



# School Journal

JUNE 2023



TITLE	READING YEAR LEVEL
The Big Rescue	4
Holiday Mahi	4
Fact or Opinion?	3
Cycleways	4
My Tūrangawaewae	4
Mixed Messages	4
Today's News	4

This Journal supports learning across the New Zealand Curriculum at level 2. It supports literacy learning by providing opportunities for students to develop the knowledge and skills they need to meet the reading demands of the curriculum at this level. Each text has been carefully levelled in relation to these demands; its reading year level is indicated above.

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## CONTENTS

### Stories

- 2** **The Big Rescue** *by Steph Matuku*  
The family story that changes every time it's told ...
- 27** **Holiday Mahi** *by André Ngāpō*  
Api's stay on the farm isn't quite the holiday he'd imagined.

### Articles

- 8** **Fact or Opinion?** *by Sarah Johnson*  
How do we know if information is true?
- 17** **Cycleways** *by Sarah Connor*  
Some people like cycleways; others don't. What do you think?
- 34** **My Tūrangawaewae** *by Georgina Barnes*  
Students at Sylvia Park School created a tapa artwork that explores their identity.

### Student Writing

- 16** **My Dog** *by Alisa Mikuta*

### Play

- 41** **Mixed Messages** *by Victor Rodger*  
The class is making leis, and everyone's confused.

### Poem

- 48** **Today's News** *by Tim Upperton*

# The Big Rescue

by Steph Matuku

My aunty and uncle were always really busy, so I hardly ever saw them. Uncle Henry was a nurse at the hospital and looked after sick kids. Aunty Elsie travelled around the world helping refugees. But for once, they were both at our house, talking up a storm with Mum.

I plopped onto the couch between Aunty and Uncle and said, “Can you tell me the story of the big rescue?”



Mum loved telling stories, and she often told me about the big rescue. It happened before I was born. One day, Uncle was walking along the street when he saw smoke coming from the top floor of a library. He climbed up two storeys, crawled through a window, and rescued a baby from the fire!

It was the most exciting story I'd ever heard – although I'd noticed it changed every time Mum told it. One time, she said Uncle was wearing a red hat to match his red sneakers, and the next time he was wearing a blue hat that matched his blue shorts. Another time, she said it was raining, and he caught the baby in an upturned umbrella. But the next time, she said it was windy, so Uncle tied a blanket around the baby's shoulders so it could parachute to the ground. I was dying to find out what had really happened.



“I remember the big rescue,” said Uncle. “Your Aunty Elsie was a hero that day.”

“What?” I said in disbelief. “I thought you were the hero, Uncle.”

I looked at Mum, who shrugged. “I wasn’t there,” she said. “I heard the story from Koro.”

“He wasn’t there either,” said Aunty. “He was at work. Anyway, I was walking home and –”

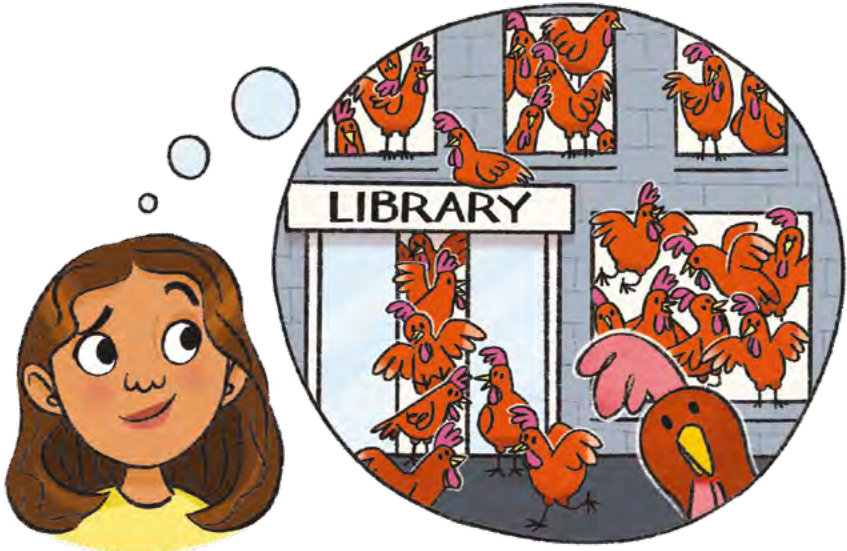
“And you saw a library on fire!” I interrupted.

Aunty frowned. “A library?”

“That’s what Mum said. A building full of books.”

Uncle laughed. “No – it was a building full of chooks! It was our neighbour’s chicken shed.”

I frowned. That couldn’t be right. Chicken sheds don’t usually have two storeys. “But it must have been a big chicken shed if it had two floors.”



“No,” Aunty said, shaking her head. “It had two doors. A back door and a front door.”

I couldn’t believe it. The two-storey library had suddenly shrunk into a little old hen house. But the exciting part was still to come.

“And then you climbed through a window and rescued a baby from the flames?” I asked hopefully.

Aunty Elsie’s eyebrows shot up in surprise. “Goodness – where did you get that from?”

“From Mum,” I said, glaring at her.

Mum grinned. “Sorry. That’s just what I heard. He was a bit of a fibber, your koro.”



“It wasn’t a baby,” said Uncle. “It was a puppy. A cute little puppy with spots.”

“It wasn’t even a puppy,” said Aunty. “It was a little toy dog I’d won at the winter show. It did have spots though.”

“But ... you rescued it from a raging, fierce fire?” I asked, crossing my fingers behind my back. Surely some part of this story had to be true.



Aunty Elsie smiled. “We had a raging, fierce old chicken called Whaea Peck. We called her that because she’d stab you with her beak if you tried to take her eggs.”

“It wasn’t a real fire? It was a chicken called Whaea?”

The tips of Mum’s ears grew pink, and she gave a guilty cough. “Er – that may have been my fault. I was trying to make the story more exciting.”

“But it was exciting!” Aunty protested. “That sneaky chook got through the back fence and stole my dog. So I followed her muddy footprints and tracked it down. She’d hidden it in her nest in the chook shed. Boy, was she wild when I found it!”

