

# Access Gazette

*Providing OAC students with a voice and access to school news.*

## *In This Issue*

- **Have a go at the puzzles and jokes!**
- **Students' Art Pieces: Digital Artwork and more.**
- **Read students' short stories, poetry and reviews!**
- **School events: Articles about Wellbeing Week and the Wellbeing Expo!**

### **Access Gazette**

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*Credit: Canva*

## **Access Gazette - We're back!**

Did you enjoy our last issue?

Want the answers to the riddles?

Well, we are back with answers, jokes, reviews and more!

If you enjoyed our last issue, then you will love this one even more!

So here it is, in all its glory: The Access Gazette's second issue. Enjoy!

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# Writing Pieces

**Disclaimer:** If you find any of the content within this magazine uncomfortable please chat with your SWL or head over to [Beyond Blue](#)

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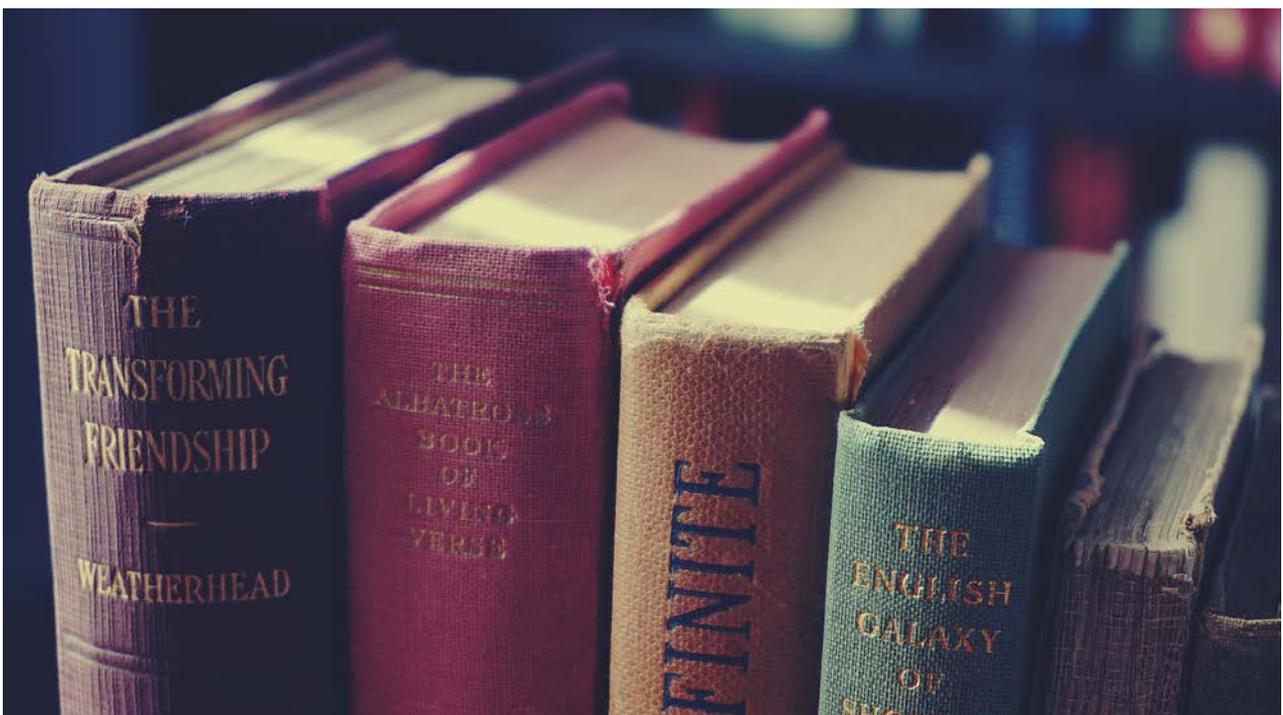
*What a Bargain!* - Chloe

*Straight* - Chloe

*War Poetry* - Elise and Matthew

*Game Review: Road 96* - Andromeda

Here are some beautiful writing pieces and reviews by our fellow pupils, please read and enjoy.



