research, create a colourful Dia de los Muertos mask for yourself or a friend.
PAGE 3 Flower Festival, Colombia Pictures by Nikita Billington, age 14	Research the Flower Festival in Colombia that inspired Nikita's picture. What is its name in Spanish? Why is it held? Find images of the festival and share them with your class.	Write a poem describing the flower festival. Incorporate Spanish words and phrases if you can.	Make a bouquet of flowers using craft materials and display it alongside your poem.
PAGE 4 A Day's Work in the Andes Words and pictures by Tasmyn Kibblewhite, age 14	Tasmyn's terrific story is written from the point of view of a bus driver in the Andes. What are the Andes? Where can they be found? Why do you think travelling there could be dangerous?	Re-write this story from the point of view of one of the passengers. Use powerful verbs and adjectives to describe the adventure, like Tasmyn.	Draw pictures of what the passenger might see when they look out of the bus window.
PAGE 10 Humboldt Penguin Words by Phoebe James, age 10 Pictures by Lucia Olney-Boyd, age 14	Watch a short video about Humboldt penguins. Where do they live? What do they eat? Who are their predators? What is special about them?	Write a story about a Humboldt penguin who accidentally wanders into a town. Incorporate your research into the story.	Create an artwork of a Humboldt penguin to go with your story, inspired by the colours and patterns of South America, like Lucia.

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 14 Brazil Words by Ben Spies, age 13 Pictures by Cleo Exell, age 12	Ben has described everything he loves about Rio de Janeiro. Read his story with a friend and make a list of Ben's favourite things to do and see. Rank them according to Ben's preference.	Create a brochure that celebrates your favourite city or town in Latin America or New Zealand. Describe your top five recommendations and rank them for your readers.	Illustrate your brochure with drawings and photographs to encourage people to visit.
PAGE 18 Leaving Colombia Words by Honor Forbes, age 11 Pictures by Alena Zhu, age 13	Read Honor's poem with a friend. What is it about? How does it make you feel?	Imagine you have to leave your homeland. Using cardboard, make a small suitcase with a handle. Choose a few special things to put into your suitcase that remind you of home.	Decorate your suitcase with hand-drawn stickers and slogans to remind you of home.
PAGE 22 Iguazu Falls Words by Issy Hourigan, age 9 Pictures by Piper Bamford, age 11	The Iguazu Falls are world-famous. Do you know of any other famous waterfalls in Latin America? Conduct some research, record their statistics and compare them with the Iguazu Falls.	Write a short description of each waterfall based on your research and use great adjectives, like Issy. Make a small panel of facts to go with your descriptive writing.	Draw each waterfall to scale. Glue them on a poster and add your facts and descriptions. Give your poster a great title and display it in your classroom.
PAGE 26 Corn Cob Piñata Words by Tom Nalder, age 10 Pictures by Mia Harding-Trail, age 12	Tom has written about a fun tradition in Mexico. What is a piñata? What is its history? How did it originate? Have you ever seen one? Tell a friend.	Ask everyone in your class to write wishes, hopes and words of encouragement on pieces of brightly-coloured paper. Write the messages in Spanish and English if you can.	Using papier mâché, make an awesome piñata with your class. Fill it with the pieces of paper. Hang it in your playground and take turns hitting it with a stick until the wishes fall out. Share them around!

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 30 Building an Alpaca Words and pictures by Max Dixon, age 6	Max describes how he made his fabulous alpaca. Choose another animal native to Latin America and make a list of five interesting facts about it.	Write a poem about your animal inspired by your list of facts.	Using any materials you like, make a model of your Latin American animal. Put it on the windowsill in your classroom so it can see New Zealand!
PAGE 34 Rio Carnival Words by Sarnai Sahni, age 10 Pictures by Harry Prinsep, age 11	What is the Rio Carnival? Where is it held? Watch a video showing it in action. Pay attention to the incredible costumes on display.	Design a costume that expresses something important about yourself and your culture.	Bring in some clothes and materials from home to make your costume. Think about colour, texture and shape as you put it together.
PAGE 38 Worlds Apart Words by Mica de la Rosa, age 8 Pictures by Jeomille Querubbin Cariquez Macarubbo, age 12	Mica describes being stuck between two worlds. Do you speak another language? Can you share your experience of speaking another language with your class?	Choose one or two words in Spanish or another language and learn how to pronounce them correctly.	Create a poster that shows all of the different languages that are spoken in your class. Display it on the wall of your classroom.
PAGE 42 The Mexican Wolf Words by Johanna Holzenkampfer, age 10 Pictures by Bella Hinton, age 11	Study Bella's art carefully. What techniques has she used? What are the similarities and differences between her two illustrations? Which picture do you prefer? Why?	Write a poem about a wild animal from Latin America. Use descriptive phrases that create a great sense of atmosphere, like Johanna.	Create a silhouette picture of your animal using black paper and a colourful background.

