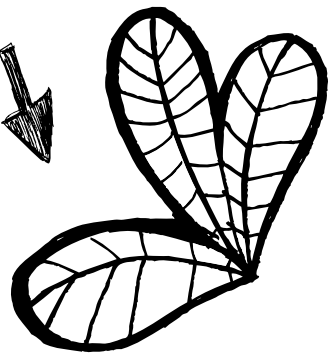
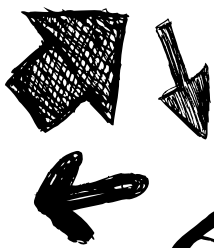
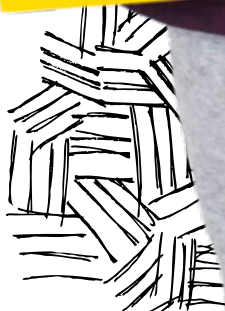




# Junior Journal

## 62



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# Junior Journal 62



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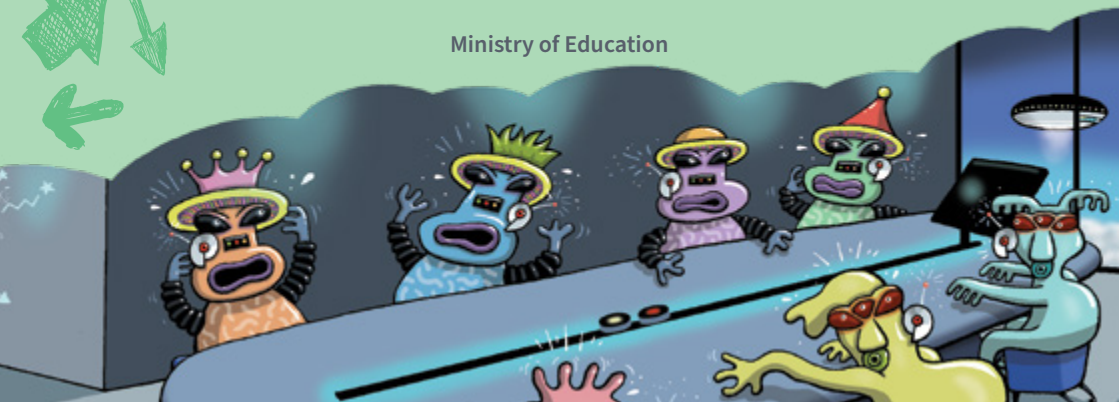
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Ministry of Education



# Getting the Message Across

by Iona McNaughton



Alan Wendt is a sign-language interpreter. He uses New Zealand Sign Language (NZSL) to help Deaf and hearing people talk to each other.

There are about 11,000 people in Aotearoa New Zealand who are Deaf. NZSL is the first language they learn. Many of their friends and families learn it, too.

I asked Alan some questions about his job.



Iona

### *Why did you learn NZSL?*

Alan

I love languages. I grew up speaking Samoan and English. Then, at high school, I decided to learn German because our family also has German heritage. I discovered I was good at learning languages. When I went to university, I tried other languages too, including NZSL.



Iona

### *Why did you become a sign-language interpreter?*

Alan

When I was a kid, Mum and I watched Miss Universe on television. Everyone in the contest spoke different languages, and interpreters translated what they said into English. It seemed like magic! I thought that, one day, I would like to be an interpreter, too.

**Iona**

## *What skills do you need to be a sign-language interpreter?*

**Alan**

First you need to learn the language. It's very different from other languages because you use your hands and face instead of words. Then you need to have a good general knowledge and a good memory. You also need to like working with lots of different people. Finally, you need to practise and practise.

**Iona**

## *What are some of the challenges?*

**Alan**

Sign-language interpreting is hard work. You have to listen carefully to what people say or sign so that you can explain it correctly. You also have to remember what was said, and you have to work very quickly.

Another challenge is that you have to think about how you use your face as well as your hands. Sign-language interpreters use their faces a lot. For example, if I sign “big” and then puff out my cheeks, that means “very big”. I also use my face to show emotions, such as happiness, sadness, surprise, or anger.