Credit: Canva

# What a Bargain!

By Chloe

Joe staggered through the door to his apartment and nearly tripped over the shoe rack. He could hardly keep his eyelids from drooping as he made his way into the living room, trying to maintain some kind of composure before collapsing.

It wasn't only impolite colleagues and stressful paperwork that bothered him. Danny had been busy, so busy yesterday that he had entirely forgotten Valentine's day! Joe had hoped that his sweetheart would be home early to make up for it, perhaps with a glass of wine and a relaxing night in, but alas, he was nowhere to be found. Joe himself was busy, yes, but he always tried his best to make time for the people he loved: his friends, his family, and most importantly his husband.

Rounding the corner to the dining room, Joe's eyes widened at the sight of a store-bought card, adorned with red and pink laces, standing upright on the dining table. Throwing down his briefcase, he rushed over and took the card in his hands. So Danny had remembered after all! He should have had faith in the love of his life, busy as he was; he should have known that he would have remembered!

Joe eagerly opened the card after glancing at the large heart, awaiting the message of heartfelt sentiment. His jaw dropped. Attempting to steady himself, Joe re-read the words; he wanted to make sure he wasn't hallucinating or misreading. He wasn't. Underneath the generic Happy Valentine's Day!, in what was unmistakably Danny's neat and small letters, lay the words 'I want a divorce!'.

A divorce? Was that why Danny had neglected the

annual lovers' celebration? But why would he break the news this way? Joe could not believe what he was seeing. He had thought that they were happily married, three years of marital bliss, with joy, love, stability, everything essential in a relationship and marriage!

He gaped, dumbstruck, head spinning as he tried to come to terms with what was happening. It was clear that Danny was not home, probably had not been home since earlier that day, that morning. Where was he? Taking his phone out, Joe started to call the man he loved, only for it to buzz in his hand.

Opening his text messages, the notification from Danny's number seemed to make Joe's heart stop. His eyes darted across the screen; the small text read: Joe, I have to say that you no longer hold my heart, for I have fallen for another man. We go to the same gym. If you're wondering why I chose to break the news this way, through a Valentine's day card, it is because they were on discount. 80% off, what a bargain!

Joe shook his head, eyebrows furrowing in disbelief and confusion. Breathing heavily, he took a few steps towards the sofa. He didn't reach it before collapsing on the carpet, shock, dizziness, and heartbreak overcoming him. A bargain, indeed!

**Note:** Credits to MasterClass for their flash fiction prompt: *A man opens a card from his husband that says: 'Happy Valentine's Day! I'd like a divorce.'*