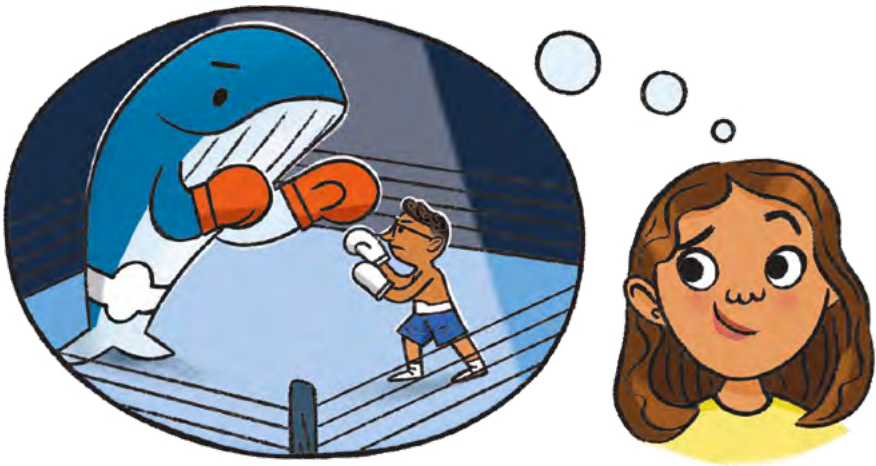


“Let me get this straight,” I said. “You didn’t rescue a baby from a burning library. You rescued a toy dog from a chicken. That was the big rescue?”

Aunty Elsie looked proud. “Yes. And do you know, I still have that little toy dog. Not a scratch on it – unlike me.” And she showed me a tiny silvery scar on the back of her hand made by Whaea Peck’s beak all those years ago.

“Wow. That’s awesome, Aunty,” I said, rolling my eyes. So much for the big rescue. Still, there was another bedtime story Mum used to tell me, and I was hoping that this one was true because after the big rescue, it was the most exciting story I’d ever heard.

“So, what about the time that Uncle Henry fought the big whale?”



Mum, Uncle, and Aunty looked at each other and laughed. “It wasn’t actually a big whale,” Uncle said. “It was a ...”

**FACT**

**or**

**Opinion?**

by Sarah Johnson

It's important to know if something is a fact or an opinion. We need to know if we can trust information.

How do we know if information is true? How do we know if it's just what someone thinks?



## What is a fact? What is an opinion?

A fact is a piece of information that's been proven or shown to be true. It's backed up by **reliable evidence**, such as research, experiments, and **observations**. They show that the fact is true. An opinion is what someone thinks or believes. It is their point of view, but it's not backed up by reliable evidence.

For example, a shop owner may say:

**This is a carrot.**

**Carrots are the yummiest vegetable.**

**reliable evidence:** information that shows something is correct or true

**observation:** when you closely watch and examine something

The first sentence “This is a carrot” is a fact. We can see that the vegetable is a carrot. We can taste that it’s a carrot. We can check that it’s a carrot by looking in a book or searching online.

The second sentence “Carrots are the yummiest vegetable” is the shop owner’s opinion. She likes carrots, but no one can prove that carrots are the yummiest vegetable. Everyone likes different things.



## How can we tell facts from opinions?

This report has a mix of facts and opinions. Can you tell which is which?



### *Bat or bird? A flappy problem*

A dispute has broken out at Riverbank Reserve. At dusk, small animals fly among the trees. Are they bats or are they birds?

Scientist Mani Rewi works at a university. She says the animals are pekapeka or long-tailed bats. "Pekapeka live in holes in old trees." Mani has studied pekapeka for twenty years.

Ted Topp lives next door to the reserve. He doesn't agree with Mani. "In my view, these animals are birds. They have wings, like birds. They live in trees, like birds."

Mani says the animals are definitely not birds. "Birds lay eggs. These bats are mammals – mammals give birth to babies. Photos from our cameras show that fifteen baby bats were born this year."

Ted says he has other evidence that proves the animals are birds. "My cat likes watching them, and she loves birds. Also, I found this egg under a tree."

And so the argument goes on. Bird or bat? How will we ever know?



Mani studies New Zealand animals. She is a reliable source of information because she does lots of research at the university. All her work is checked by other experts.



What Mani says is based on research.



“In my view” is a clue that this may not be a fact.  
It’s what Ted thinks.

What Ted says is based on what he has seen.

What Mani says is based on observations and data.



A cat is not a reliable source!

## Useful clues

Sometimes it's hard to know if something is a fact or an opinion. Some people are good at **persuading** others when they think they're right. However, their opinions can be biased. For example, Edith has a dog, and she says that dogs make the best pets. She is biased towards dogs because she owns one.

If you're wondering if something is a fact or an opinion, ask yourself:

- Who said it?
- How would they know? Are they an expert?
- What evidence do they have to back up what they say?
- How reliable is the evidence? Where is it from?
- How many sources of evidence do they have?



**persuade:** convince someone to agree with something

It's more likely that something is a fact if there are lots of clues and reliable evidence to back it up.

Watch out for these fact and opinion clues. They help to show whether a statement is a fact or an opinion.

### Fact clues

- The **research** suggests ...
- The **experts** say ...
- The **evidence** suggests ...
- A **reliable source** says ...

### Opinion clues

- **I think** ...
- **I believe** ...
- **In my opinion** ...
- Words such as **best/worst, beautiful/ugly, fun/boring, good/bad, nice/terrible**

## Identifying fact and opinion

Reading a newspaper is a good way to practise your skills at identifying fact from opinion.

Look at these headlines. Which ones are facts?

Which ones are opinions?



Another place to try out your skills is online. There's a lot of good information on the internet. But there's also heaps of information that isn't backed up by facts.

On some websites, you can't be sure the information is true. Some information is made up, and a lot is opinion. You should look for information that comes from more reliable sources.



## Seriously strange facts

Some facts are hard to believe. Take these unusual ones – do you believe them?



→ Young tuatara have a third eye on their forehead.

→ After a female kiwi lays an egg, the male sits on the egg. He keeps it warm until the chick hatches.



→ The ear of a tree wētā is under its knee.

→ A pūriri moth spends six years as a grub. Then it turns into an adult moth and dies after forty-eight hours.



All these facts are from Auckland Museum's website. This is a reliable source.



# My Dog

My dog is black and white and has blue eyes. I love him. His name is Ghost, and he pretends he is invisible. He also likes to play ball, and he has lots of energy. When I go hiking, my dog joins in. Every time he meets another dog, he goes crazy and barks and runs and never ever stops.

One night, I discovered Ghost had opened the fridge and stolen some sausages! The next night, I put on my police costume and hid. When he opened the fridge, I jumped out and said, "Paws up, mister!" My dog got so scared he never did that again.

by Alisa Mikuta (aged 8)  
Oteha Valley School



illustrations by Pippilotta Campbell (aged 13)

# Cycleways

by Sarah Connor



Riding a bike is fun! When you know how to ride safely, you can bike downhill without pedalling or cycle around the block to see a friend.