**big**



**happy**



**surprise**







very big



sad



anger





Iona

## *Who do you work for?*

Alan

I work for whoever needs me – in hospitals, universities, and schools. I even interpret for Deaf people when they are learning to drive. My first job was interpreting for a Deaf basketball team at a meeting with their hearing coach. I've interpreted at birthday parties and for a children's theatre company so that Deaf children could watch the play and know what the actors were saying.

I also interpret for Deaf people who work in parliament. The first time I interpreted in parliament was in 2005. The members of parliament were talking about whether to make Sign Language an official language of New Zealand. I was very nervous because a lot of Deaf people had come to watch, and I wanted to do a good job.



*Iona*

***You often work with the Prime Minister.  
What's that like?***

*Alan*

The Prime Minister has meetings with the news media every week. The interpreters get her speech notes thirty minutes before the meetings start. That gives us time to read them and make sure we understand everything. After her speech, the journalists ask many questions. There's a lot of pressure!

I usually work with another interpreter so that we can have a break every fifteen minutes. If I interpret for too long, my brain feels like it's turned into cotton wool, and then I'm hard to understand.





**Iona** *What was it like doing the daily information sessions about COVID-19?*

**Alan** During the lockdown, a team of six interpreters worked for the Prime Minister. We worked in a “bubble pair”, and we had to keep our distance from other people.

The Deaf community gave good feedback on ways we could improve our work. For example, they asked if we could roll up our sleeves so that they could see our hands more clearly. They also asked for brighter lighting.

One day, the Prime Minister talked about the different ways you can say hello. She did the “East Coast wave”, which is when you just raise your eyebrows. I had to do it too, and it went around the world on social media. People thought it was very funny.

**Iona** *What do you like about your job?*

**Alan** I love interpreting because it’s very challenging. I also get to meet a lot of different people. Most of all, I enjoy helping Deaf people to get the same information as hearing people.

Iona

## How do you sign your name?

Alan

Most people in the Deaf community have a sign name as well as their given name. When they are using their given name, they sign each individual letter. Their sign name might be something special about them or it might be something about how they look, such as having curly hair or big eyes. My sign name is one hand resting on top of the other because I often sit like that.



Alan says that more and more hearing people are choosing to learn sign language. You could learn it, too. What do you think your sign name would be?

You can find out more about sign language at:  
[nzsl.vuw.ac.nz](http://nzsl.vuw.ac.nz)





by Bill Nagelkerke

TV News has received reports of strange events taking place on Lockdown Street in Bubbletown. We have all seen bears in the windows of houses around the country adding interest to lockdown walks, but lately it seems to have sparked some “bear-faced” rivalry. Two bears on Lockdown Street seem to be trying hard to get the most attention and become the street’s top bear. Families have been enjoying the competition.

Photographs of Dora and Ted first appeared on social media in March.







A few days later, Ted was seen holding a rugby ball and wearing a striped scarf.



Next, Dora appeared in her window, climbing a rope.



4,250

- Go Dora – you have reached your peak!
- Your name should be Edmund Hillary Bear!



Soon afterwards, Ted appeared in a new outfit.



### Ted



👍 5,291

- A flying bear – amazing!
- This bear is really taking off!
- Ted is the best bear – that's plane to see! lol.

### Dora



👍 6,960

- Twinkle, twinkle, little bear!
- You are a star, Dora!
- A-DORA-ble ❤️❤️



Not to be outdone, Dora appeared the next day surrounded by stars.

We cross now to our reporter Nellie Ready, who is in Lockdown Street.

“Kia ora, everyone. Well, I’ve spoken to the owners of the two bears, and they deny all knowledge of the bears’ antics. Ted’s owner could not say how his favourite rugby scarf had come to be in his front window. And Dora’s owner says that she was as surprised as anyone to see Dora surrounded by those glow-in-the-dark stars.

“What is going on here? Will these strange events continue? Will these two remarkable bears keep trying to outdo each other? Who will be the top bear of Lockdown Street?”