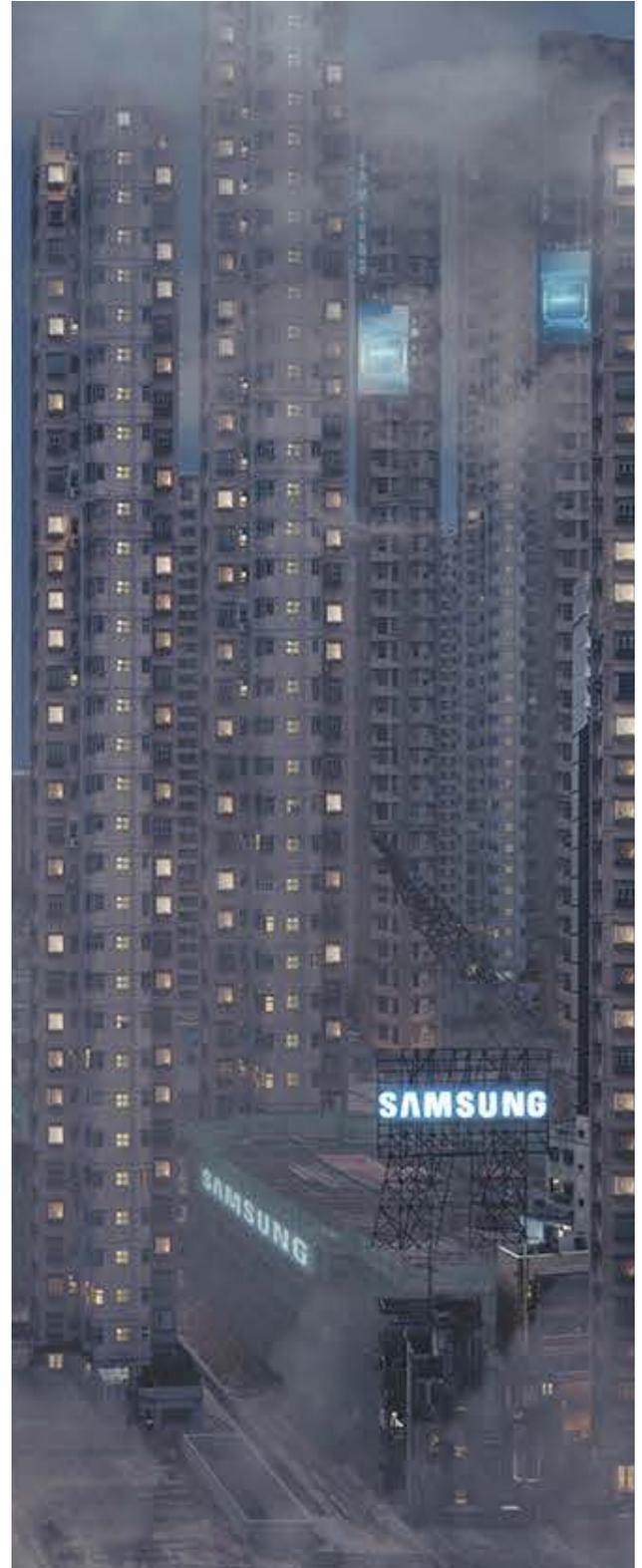
# Straight

By Chloe

The year is 2061. Cities prosper, skyscrapers rise in the wake of the dull grey sky. Modern society in its current form is groundbreaking in the way technology has been revolutionised. Ever since the collapse of government, satellite stations have been engineered to serve as the foundation for Earth's computer network, the network run by what is known as Society. Thirty years ago, no one could have imagined that things would have changed so much, but now, anything contrary to what we have is virtually unimaginable.

My name is Alexis. Welcome to my world; it's certainly an interesting place. I suppose that much is obvious, considering the posters of shirtless couples plastered all over the city. A defining characteristic of Society, they have been displayed on the large billboards, the indoor atriums - everywhere, really - for all the years of my life. Sure, the posters are changed out from time to time, but to me, they remain the same. Even if the man is blond instead of brunette, or the woman is wearing pink lingerie instead of baby blue, the image is still one of conformity; it tells me that I must conform.

School is no different; children are taught Society's ideals from an early age. Parents enroll their young ones in school, as Society deems it necessary, hoping that their children will be able to learn at least something in the time before they reach adulthood. Some of those parents are old enough to remember



Adapted from source: Young, L 2015, Tomorrow's Thoughts Today, Digital Artwork, ArchDaily, viewed 16 September 2021, <<https://www.archdaily.com/615649/corporate-dystopia-liam-young-imagines-a-world-in-which-tech-companies-own-our-cities>>.

what life was like before; most of them aren't. It doesn't matter. The reality we face since our earliest years is plagued with unrelenting pressure to fit in the bosom of orthodoxy, the bosom of normalcy.

As I grow older, people around me seem to place more and more emphasis on this. Gone are the days of playful camaraderie. Now, it is a mad scramble for the top. It doesn't help that our tutors present us with material pertaining to the idealised way of life, making my peers heedful of what they must attain. People may wonder what I mean by 'idealised'; I understand their confusion. They cannot possibly comprehend the burden Society places on its citizens' shoulders.