Many towns and cities in Aotearoa New Zealand have cycleways to make cycling safer. A cycleway is a lane for people riding bikes. Some cycleways are part of the road. Others are separated from the road by poles or plants. Cycleways are often painted a different colour so they're easy to see. There are signs so cyclists, drivers, and **pedestrians** know where they can go.

## Getting around

Some people like to drive places because it's usually faster, and it's easier when it is raining or windy. Others bike because it's quicker when there's a lot of traffic. Biking or walking are great ways to get to school if you live nearby. You don't have to wait for a bus, and there are no traffic jams. They're both a good way to get exercise.

Bikes are cheap to run and fix, and walking is free. Neither use petrol. As our climate changes, there needs to be fewer cars polluting the air. It's nicer for everyone and better for our environment.

## Feeling safe

As our towns and cities grow, we have to make sure there's enough space for everyone to share the streets safely. It will help if more people bike, walk, or take the bus.

But many people don't feel safe riding their bikes beside cars, trucks, and buses. In Wellington, a **survey** found that 75 percent of people would consider biking if cycle lanes were separate from traffic. We can't always widen our roads, but we can make sure bikes and cars share them safely.





## Having a choice

Cycleways are one way to keep cyclists safe, but everyone needs a choice about how they get around.

Some people don't own a bike or don't have the money to buy one. Many people drive because there's no public transport near their home or work. Others drive as part of their job.

**Disabled** people and those who can't walk very far need to park their cars outside their **destination**. If they're visiting a hospital, most people want to park nearby. When cycleways are built, car parks are often taken away.

Everyone has different points of view about cycleways. Some people want more cycleways in their town or city, and others don't. Some people think cycleways need to be designed differently.

## Points of view

### Charlie

Charlie bikes and scoots to school along the cycleway in his neighbourhood.

Since a cycleway was built near his home, Charlie has seen more kids and families biking. “I feel safer when I bike. It’s easier for drivers to see me on the cycleway.”

A Bikes in Schools programme runs at Charlie’s school. This programme encourages kids to learn how to ride a bike safely and how to look after it. When they’re ready to ride, they use the cycleways. This helps them to become **confident**.

Charlie’s school takes part in Movin’March. Children are encouraged to walk, cycle, skate, or scoot to school every day in March. Since then, Charlie has biked and scootered more often.

*“I feel safer knowing that I won’t get whacked by a car door opening when I ride on a cycleway.”*





## Fran

*“Before councils build cycleways, they should think about everyone’s needs – cyclists, drivers, pedestrians, and businesses.”*

Fran owns a shop near a cycleway. In the future, the cycleway will run past her shop.

Many of my customers live nearby – some walk or bike to the shop and others drive. When the cycleway is made longer, the car parks outside my shop will be taken away. People won’t be able to park outside. They will have to park further away and walk.

It’s good for our environment when more people ride bikes and fewer people drive. However, cycleways are not always safe. My son loves biking to school, but our local cycleway passes through a dangerous **intersection**. He has found a safer way to bike that’s not on the cycleway.

Instead of more bike lanes, I would like the council to widen the footpaths. Half of the footpath could be painted green for cyclists to use. Pedestrians could use the other half.

## Baxter

Baxter uses his car for his job, which takes him all over New Zealand.

Baxter spends a lot of time driving – to get to work, to pick up work equipment, or to go home on the weekends. When he's working, he's often in a hurry.

Baxter thinks cycleways are important because it's better for the environment to have fewer cars on the road. But sometimes they make his trips longer. A new cycleway was built near his work, and there is now only one lane for cars instead of two. At rush hour, he gets stuck in long lines of traffic, and it takes more time to get through the intersection.

*“Cycleways are unfair because there are fewer bikes than cars and the cycle lanes are often empty.”*







## Jude, Nick, and Rita

*“I don’t feel safe biking beside fast cars and buses. Cycleways make biking more fun.” – Rita*

Jude, Nick, and Rita all ride bikes. Sometimes they bike as a family. Sometimes Rita is a passenger on her mum’s bike.

When Nick was growing up, there were fewer cars on the road, and he could cycle around safely. But now, he doesn’t think it’s safe for kids to ride on many roads unless there are bike lanes.

Jude says that separate lanes for bikes allow children to bike safely to school. She likes cycling because “it’s more fun and friendly than driving around in a metal box”.

When she’s driving, Jude finds that cycleways make it easier for drivers too. It can be hard to share the road with cyclists because bikes and cars go at different speeds. Sometimes it’s difficult to guess where a cyclist is going to go next. Cycleways make it easier for everyone to get around. It’s clear where everyone can and can’t go.



**“Some cycleways don’t feel safe.”**

**Amy**

**Amy likes walking to work, but she often takes the bus or drives because it’s quicker.**

Amy is pleased that more cycleways are being built as she feels nervous driving beside cyclists. She believes that cycleways should be separate from the road. “Some cycleways are easy to see. There are lines painted on the road and barriers to keep cyclists and cars apart.”

Amy thinks that some bike lanes are dangerous. “Sometimes, I have to drive across a cycleway when I’m turning left. It doesn’t feel safe for me or the cyclists.”

## Liz

Liz is a cyclist who is disabled. She takes part in cycling events and is working towards her goal to compete in the Paralympic Games in 2024.

Liz has a disease called **multiple sclerosis (MS)**. Because of this, she can't move or balance as easily as other people. It's hard for her to change gears and squeeze the brakes on her bike.

Roads without cycleways are dangerous for Liz. Her cycling shoes clip onto her pedals. If she stops at a traffic light, it can be hard for her to clip her shoes in and out of the pedals. She could fall off her bike and into the moving traffic. Cycleways allow Liz to bike safely.

*"Roads without cycleways are an obstacle for me."*



## What do you think?

Finding ways to share our streets is a big job. We need to think about many things, including taking care of the environment. When changes are made in a town or city, everyone has an opinion or point of view. The best decision for some people might not be the best decision for others.

Now you know more about cycleways and some different views about them, what do you think? What do your friends and family think? Talking and listening to other people's points of view about cycleways might help you decide.

## Glossary

**confident:** feeling certain or sure about something

**destination:** the place someone is going to

**disabled:** a person who has a condition that limits their movement, senses, or activities

**intersection:** the place where two or more roads meet

**multiple sclerosis:** a disease that makes it difficult for the brain to communicate with the body

**pedestrian:** a person who is walking, usually on the footpath

**survey:** questions that ask people what they think about a topic



# Holiday Mahi

by André Ngāpō



“Up you get, kids,” calls Uncle Alby. “Time for mahi.” His voice is as strong and clear as the crow of a rooster.