*illustrations by Scott Pearson*



# A School Comes Home

- by Renata Hopkins -



Waimarie

Liam

Amelia

Flynn

Zoe

Quinn

*My favourite thing is all the space in the classrooms.*

*I like the football field. We've got all-weather turf!*

*It's so nice to know we're here for good.*

These students are talking about their new school, Te Raekura Redcliffs. Their new school is also a very old school! There has been a Redcliffs School in Christchurch for more than one hundred years, but in 2011, earthquakes made the school buildings unsafe. The students had to move out, and it was nine years before the school was rebuilt and students were able to return. For a long time, the school community thought that this might never happen ...





## The earthquake

The story begins on 22 February 2011. At 12.51 p.m., a powerful earthquake struck. Parts of the cliffs behind the school fell down.

Rosie Jerram, who was in year 7 in 2011, remembers that day. “I was eating lunch when the shaking started. You could hear the cliffs starting to collapse. Then a dust cloud came towards us really fast. We ran towards the field, but the cliffs behind the field started falling too, so we ran towards the road to get away.”

When the shaking stopped, everyone came together. “The kids were pretty upset, but the teachers were so kind.” Rosie remembers that parents started to arrive soon after. Some were wearing wet clothes. The only way they could get to the school was to wade through the water of the nearby estuary because the road bridge was damaged.



2011  
Rosie Jerram  
2020



## Moving around

The students had to stay home for the next few weeks while some areas of the school were fenced off and some classrooms were moved further away from the cliffs. But then, in June, soon after they had returned to school, there were more strong earthquakes. It was too risky to use the school any more.

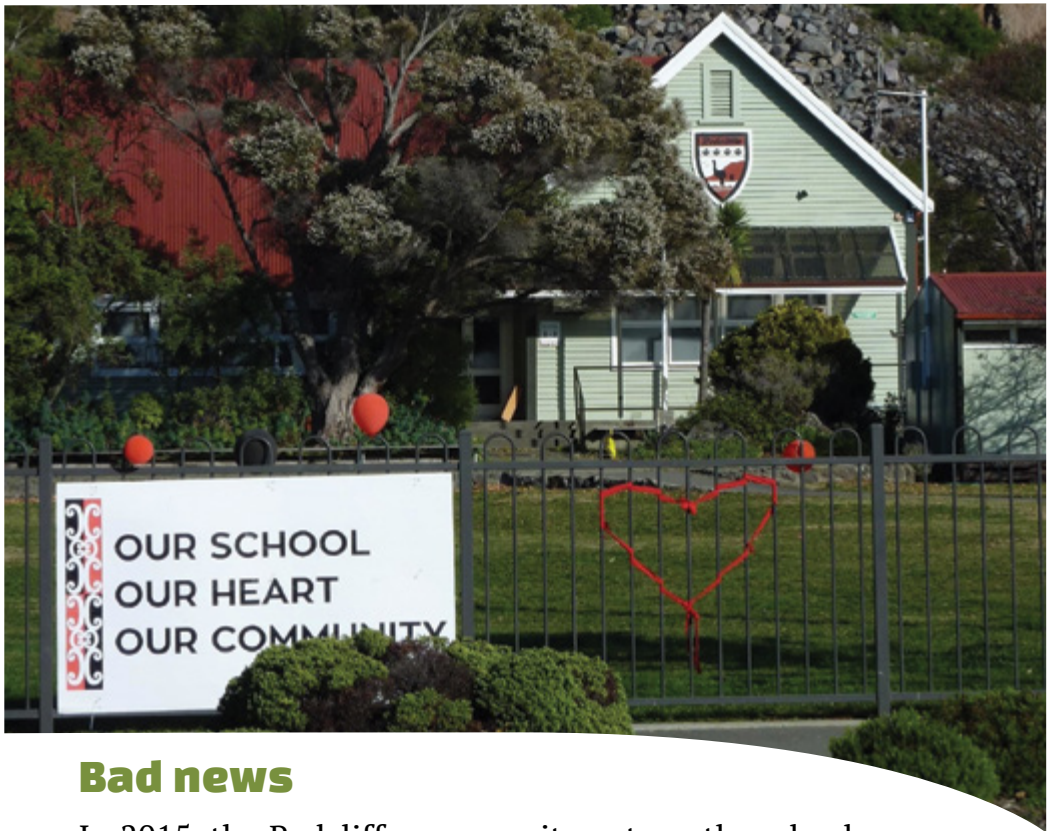
For the next few months, classes were held in all sorts of places, including parents' homes and a church hall. For a while, the school was able to use some rooms at Sumner School.