As it turns out, love is ideal. They teach us its meaning; a man and a woman, entangled in the throes of passion and fervent caresses, the undying devotion they hold in their hearts. We learn that this is expected of us; such lessons are supplemented by the media we consume: the short films we watch, the stories we read, the large posters we cannot help but notice as we traverse the city. We learn that every one of us must do this; it is not a matter of choice. Those of us who do not feel the instinctive draw to such values are left to flounder in the seas of conventionality.

Such adversity does not cease; I enter high school. People are more cutthroat than ever before. With our worldwide network that allows for connecting with others both near and far, friend and foe, individuals have stopped at nothing to satiate their desire for approval. They put their lives on display; every

day, millions of pictures of true, deep love are uploaded for all to see. Society approves; this is its cleverness. It tells us what we must do and encourages us to propagate those ideals for the recognition of our community, effectively creating an endless cycle of obsessiveness, an impenetrable wall that people like me cannot ever hope to pass.

The future is bleak. Isolated, some may say heretical, I am an outcast. I am not the only one. There is the fellow who spends much of his time in the company of his friend; there is the young woman with the short hair; there is the tall lady with the scarf and the muscles that bulge from underneath her blouse. I see them; I know we must unite. It is only together we can accomplish the tall order of changing Society for the better. Maybe then, will the notions of conformity no longer be the bane of society, the society we call our own.



Credit: <https://www.road96.com/>

# Game Review: Road 96

## A Tale of Freedom

By Andromeda

***The year is 1996 and you're a runaway in the fictional dictatorship of Petria and you will spend your time in this game playing as multiple teenagers hitchhiking their way across the country to the border, Road 96, Freedom.***

You'll meet many interesting characters on your journey; other teenagers, revolutionaries, cops and so many more quirky characters. Every interaction is unique and your words influence the world around you. There are 3 "play-styles" in *Road 96*. You can become a radical revolutionary who wishes to pry Petria from the tyrant Tyrak's iron fist, a Pro-Florres advocate who believes Democracy will prevail, or a self-centred anarchist who just wants to be free, the choice is yours. You will be presented with many opportunities on your journey, will you steal from a safe in the back of a fast-food joint? Or will you ask a random stranger for a few bucks for the bus? These opportunities truly allow you to put yourself in the shoes of a broke and lonely teen who just wants to survive. Throughout your time in Petria, you will unlock new skills and abilities which open up new interactions with the world around you. These skills carry over to your next character and by your final day in Petria you should have them all in your toolbelt. Collecting tapes is a big 'side quest' of *Road 96*, each song you hear throughout your journey is accompanied by a tape which you can acquire. Some may be sitting under the seat of a car you're in, or maybe a friendly face will give one to you as you part ways. Or you could just encounter a teen sitting against a fence trying to get you to spend \$10 on his mixtape. Each one of these songs tells a story, and they're all beautiful.

Despite how fascinating the game is, it does have its flaws. Even though *Road 96* is procedurally generated, I often encountered situations that felt familiar, drawn out, and repetitive. Most of these instances are minor and somewhat unimportant, but they are still noticeable. The game can also get extraordinarily slow at times, this could just be fatigue from playing for a prolonged period but there were a handful of instances where I felt like I had been stuck doing some trivial task for an hour. Invisible walls were also a recurring problem, for a game that is incredibly beautiful and well constructed with many sights to see. I often encountered invisible walls that blocked me from exploring certain areas. I would often see protestors standing in the distance but I wouldn't be able to get anywhere close to them due to invisible walls which really destroyed my immersion. There were also a few moments where I was forced to do things that felt like there should have been a choice, most notably was when the crazed cabbie Jarod asks you to help him destroy a radio tower. I stood there for a few minutes hoping he would react to me not helping him but he didn't, he just stood there and waited. I couldn't flee either and was ultimately forced to help him. While this may not sound like a big deal it felt out of place in a game full of choice and branching storylines.