My cousin Tyson is out of bed in a flash. I’m still wiping the sleep from my eyes.

“Auē,” I think. It’s the first Monday of the holidays, and we have to get up early. I want to stay in bed.

“Hurry up, Api,” says Tyson. He smirks at me. “First one to make their bed is the champ.”

Tyson is two years older than me, and everything is always a competition.

I jump up as fast as I can. But Tyson wins, as usual.

“Champion!” he cries, raising his arms before I’m even half-done.

\*\*\*

At breakfast, Uncle says, “You kids are going to help us in the māra kai today.”

“What’s a māra kai?” I ask.

“The kai gardens,” replies Uncle, “where we grow all the food.”

“Yes,” says Aunty, “and today, you can help pick asparagus.”

*Picking asparagus? Working on the first day of the holidays!*

Uncle and Aunty run a market garden. Yesterday, when I saw the land for the first time, I felt excited. It looked like a fun place to explore. But now they just want me to do mahi.

Tyson looks at me, and his eyes narrow. “Bet I can fill up a tray of asparagus faster than you,” he says.

We head out into the fields, and Aunty shows me how to use the curved knife to cut the asparagus. “Try to cut it here, like this,” she says, “nice and clean.”



It looks easy, but when I try it, the asparagus snaps.

“Don’t worry, we can cut it again,” Aunty says. “You’ll work out how to do it. Just keep trying.”

After five minutes, I want to give up. I can’t do it right, and my back’s real sore.

When Aunty leaves, Tyson looks at me and laughs. “I’m gonna beat you easy!” he boasts.

\*\*\*

At morning tea, I'm too grumpy to eat. Tyson's been hassling me all morning.

"Right," Uncle says after he's finished his sandwich, "I'm going to get the tractor and pull up the potatoes."

*The tractor!* "Can I have a ride please, Uncle?" I ask.

"No," he replies, shaking his head. "You and Tyson need to keep picking asparagus."

"I don't even like asparagus," I think.

\*\*\*

All week, we do mahi before lunch. And even though I get better at picking asparagus, I never beat Tyson, no matter how hard I try.

One day, we make up cardboard boxes for the fruit and vegies. Another day, we pack kai in the giant fridge. Then we clean the floor of the packing shed with the water blaster.

Some of the jobs are fun, but Tyson teases me endlessly about how slow I am and how he always wins.

"I'm sick of all this mahi," I think. But at least Uncle and Aunty have given us the weekend off!

\*\*\*



On Friday night, I wake up and hear Uncle and Aunty in the kitchen.

“Oh,” says Aunty. “I just got a message. Two of our workers can’t make it tomorrow.”

“Well, looks like we can’t have a day off then,” Uncle replies. “The fruit will go rotten. And we need the money to pay the bills.” He sounds stressed.

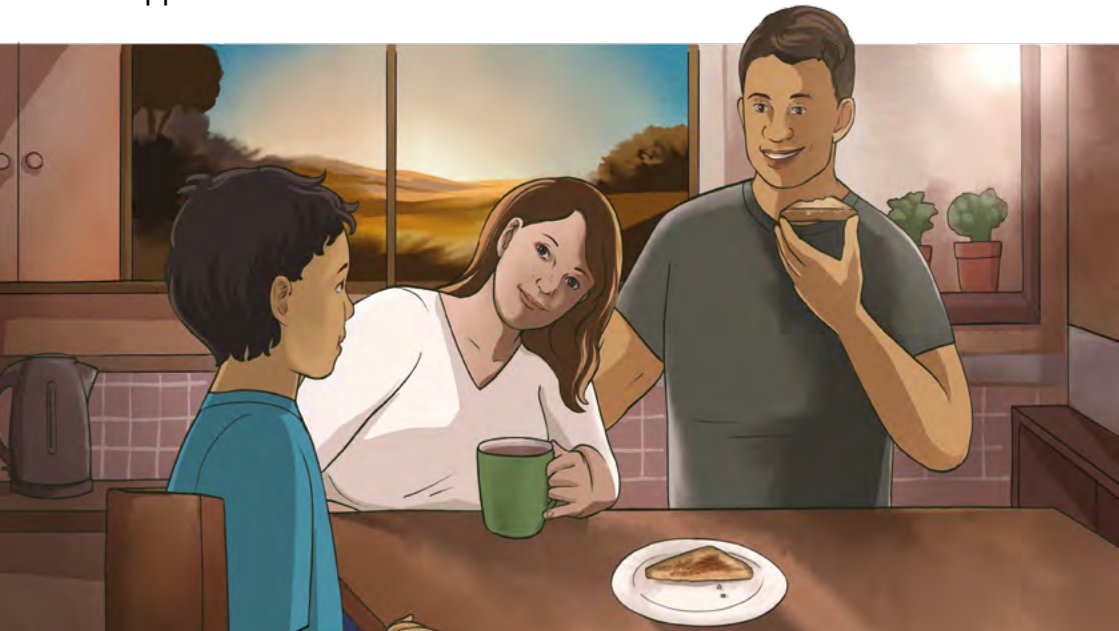
I slip back into bed and wonder how I can help. “I’ll do mahi tomorrow,” I think even though I’m tired.

\*\*\*

In the morning, I wake to the sounds of Aunty and Uncle getting ready for the day’s work. I get up, make my bed, and get dressed. It must be early. Tyson doesn’t even stir.

“Morning,” I say to Aunty and Uncle. “Can I help you in the māra kai today?”

“But you’ve been working so hard,” says Aunty. “And you’re supposed to have the weekend off.”





“I don’t mind,” I reply. “I want to help.”

“Well,” says Uncle, “some of the workers are away this weekend, and we do need extra pickers.”

Tyson comes into the kitchen and stares at me, already dressed.

“Are we working today?” he asks.

“It will be a big help,” replies Uncle.

It’s decided. As we walk out to the ute after breakfast, Tyson whispers. “Ka pai! Another chance to beat you in the māra kai.”



We pile into Uncle’s ute and soon pull up beside a big field covered in plants. As I get out, my eyes almost pop out. Strawberries!

“So, boys,” says Uncle. “The rule is that you can have a few strawberries at the end of each row.”

“Yes!” I say. Strawberries are way better than asparagus.

“But,” says Aunty, “save the best ones for the shop.”

Aunty and Uncle show us the ones we can eat. The not-quite-perfect ones. But still yummy!