Rosie says she learnt a lot from that time. "You never knew what might happen tomorrow. It showed us that things can change but still be OK."

Finally, in September 2011, Redcliffs School was invited to share the van Asch Deaf Education Centre in Sumner. That meant the students could all be together again, but lots of them missed going to their own local school. They looked forward to the day they could move back to Redcliffs.







## **Bad news**

In 2015, the Redcliffs community got another shock. They found out that the government had decided to close the school for good because the earthquake had caused so much damage. Amelia, who was in year 3 then, remembers when her mum told her the news. “My sister and I just burst into tears.”

There had been a school in the Redcliffs area for so long that many people felt it was the heart of their community. One of the parents, Andrea Wylie, explains why: “It came down to what it means to be a Kiwi kid – growing up with your neighbours and walking or scootering to school with them.”



## Taking action

A lot of people in the community wanted to save the school. They held meetings to decide what to do. They wanted everyone to know what was happening and how they felt about it.



One part of their plan was to make signs and have a big march. Three thousand people turned up! They carried signs saying “No Closure” and “Save Redcliffs School” and wore T-shirts that said “Reddy to Return”. They knew that short messages are a good way to get an idea across because they are easy to understand, and they show up well in photographs and on television. People also put “Reddy to Return” signs on their fences.

Next, the school sent hundreds of postcards to the government. The students wrote messages on the postcards, explaining why they wanted to keep their school.

A petition (a list of names of people who agree with an idea) was also started. The Redcliffs petition was signed by around 7,500 people.

## Good news

In 2016, the government was due to make another decision about the school. Liam, who was in year 4 then, remembers waiting to hear the news. “We didn’t do much work that day because everyone was nervous. The teachers got us together in the gym to tell us what was going to happen.”

“Some of the teachers were crying when they came in,” adds Amelia. “We didn’t know if they were happy tears or sad tears!” Luckily, they were happy ones. The government had decided that the school would be reopened.

## More decisions

However, there were still more decisions to make. Many people thought the old school grounds would be unsafe and that a new school should be built somewhere else. Someone suggested the idea of a “land swap”. The new school could be built at one of the parks in Redcliffs, and the old school grounds could be turned into a park.

Some people liked this idea, but others weren’t sure. The Ministry of Education and the Christchurch City Council listened to everyone. A few students went to council meetings to share their feelings about their school, too. At last, in September 2017, it was decided that the land swap could go ahead.

## A new school – Te Raekura Redcliffs

It took three years to build the new school. While it was being built, local iwi worked with the school community on ways to remember and celebrate the important history of the Redcliffs area. Two local hapū, Te Hapū o Ngāti Wheke and Ngāi Tūāhuriri gifted the school a new name – Te Raekura Redcliffs. (Te Raekura means “red, glowing headlands”.) They also gifted names for the school buildings and learning spaces.



### TIMELINE

#### FEB 2011

A large earthquake causes parts of the cliffs behind Redcliffs School to collapse. The school is closed.

#### JUN 2011

There are more strong earthquakes. More rocks fall, and the school is declared unsafe. Classes move off-site.

#### NOV 2015

The Minister of Education (Hekia Parata) announces that Redcliffs School may be closed.

2011

2012

2013

2014

2015

#### MAR 2011

The school reopens.

#### SEP 2011

Redcliffs School moves to the van Asch Deaf Education Centre. They share this school for the next nine years.

## Worth the wait

At the opening of the new school, lots of people came to celebrate – even Prime Minister Jacinda Ardern. There were hugs, songs, and more happy tears. The school was home again, after nine long years.

The students agree it was worth the wait.



*It's amazing.  
I love it!*



*I feel really  
proud that we  
got here.*



*And lucky!*

**JUL 2016**

The school learns it won't be shut down.

**2017-2020**

The new school is designed and built.