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 46 Memories Words by Stella Weston, age 13 Pictures by Zuri Hazlehurst, age 11	Stella has written an incredible story about her parents' travels before she was born. Are there special stories in your family? Share them with a friend.	Interview a family member about the adventures they had before you were born. Create a timeline showing some of the places they visited and when they went there.	Using string and pins, show your family's adventures on a map. Using a different coloured string, mark the journeys that you dream of making when you are older.
PAGE 58 Marching Monarchs Words by Isaac Marshall, age 8 Pictures by Milly Ruddenklau, age 11	Isaac has captured the wonder of the mass migration of monarch butterflies to warmer areas in winter. Read his poem with your class and identify the metaphors and similes he uses.	Write a poem about monarch migration using awesome metaphors and similes, like Isaac.	Make butterflies of different sizes using cardboard and crayon. Colour them on both sides. Using invisible thread, hang them from your classroom ceiling at different heights to give a sense of mass flight.
PAGE 62 Fill Your Belly! Words by Rafael Flores McAlpine, age 9 Pictures by Sam McGee, age 12	Rafael has written an enthusiastic description of street food in Mexico. Which dish sounds the most mouth-watering? Discuss it with a friend.	Choose one of the dishes from Rafael's story and write a recipe for it. Make sure you list the ingredients and an easy step-by-step method.	Draw a picture of your dish to go with your recipe. Make the dish at home if you can!
PAGE 66 I Try Saying 'Chilaquiles' Words by Masha Pospolitak, age 11 Pictures by Julianna Wang, age 12	What are 'chilaquiles'? Look up all the fruit and vegetables named in Masha's poem and learn their meanings and correct pronunciations. Practise saying them with a classmate.	Write a skit about an exchange between a stallholder and a tourist who do not speak the same language. Consider how they would communicate using words, gestures and mime.	Find some props and make some simple costumes from materials found in your classroom. Perform your skit!

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 70 Cinco de Mayo Magic Words by Brianna Garrety, age 12 Pictures by Isabella Loghides, age 13	What is Cinco de Mayo? Read Brianna's story with a friend and discuss each of the three characters she becomes.	Write a detailed analysis of the main character of Brianna's story. What do her actions tell us about her? Find examples in the text to support your ideas.	Create a music playlist for Brianna's character. Include some traditional music from Cinco de Mayo like mariachi and salsa. Order the songs and add cover art for the playlist.
PAGE 76 Angel Falls, Venezuela Pictures by Sorcha Wilkinson, age 13	What is special about Angel Falls? How did they get their name? What other names do they have? Conduct some research and make notes.	Write an adventure story set at Angel Falls. Incorporate some of the facts from your research into your story.	Create a landscape artwork of Angel Falls to go with your story. Pay attention to colour and texture, like Sorcha.
PAGE 78 The Chilena Words by Baltazar Marin, age 7 Pictures by Jeronimo Allende Zarazaga, age 8	Baltazar's story is titled 'The Chilena'. What is a 'chilena'? Who invented it? Discuss other famous sporting manoeuvres with your class.	Design an original sports manoeuvre of your own and give it a catchy name. Write a short description of how the move is performed.	Create a movie trailer imagining the moment you first performed the manoeuvre during a game. Include a re-enactment, the title of your movie and music to create suspense.
PAGE 82 The Llama and the Tortoise Crochet by Zara Hermens, age 13	Zara has used her amazing creativity and crochet to create her three-dimensional scenes of Latin America. Can you identify the animals she has made? What else do you notice? Discuss with a friend.	Choose one of Zara's scenes and use it as inspiration for a piece of flash fiction of no more than 250 words. Give your writing a great title and share it with your friend.	Illustrate your story using a creative medium such as knitting, crochet, lego or modelling clay.