Despite some flaws, *Road 96* is one of the best releases in recent memory and has easily cemented itself in my Top 5 games of all time. The enticing world and quirky characters make it easy to let most of its flaws slide. We have never seen a game like this before, Digixart crafted a truly unique experience by perfectly blending the choose your own adventure, multiple ending format with a procedural and atmospheric world. I don't think we'll be seeing anything like this again for a very long time, but I do hope this will mark the beginning of a genre that takes the industry by storm. Similarly, to the way games such as Telltale Games' *The Walking Dead* and *The Wolf Among Us* did.

**Final Rating - 8/10**

# WAR POETRY

Seventeen when I left the shores,  
Following my brother to the front,  
Adventure on our minds before,  
but separation was hard to confront.

He was off to France to fight,  
While I was sent on all alone,  
To carry wounded soldiers with my might,  
Bloody, ripped apart right to the bone.

Boom! Boom! BOOM! The mighty roar,  
Bullets ripping through the air like a swarm of locusts,  
My muscles straining, I want no more,  
My friends lay dying, I cannot focus.

Gallipoli was a living hell,  
so grateful when I left this shore,  
But devastated my brother fell,  
His memory lives forever more.

*Elise, Year 9*



*Credit: Canva*



*Credit: Canva*

The wet trench wall at my back  
Stomach churning, eyes watering  
Waiting for the order to attack  
My final minutes before the slaughtering

The air smells thick, it makes me sick  
I hear the popping of distant gunfire  
My body feels heavy as a brick  
My shaking arms begin to tire

Stuck in the mud and grime  
A million lambs awaiting their fate  
On the desperate flip of a dime  
Hoping the order will come in late

An orchestra of bayonets attached  
Waiting for the call to hop  
Another notch on the gun gets scratched  
"It's time now lads, over the top!"

*Matthew, Year 9*

# Articles

**Disclaimer:** If you find any of the content within this magazine uncomfortable please chat with your SWL or head over to [Beyond Blue](#)

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Wellbeing Week - Rahab

Wellbeing Expo - Beth and Layla

The Duke of Edinburgh Award - Rahab

Here are some wonderful articles and interviews by our fellow pupils, please read and enjoy.



Credit: Canva

# WELLBEING WEEK AT OAC!!

By Rahab

Wellbeing week. What exactly is it?

Wellbeing week was four days in which students could come into the school. It allowed them to do fun, health promoting activities and listen to workshops on wellbeing, depending on what they chose to do.

Students who go to Open Access College do not have the same access to health promoting activities. They do not necessarily play sports, nor do they get the same social connections. Wellbeing Week allowed students to get involved with each other, meet their fellow students and genuinely have fun.

During Wellbeing Week, students had fun painting, relaxing with mindful yoga, making an artwork for the school wall, making stress balls which they learnt to juggle, as well as many other fun activities!

During this week there was a lot of smiles & students clearly had fun.

Our reporter interviewed a couple of students and found out how wellbeing week helped them socially, and how much they enjoyed it.

Ben: Wellbeing Week was amazing for me socially. I made new friend and helped maintain new friendships which I had gathered from events through Open Access. It was good to be engaged for the 4 days. Basically, it was good to get out and not sit around being bored out of my brains. I really enjoyed it. It was an amazing experience.

Jemimah: I really enjoyed it. I got to meet friends which I had never met before and got to hang out with my friends.

Keziah: I enjoyed it a lot cause I enjoyed the activities and hanging out with my friends. It helped me a lot socially because it made me happy and bubbly because I don't see anyone very often.

## Making plants



Provided by: Open Access College

## Silent disco



Provided by: Open Access College

# WELLBEING EXPO

***On September the 8th, Open Access College held the Wellbeing Expo which gave an insight on what each service provides to the community. The Expo was open to the public with many students, teachers, and caregivers who attended the session. During the expo, attendees shared thoughts and asked questions of the organisations who were happy to help.***

**Headspace** provides information, support, and services across four key areas affecting a young person's health and wellbeing; mental health, work, school and study, alcohol and other drugs, physical and sexual health. As a result, no two headspace centres are the same, with each offering unique services that reflect the needs of its local community.