**2016**

**2017**

**2018**

**2019**

**2020**

**2015-2016**

The school and the Redcliffs community work together to try and save the school.

**SEP 2017**

A decision is made to build the new school at Redcliffs Park.

**22 JUN 2020**

Students move into their brand-new school, Te Raekura Redcliffs.



# Making a Sign

by Fifi Colston



A sign is a good way to get a message across. Signs can show people where things are or give them instructions. Sometimes people use signs to share what they think.

When you're making a sign, it helps to know three things:

- what you want to say (the message)
- how you want to say it (what you want the sign to look like)
- what you will use to say it (the materials).

## >> What do you want to say?

Be clear about your message. What do you want people to think or do when they read your sign? For example, maybe you live by the sea and penguins sometimes cross the road to get to their nests. Is this message clear?

### **Slow Penguins**

It could mean that the penguins don't move very quickly! How about this?

### **Slow Down. Penguins Crossing.**

This is clearer. It says that you want drivers to be careful so that any penguins crossing the road are safe.

THE CLIMATE  
IS CHANGING!  
WHY AREN'T WE?  
🌸🌸🌸🌸🌸



GARAGE  
SALE  
Furniture  
Clothing  
→

## >> How do you want to say it?

Choose the style of letters carefully. Try out different styles. Make sure they can be seen from a distance. Would it be better to print the message using a computer? Check your spelling and spacing.

Which sign would make you want to buy the feijoas?

Home-grown  
FEIJOAS  
\$2 a bag

Home-gro-  
wn  
FEIJOAS  
\$2 a bag

HOME-grown  
feijoa  
two dollars <sup>a</sup> bag

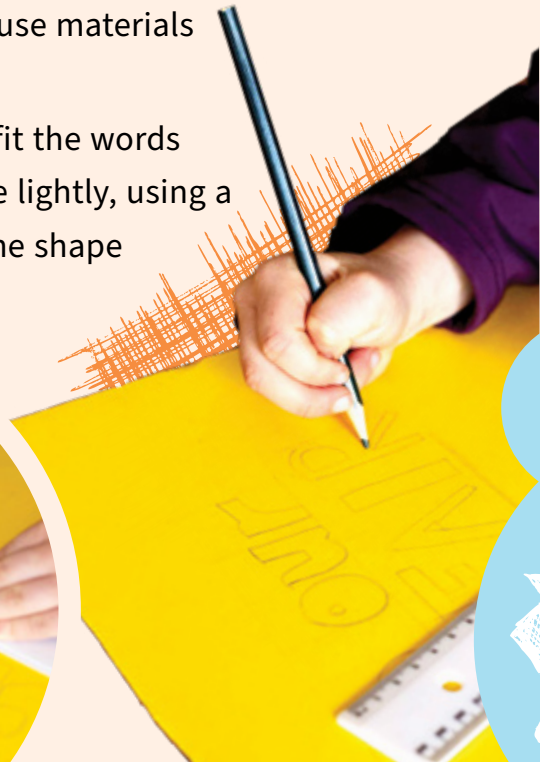
Home-grown  
Feijoas  
\$2 a bag



## >> What will you use to say it?

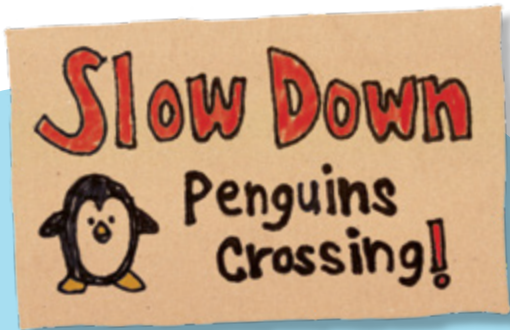
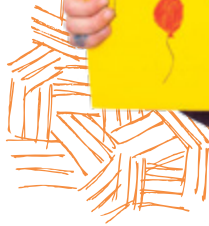
You can make a sign with paper, cardboard, or an old sign that you have recycled. If your sign is going to be outside in wet weather, make sure you use materials that won't get soggy.

First, work out how you will fit the words on the sign. Write your message lightly, using a ruler to help make the letters the shape and size you want.