“I’ll also pay you for every bucket you pick,” says Uncle. “But only for the good ones.”

“And,” adds Aunty, “if you do a good job, we’ll get takeaways tonight.”

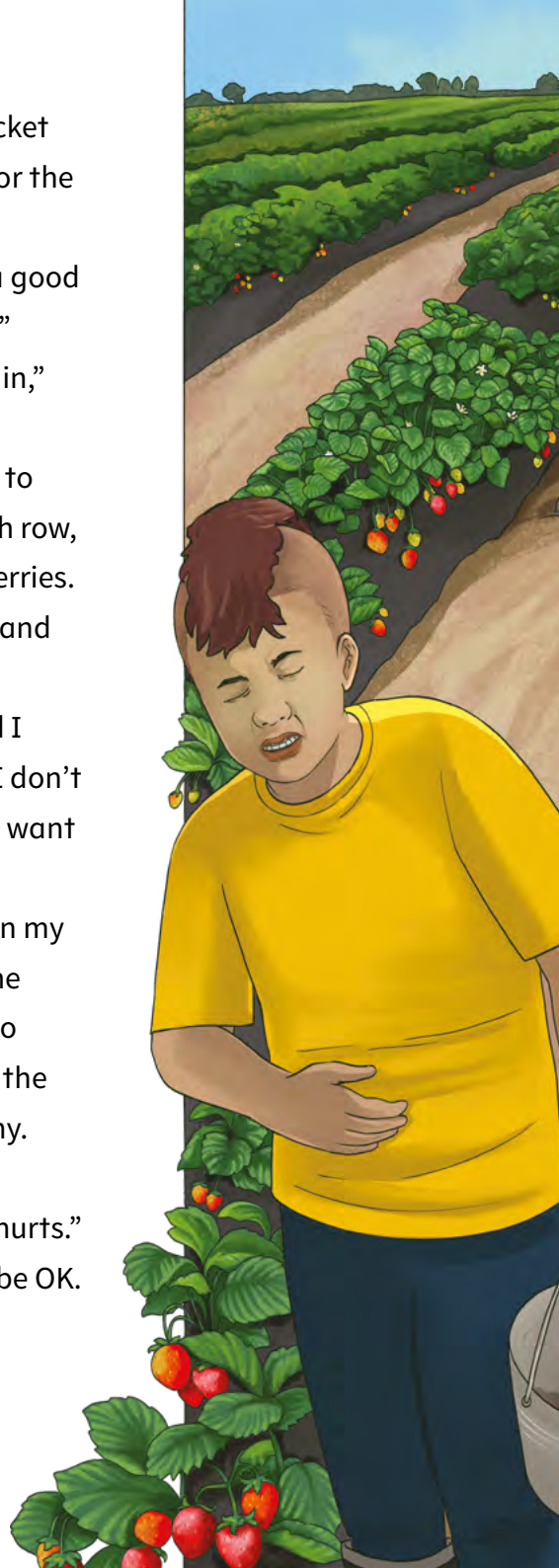
“I’m gonna be the champ again,” Tyson murmurs.

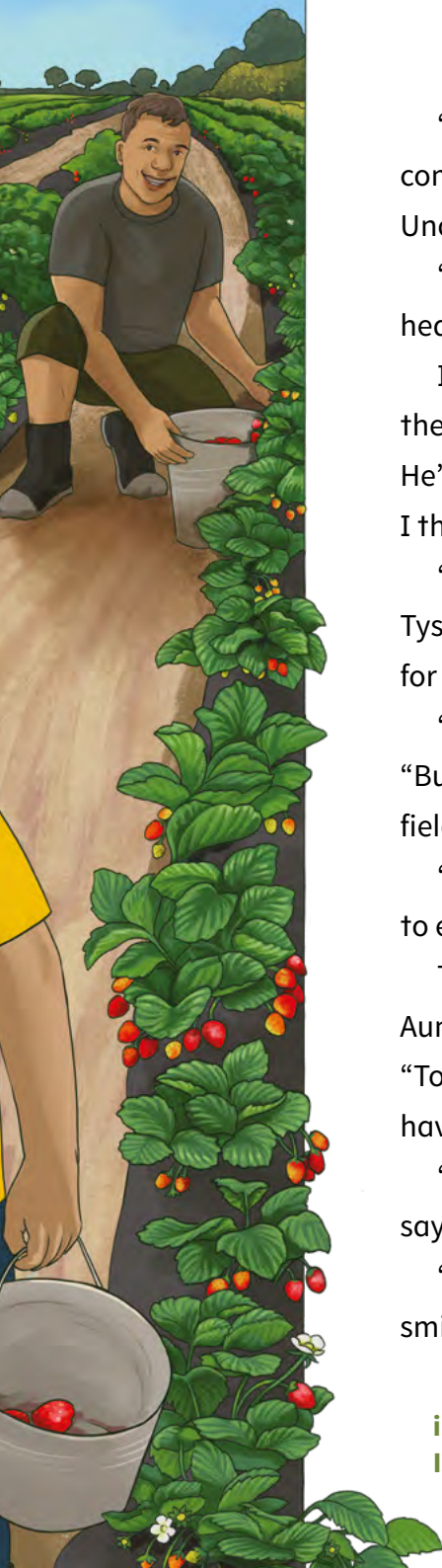
We walk into the field and get to work. As we reach the end of each row, I see Tyson munching on strawberries. He’s eating the biggest, juiciest, and most-perfect-looking ones.

I look at the strawberries, and I remember the competition. But I don’t care about it or the money. I just want to help Uncle and Aunty.

The sun feels nice and warm on my back, and I enjoy the songs on the radio as we pick. When it’s time to finish, I hear a groan. Tyson is at the end of the row, rubbing his tummy. Uncle is squatting beside him.

“Oh, my puku,” he moans. “It hurts.” He looks green, but he says he’ll be OK.





“I think Tyson tried to win the competition for eating the most,” says Uncle, grinning.

“And, Api,” he says, “you’ve picked heaps!”

It’s true. I’ve picked nearly as many as the adults. I look at Tyson’s buckets. He’s hardly picked any. And for a second, I think about teasing him. But I don’t.

“Let’s put our buckets together,” I tell Tyson. “We can use the money to help pay for the takeaways.”

“That’s nice of you to offer,” says Aunty. “But it’s OK. We all had a good day in the field. We all deserve takeaways.”