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 86 The Latin Touch Words and pictures by Nayef Rahman, age 12	Nayef has written about Colombia's indigenous people. Who were the Muisca? What language did they speak? Do Muisca people still live in Colombia?	Inspired by Muisca symbols, create an alphabet of your own. Write a simple message in your new alphabet and include a key so your message can be translated.	Create a picture with your message and key. Display it in your class and challenge your classmates to figure out what it says.
PAGE 90 Burning Fire Pictures by Julianna Wang, age 12	Julianna's beautiful still life has an unexpected title. What do you think it means? Discuss it with a friend.	Select some natural objects such as fruit, vegetables or flowers that are important in your culture. Arrange them carefully and note their colours and textures.	Draw your still life. Give your finished composition an intriguing title, like Julianna.
PAGE 91 My Goat and Me Pictures by Tasmyn Kibblewhite, age 14	Tasmyn has painted a woman in traditional dress. What country do you think she is from? What are the clues? Share your thoughts with the class.	Write a description of traditional clothing in a Latin American country. Include details of the textiles, colours and special decorations.	Sketch the items of clothing and label their features.
PAGE 92 Valparaiso, Chile Words by Tom Rebbeck, age 13 Pictures by Lauren Ng, age 8	Tom describes a trip he made to Chile for a sailing competition. Find Valparaiso on a map. Research the weather in that area and learn why the competition was being hosted there at that time of year.	Imagine you are competing in a sporting event in Latin America. Write a diary entry that describes what happened and how you felt.	Design a medal for your sporting event. Think about what symbols should appear on it, what materials it should be made of and what the medal ceremony would be like.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 96 Jaguar Words by Libby Foulds, age 6 Pictures by Dean Song, age 8	Libby has written a story from the point of view of a jaguar. What other big cats might you find in Latin America? Make a list.	Expand your list by adding the key characteristics of each animal. Include their Spanish name and other information that interests you.	Create a set of trading cards of big cats in Latin America. Include a drawing of each cat with the information you have gathered. Trade cards with your friends!
PAGE 100 This Is Me Words by Amelia Rivas Herrera, age 9 Pictures by Sequoia Wallace, age 7	Amelia has parents from two different cultures. Do you have more than one culture in your family? Survey your class and write down all the combinations.	Write a description of yourself using the title 'This Is Me' and include information about the different cultures in your family.	Draw a self-portrait that captures your cultural background.
PAGE 104 Curiosity Pictures by Xara Wademan, age 13	Study Xara's picture carefully. Which are the primary colours? Which are secondary or tertiary colours? Find out the names of the colours in Spanish and Portuguese.	Inspired by Xara's picture, make a colour wheel. Start with three colours and mix your own secondary colours. Label each colour in English, Spanish and Portuguese.	Choose your favourite colours and create a vibrant painting. Consider whether you will use complementary or contrasting colours. Put your picture in a frame and display it on your wall.
PAGE 106 Nature is Art Words by Kahal Gardiner, age 11 Pictures by Max Turley, age 11	Kahal has written about a class visit to an art gallery. Have you ever visited an art gallery or museum? What do you remember about it? Discuss your impressions with a friend.	Inspired by Kahal's story about Nicolas Paris, gather some objects that would create awesome shadows. Test your ideas using a torch.	Create an exhibition of shadow art in your classroom and invite other classes to come and see it!

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 110 Mastretta MXT Words by William Hughes, age 8 Pictures by Aidan Kerr, age 10	William thinks the Mastretta MXT is the most awesome car ever. Do you agree? Where is it made? Make a list of its attributes.	Write a short persuasive speech promoting the Mastretta MXT or another car you love.	Design a new model of the Mastretta. What special features would you add?
PAGE 112 Pineapple Panic Words by Radha Gamble, age 9 Pictures by Madeleine Smith, age 12	Read the beginning of Radha's story. Who is telling the story? What clues can you find in the text? Now, finish reading the story. Were you right?	Imagine that you are an animal in Brazil. Write a story about a human encounter. Don't tell your reader who you are until the very end, like Radha.	Inspired by Madeleine's beautiful pictures, create a watercolour painting to go with your story from your animal's point of view.
PAGE 116 Copacabana Beach Words by Eileen Coupe, age 8 Pictures by Cleo Exell, age 12	Eileen has used a pattern in her poem about Brazil's most famous beach. What is it? Do you like it? Why?	Use a similar pattern to create a simple poem describing another famous place in Latin America.	Create a short flipbook of your famous place. You will need to draw the same picture with one detail changed on each page. Flip through your book to watch your animation!
PAGE 120 A Trip to Ancient Mexico Words and pictures by Daria Morales, age 8	Daria has written about ancient Mexico and their amazing mathematicians. Research the Maya number system and describe it to a classmate.	Write a set of instructions telling your readers how to work out the Maya number system. Be sure to use clear, simple language.	Create a grid on a sheet of paper. Glue on different-shaped objects to represent each number value. Encourage your classmates to read your instructions, then have a go at Maya mathematics!