Then use paint or marker pens to finish the letters. Choose colours that stand out.



The back of the sign can be used for a message, too!



# Now We're Talking

by Simon Cooke

CHARACTERS:



**SCENE ONE.** *A meeting room on the planet Gloop. GLURP, DRIG, and SPLONK are standing beside the COMPUTER.*

**GLURP.** All right, team. We're about to host the first planning meeting for the next Space Games. Are you ready?

**DRIG.** Yes, we are. The Space Games are the best thing ever. Zero-gravity shot-put is my favourite.

**SPLONK.** Lunar long jump!

**DRIG.** Space rock hurdles!



**GLURP.** Stop it, you two, and listen up. We've been planning this meeting for weeks. We don't want anything to go wrong. Our visitors will be arriving any minute.

**SPLONK.** Everything is ready. I've downloaded a free translation program from the Astro-Web. It's called Now We're Talking. All we need to do is wear these ear pods, and we'll be able to understand each other.

**DRIG.** But I can understand you already.

**SPLONK** (*frowning*). I meant we'll be able to understand our visitors and they'll be able to understand us.

**SPLONK** *gives out the ear pods.*

**GLURP.** Thanks, Splonk. Now let's go and welcome our visitors.

*They leave the room.*



**COMPUTER** (*buzzing and clicking*). Warning! Virus detected. My system is under attack! I repeat, my sister is under a sack! Warning! Warning!

\*\*\*

**SCENE TWO.** *The COMPUTER is buzzing and clicking in the corner. Everyone else is sitting at a table in the meeting room. They are all wearing ear pods.*

**GLURP.** Welcome, everyone. The first thing we need to discuss today is where to hold the Space Games. We need some ideas.

**ZEET** (*puzzled*). We need some ripe pears? No, we don't. We're not here to eat. We're here to decide where to hold the Space Games. We need some ideas.

**GLURP.** But that's what I said.

**FRAM.** No, you didn't. I heard you say we need some white ears.

**GLURP** (*frowning and touching his ear pods*). No, no. I didn't say that. I'll try again. My idea is to build a sports centre on the moon.

**KORK, DOON, FRAM, and ZEET.** What??!!

**KORK.** A sports centre on a spoon? Won't it be a bit small?

**DOON** (*helpfully*). It could be a giant spoon.



**GLURP.** A giant spoon? I wonder if there's something wrong with these ear pods. Shall we move on? Splonk, can you talk about the space race? It's the highlight of the Space Games.

**SPLONK.** I think we should set a course that goes around the sun.

**FRAM.** Set a course that goes around a bun?

**DOON.** What kind of bun?

**KORK.** What kind of filling? Cream, custard, or jam?

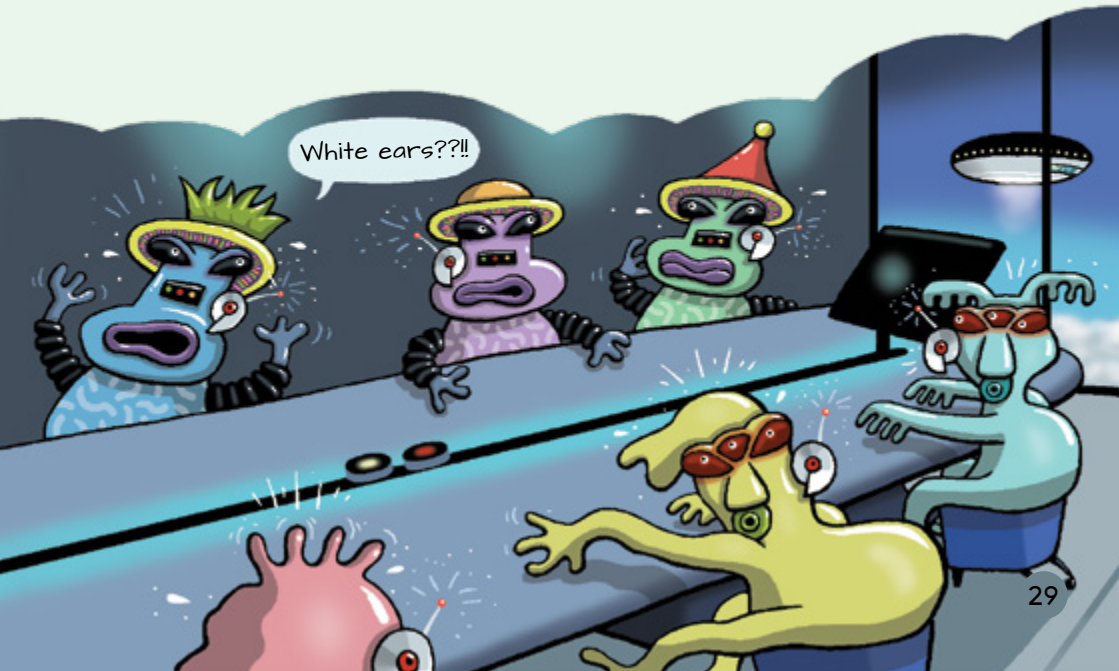
**ZEET.** Why are we talking about food again?