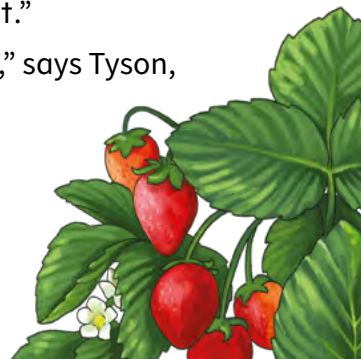
“Except for me,” says Tyson. “I don’t want to eat anything. It serves me right, I guess!”

That night, as we eat our takeaways, Aunty makes an announcement. “Tomorrow,” she says with a smile, “we’ll all have the day off!”

“And you can both ride on the tractor,” says Uncle. “You’ve earned it.”

“Especially you, champ,” says Tyson, smiling.

**illustrations by**  
**Isobel Joy Te Aho-White**



# My Tūrangawaewae

by Georgina Barnes



The hallways at Sylvia Park School in Auckland are full of student artworks. A tapa artwork called *My Tūrangawaewae* hangs in one of the hallways. Each square in the artwork explores a student's identity (who they are).

## What is tapa?

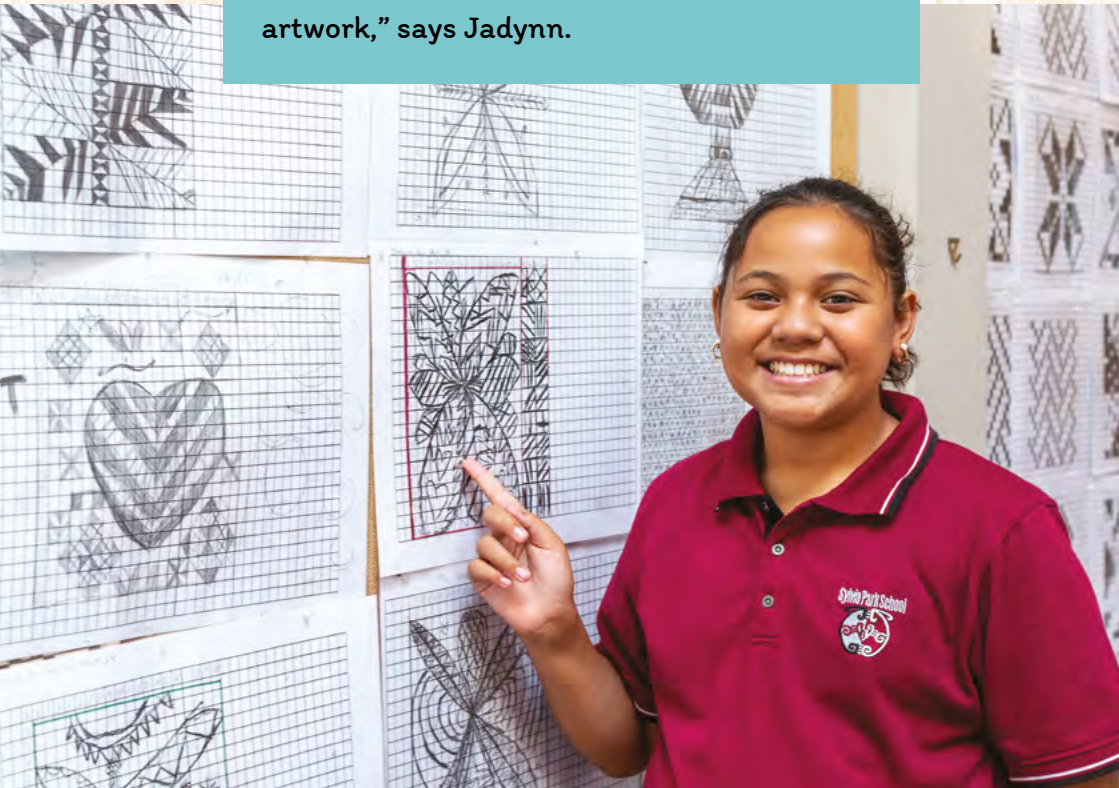
The artwork was influenced by patterns used in tapa. Tapa is a cloth that's made in many Pacific countries from the bark of a mulberry tree. First the tapa is painted with brown or black paint. Then patterns are added.

## Getting inspired

Students from four classes worked on the project with artist Alexis Neal. Her iwi are Ngāti Awa and Te Āti Awa.

Each student designed a square for the tapa. They had to develop a strong idea that showed something special about themselves. Alexis's goal was for the students to show themselves in their class and in their school community.

“During lockdown, I drew flowers with my dad, who is Samoan. There are lots of flowers in Sāmoa, so that’s why I used them on my artwork,” says Jadyynn.



The theme of the tapa was “my tūrangawaewae”.

Tūrangawaewae is a unique or special place where people belong.

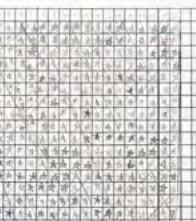
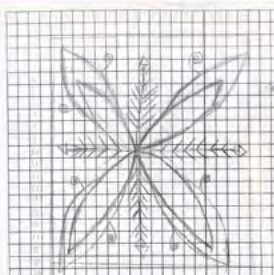
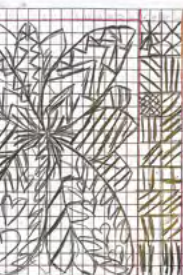
Before they began work on their tapa squares, Alexis asked students to consider their identities and “what makes you, ‘you’”. They spent two weeks exploring their tūrangawaewae.

## Using symbols and patterns

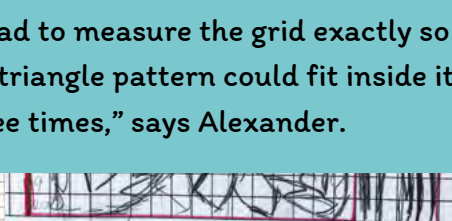
The students then thought about the symbols and patterns they would use to show their identities on the tapa. “There are lots of flowers in Tongan tapa cloths, so I used them in my design,” says ‘Alai.

## Using maths

Alexis gave each student a grid of squares to plan and draw their design. Some students had big and **complicated** ideas. They found it hard to decide what to include and what to leave out. Everything had to fit into the grid, so students had to use their maths skills.



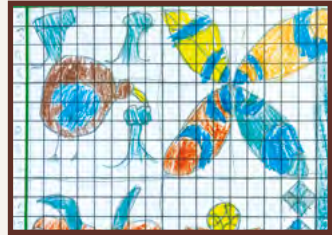
“I had to measure the grid exactly so my triangle pattern could fit inside it three times,” says Alexander.