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 124 Humming Llama Words by Leo Yang, age 10 Pictures by Logan Simich-Burr, age 14	What is the difference between a llama and an alpaca? Compare and contrast Leo's story with Max's story on page 30. Are there other animals in the same family? What are they called? What are their characteristics?	Write a 'llama drama' — a script featuring two or more llamas. Give your llama characters names and dialogue and consider incorporating a few Spanish words into your script.	Create llama hand puppets out of old socks, wool, buttons, etc. Create a small stage and paint scenic backdrops. Perform your llama drama for the class.
PAGE 128 Cuca visita Rūaumoko Palavras por Jorge Miguel Resende Albuquerque, idade 13 Imagens por Josh King, idade 14	Jorge's story is inspired by Māori and Portuguese mythology. What is a myth? Why is telling stories about our past, our heritage and our culture important? Why are there sometimes different versions of the same story?	Research some other stories in Latin American mythology. Write a short narrative describing your favourite myth and reflecting on its significance.	Myths have been interpreted by artists in very different ways throughout history. How would you illustrate your myth? Consider using drawing software, like Josh.
PAGE 136 Tacos Words by Thomas Sturmer, age 9 Pictures by Jeppe Weisbach, age 10	Thomas has written a mouth-watering description of a taco. Have you ever eaten a taco? Describe it to a friend.	Come up with an idea for a Kiwi version of a taco. Choose fillings that are unexpected — try to create a flavour combination that has never been tasted before! Now write down the recipe.	Create your taco. Photograph each step and use the photos to illustrate your recipe. Did it taste as good as you hoped?
PAGE 140 Yemanjá Festival Words by Trelise McEwan, age 11 Pictures by Scarlet Connor, age 12	Who is Yemanjá, Goddess of the Sea? What country is she from? Watch a news report of the festival and take notes on what you see.	Imagine you attended the Yemanjá Festival. Write a story about your experience.	Scarlet has a wonderful, vibrant style and her artwork was also chosen for the covers of these journals. Illustrate your story using lots of pattern and colour, like Scarlet.

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 Latin America.

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 else do you know about this language?

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 Latin America. 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 Latin America 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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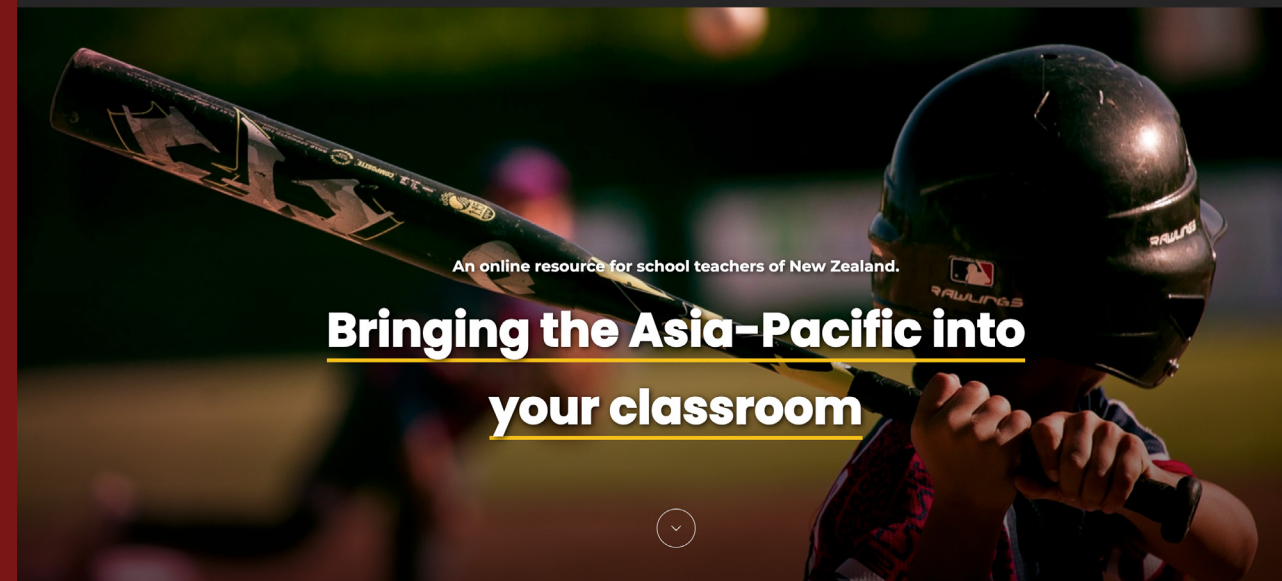
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Teaching for the
Asia-Pacific

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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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Latin America Centre of Asia-Pacific Excellence



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

The Latin America Centre of Asia-Pacific Excellence provides tools to prepare and support New Zealanders to engage and do business with Latin America.

We develop Kiwis' business, language and intercultural skills to 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 Latin America and to explore languages and cultures through creativity.

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

Digital stories and a companion app for the
Toitoti: Latin America Special Issue are coming soon!

TOITOI.NZ | EDITOR@TOITOI.NZ | @TOITOI.NZ | #TOITOICONNECT