**GLURP** (*quietly, to SPLONK and DRIG*). What's happening?  
Why are they talking about buns?

**SPLONK.** Who knows? Try another question, but don't mention spoons or buns.

**GLURP.** I didn't mention them!

*He sighs and turns to the visitors.*



**GLURP.** Can we just stop talking about buns for a moment ...

**DOON.** You're the one who brought them up.

**FRAM.** That's right. I don't think you're taking the Space Games seriously.

**ZEET.** I agree. Building sport centres on spoons! Running around buns! You're making fun of us! I vote that you are banned from the Space Games!

**KORK.** I agree, too!

**DOON** (*staring at KORK*). You're a pea, too?

**KORK.** How dare you say that!

**FRAM.** Did you say you're turning into a bat?

**KORK.** I said nothing of the sort!

**ZEET.** How dare you call me short!

**DRIG** (*to GLURP and SPLONK*). What's going on?

**GLURP** (*sighing*). I think there must be something wrong with the translation program.





**SPLONK, DRIG, and GLURP** move over to the **COMPUTER**.

**GLURP**. Computer, are you feeling OK?

**COMPUTER**. Ah good, it's moo. Now, listen to pea. I've something important to sell you. My blister is coming back! No, I mean, my toys are in a stack! No, I mean ...

**GLURP** (*interrupting*). Yes, I know what you're trying to say. Your system is under attack!

**COMPUTER**. At last, you rubber band! You're absolutely kite!

**SPLONK**. You're a genius, Glurp. There must be a virus in the translation download. It's making all this trouble.

**COMPUTER**. It's baking a small bubble?

**SPLONK**. We need to download some anti-virus software. We could use this free one – Dodgy Dirk's Almost Perfect Nearly Working Probably OK Virus Detector.

**GLURP**. OK, do it, Splonk.

**SPLONK** presses some keys on the **COMPUTER**. Lights flash and twinkle.



**COMPUTER.** Ahhh. The anti-virus is downloading. My sister feels so much better.

**DRIG.** My sister? Oh, no – it hasn't worked!

**COMPUTER.** Only joking. I mean my system feels so much better now. The virus has gone.

**GLURP.** Great. Now we're talking! Quick, we'd better get back to the visitors before they all get too angry and leave.

**GLURP , SPLONK, and DRIG** move back to the table.

**COMPUTER** (*talking to itself*). Yes, that's much better now. I'm feeling eight. Let's grow!



illustrations by  
Fraser Williamson

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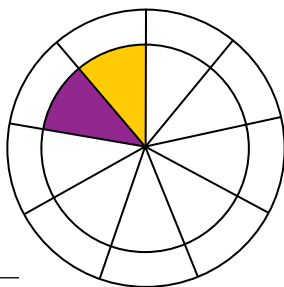
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TITLE	GUIDED READING LEVEL
Getting the Message Across	Gold 1
A School Comes Home	Gold 2
Top Bear	Gold 1
Now We're Talking	Purple 2



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	TSM	Audio
Getting the Message Across	✓	✓
A School Comes Home	✓	✓
Top Bear	✓	✓
Now We're Talking	✓	✓



  
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