## Making collographs

Now it was time for students to make a collograph, which is a type of printing plate. Students used materials with **texture**, such as tissues, cardboard, and wallpaper, which they cut out in shapes to make a design. Then they stuck these shapes onto a piece of card as a **collage**. Lastly, they printed their designs onto paper with ink.

1. The students looked at their grids and used pencils to colour in anything they wanted to show on their printing plate.



2. They used tracing paper to copy the shapes they had coloured in from the grid.



3. Then they cut out the collage shapes.



4. Finally, they stuck the collage shapes onto the printing plate (using their grids to check where to place the shapes).



## Printing proofs

Next the students printed **proofs** from their printing plates. This allowed them to check that their designs looked exactly how they wanted them to look.

To make the proofs, the students rolled the ink onto the printing plate. Alexis showed them how to make sure the ink spread evenly on the plate. Next, each student placed a piece of paper on top of it. They pressed down with their hands to make sure the paper was evenly covered with ink. Then they carefully peeled off the paper to show their design.

## Printing the tapa

Finally, it was time to print the tapa. There were four pieces of paper – one for each class. All the printing plates from one class had to fit onto their piece of paper.

When the plates were ready, the students printed them. Alexis then joined the four pieces of paper together and added a border.



A printing plate



## Celebrating the work

During the project, each class worked as a team so their part of the tapa would be ready. Students showed manaakitanga – respecting each other’s work and helping one another. If a student was away, their classmates helped them catch up.

When *My Tūrangawaewae* was complete, the students were excited to see their own squares, showing their identities. They could also see how the other classes had shown their identities.

“After all our work and effort, I felt proud when it was printed,” says Julio.

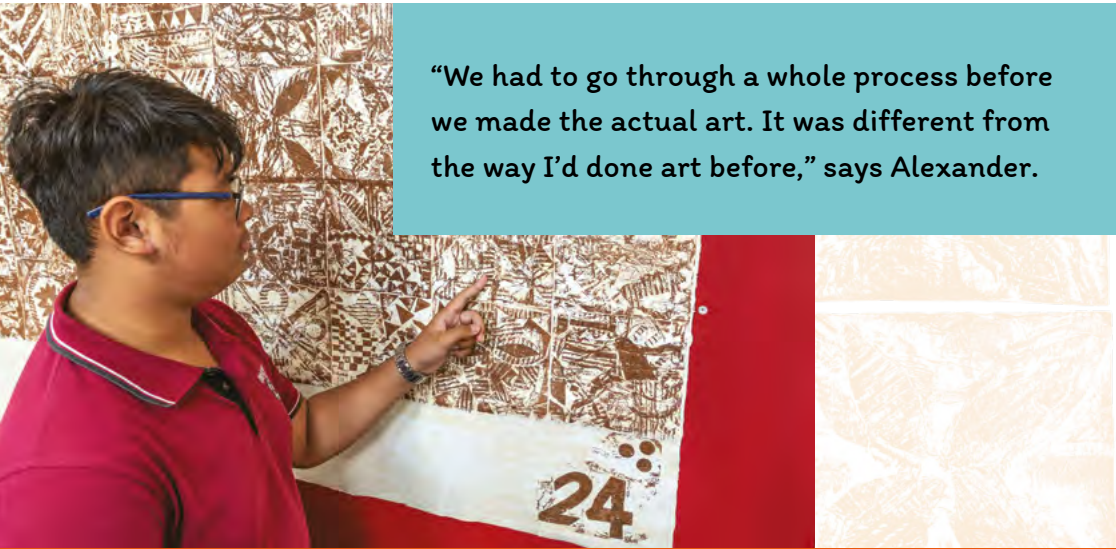
“I always thought it would look good, but I was surprised how the printing process magically transformed our art,” says ‘Alai.



## What did the students learn?

It wasn't until they had completed the project that students saw the success of their artwork.

Alexis told the students they were leaving a piece of themselves behind on the tapa. She was pleased they had reached the goal of seeing themselves in their class and in their school community.



## Glossary

**collage:** an artwork made from different materials, like paper and cloth, that are stuck onto card or paper

**complicated:** made up of lots of different parts

**proof:** a copy of something to see how it will turn out

**texture:** something that has a rough or uneven surface

# Mixed Messages

by Victor Rodger



**COLIN**



**SURITA**  
(Teacher)



**JESS**



**JUNY**  
(JOO-NEE)



**TAYYABA**  
(TAY-BAH)



**JOSHIE**

**Scene:** Classroom. A group of students, including **JESS**, **JOSHIE**, **JUNY**, and **COLIN**, are making flower leis at their desks. They are all wearing masks. Their teacher, **SURITA**, walks around the room, looking at their work.

**SURITA.** How's everyone getting on with making their leis?

**JESS** holds her lei up and admires it.

**JESS.** I think I've almost finished.

**SURITA.** That looks great, Jess.

**JESS** (looking proud). Thank you.



**JOSHIE** looks doubtfully at his lei. It doesn't look as neat as Jess's – the paper flowers are all different shapes.

**SURITA.** Everything all right, Joshie?

**JOSHIE.** Um, I'm not sure I did it right.

**SURITA.** Let's have a look.



**JOSHIE** holds up his lei. **SURITA's** eyes widen with surprise.

**SURITA** (politely). Oh, wow. That's a very ... interesting looking lei.

**JOSHIE.** Thanks!

**SURITA** moves off to look at the other leis. The classroom is suddenly filled with the sound of an enormous AAACHOOO.

**JESS** swivels round and looks at Joshie accusingly.

**JESS.** Ewww. Did you just sneeze all over me?

**JOSHIE** (looking apologetic).

Sorry. I always sneeze in spring. It's all the pollen.



**JUNY.** Colin, Joshie said you just did that massive sneeze.

**COLIN** *looks at Joshie accusingly.*

**COLIN.** No, I didn't, Joshie.

**JOSHIE** (*confused*). You didn't what?

**COLIN.** Do that massive as sneeze.

**JOSHIE.** I never said you did.

**JUNY.** Yes, you did. You said it was Colin.

**JOSHIE.** No, I didn't. I said it was the pollen. Not Colin.

**JUNY** (*realising his mistake*). Ohhhhhhhh. The pollen. Sorry, Colin.

**JOSHIE.** Pollen always gives me hay fever.

**JESS** *swivels around again to look at Joshie.*

**JESS.** Wait. Did you say you've got a fever? Because if you have, you shouldn't be at school. You could be infectious!

**JUNY.** Who has a fever?

**JESS.** Joshie.

**JOSHIE.** I said I've got hay fever. Not like a fever, fever.

**JOSHIE** *does another massive sneeze to prove his point.*

**JESS.** Ewww.



*There's a knock at the door. A girl enters.*

**SURITA.** OK, class, I'd like you to meet Tayyaba. She has moved here from Bluff.

**JUNY** (*frowning*). Did she say from Fluff?

**JESS.** No, Juny. She said Bluff, not Fluff.

**JUNY.** I'm pretty sure she said Fluff.

**JESS** *sticks her hand up.*

**SURITA.** Yes, Jess?

**JESS.** Miss, did you say that Tayyaba came from Bluff or from Fluff? Because Juny thought you said Fluff.

**SURITA.** Well, when we wear masks, it can be hard to understand what people are saying. And sometimes what we think we hear and what someone is saying are two totally different things.

**JESS.** Tayyaba is from Bluff. Not Fluff. Isn't that right, Tayyaba?

**TAYYABA** *nods her head.*

**JUNY.** Woops.

**SURITA.** Tayyaba, why don't you sit next to Jess?

**TAYYABA** *takes the empty seat next to Jess.*

**TAYYABA.** Hi. I'm Tayyaba.

**JESS.** Tayyaba? That's a cool name.

**TAYYABA.** It's a Muslim name.



**JESS.** What does it mean?

**TAYYABA.** It means lots of different things. But one of the things it means is pleasant.

**COLIN.** Did you say it means pheasant as in a bird?

**TAYYABA** (*sounding confused*). No. I said pleasant.

**JOSHIE.** Did you say present?

**TAYYABA** (*sounding even more confused*). I said pleasant.

**JUNY.** Did you say crescent?

**TAYYABA** (*raising her voice*). I said pleasant!

*Everyone stops talking and looks at TAYYABA.*

**SURITA.** Is everything OK, Tayyaba?

**JOSHIE** (*under his breath*). Yeah, she's just being really pleasant.

**TAYYABA** *swings round and shrugs.*

**SURITA.** OK, everyone, as soon as you finish making your leis, I want you to put them on my desk.

**COLIN** *looks confused. He puts his hand up, but then another teacher comes in.*

**SURITA.** Hold on, Colin, I'll be with you in a minute.

**SURITA** *goes outside to talk to the other teacher.*

**COLIN** (*frowning*). Did she just say to put the leis on Jess or on her desk?

**JUNY.** It sounded like she said to put them on Jess.

**COLIN.** That's weird.



**JOSHIE.** But if that's what she said, then I guess that's what we'd better do.

**COLIN** gets up and puts his lei around Jess's neck.

**JESS.** Um, what are you doing?

Then **JUNY** puts his lei around Jess's neck.

**JUNY.** There you go.

**JOSHIE** puts his lei around Jess's neck too. **SURITA** returns and sees Jess with all the leis around her neck.





**SURITA** (looking surprised). What on earth ...?

**COLIN** (looking innocently at Surita). You said to put the leis on Jess when we were finished.

**SURITA**. No, Colin – I said to put the leis on my desk.  
Not on Jess.

**COLIN** (looking horrified). Ohhhhhhhh. Your desk.

**SURITA** bursts out laughing. Soon everyone else is laughing too, even Jess. The bell rings for lunch.

**SURITA**. Time for lunch.

**JOSHIE**. Yus!

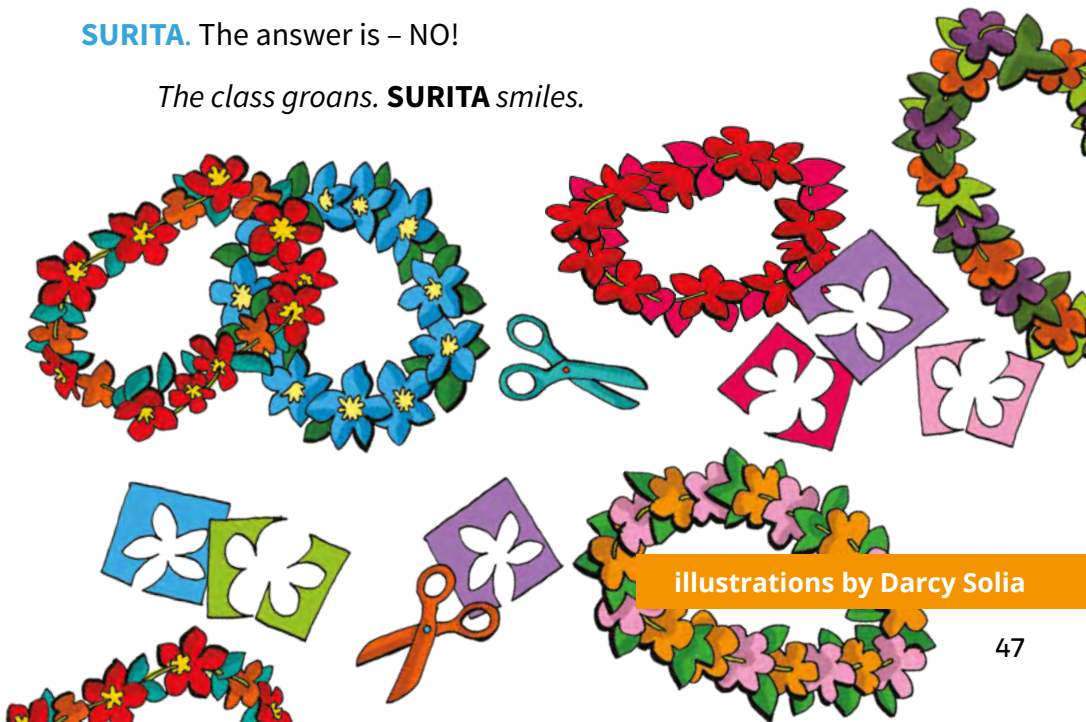
**COLIN**. Did you say you're going to buy us all lunch, Miss?

**SURITA** (looking amused). Is everyone listening?

*The class listen hopefully.*

**SURITA**. The answer is – NO!

*The class groans.* **SURITA** smiles.



illustrations by Darcy Solia

ssssss



# TODAY'S NEWS



**Trucks loaded with raspberries crash, causing massive traffic jam.**



**Car on beach avoided collision with woman on broomstick. Driver stopped for a quick sandwich.**



**Stolen glue, chewing gum, and honey found. Owner says it's a sticky situation.**



**The culprit was described as round, with sharp teeth. "Not the first time," police say. "Could be a vicious circle."**

illustrations by Gavin Mouldey

October  
Octagon  
Octopus?



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