Phone: 1800 063 267 Website: <https://headspace.org.au/>

**Baptist Care SA** provides early intervention, short-term support for children and young people showing early signs or at risk of mental distress. Free of charge, servicing areas across metropolitan Adelaide and the Hills.

Ph: 8209 5040 Website: <https://baptistcaresa.org.au/>

**StreetLink** offers support for numerous different communities in Adelaide, that includes people who may be new to Australia. They help them by connecting them to social groups and others who are experiencing the same issues as them. They also support and guide other communities such as LGBTQ+, Disability, Homeless and help people overcome alcohol and drug addiction.

Ph: 8202 5950 Website: <https://www.unitingcommunities.org/>

**Riding for the disabled Association SA inc (RDA SA)** is a state wide charity providing horse riding and associated activities to children and adults with a wide range of disabilities. As well as an enjoyable recreational activity, horse riding offers therapeutic benefits for people with disabilities. Clients have a variety of disabilities, including intellectual disabilities, autism, muscular dystrophy, multiple sclerosis, vision and hearing impairment, cerebral palsy and behavioural conditions.

Ph: 8377 3150 Website: <http://www.rdasas.org.au/>

**Autism SA** is committed to providing innovative, evidence-based supports designed to improve life outcomes for people on the autism spectrum. All activities are made to generate positive, person-centred outcomes for individuals, families, carers and others supporting our community.

Ph: 1300 288 476 Website: <https://autismsa.org.au/>

**ShineSA** helps people who are questioning their sexuality or gender, people with disabilities, people with STIs' and anyone from the LGBT+ community.

They provide either one on one counselling or group counselling where a group can talk about their issues together and help one another.

Ph: 8300 5300 Website: <https://shinesa.org.au/>

***If you would like any further information about services that were available at the expo, please contact your Student Wellbeing Leader***

# THE DUKE OF EDINBURGH AWARD

BY RAHAB

Hi, my name is Rahab and I am taking part in the Duke of Edinburgh Award in order to help me both personally, and for my future professional career. The reason I have chosen to write this article, is because I wish to encourage other students to work through the Duke of Ed, and to help students understand what the Duke of Ed is really about.

First off, I wish to discuss why the school actually chose to do Duke of Ed and what Duke of Ed is really about. The Duke of Edinburgh international award is an award which was first introduced in 1956 in the United Kingdom. In 1962 it made its way into South Australia and started operating there. The Duke of Ed award was started as a means to support young people in their journey of self-development no matter what their background, skills, abilities, or culture.

In order to complete the Duke of Ed bronze award a student must complete four sections of activities. Skills, physical recreation, voluntary service and an adventurous journey.

For Skills, the student can do anything that could be counted as a skill, such as reading, photography, or even artwork. Physical recreation is pretty self-explanatory, the student needs to do something physical, such as walking, playing a sport, or riding a bike. Voluntary service is an unpaid service which you do for someone else. Finally, the adventurous journey. It is a two-day, one night journey somewhere with a couple of others doing the award, in order to build resilience.

Something to remember whenever you are doing any of these, is to record the time it took you to complete the action. This information is needed in order to create a log in the section which you are recording your action under. You can also take a photo of what you did, and put it in your log.

One of the four activities must be a major activity. This means that you will spend extra time on it. So whatever activity you think you will spend the most time on, should be the major activity.

Remember the major activity can be changed at any time. Merely go up to the top right corner and click on your profile, it should come up with 'change your major activity'. Then choose which activity you wish to replace it with.

Each activity except for the adventurous journey, needs at least 4 hours per month completed. This shows that the student is trying and will be able to complete bronze by the end of the year.

Now that the basics of what to do have been covered, let's go over why the Duke of Ed award is something you should consider. First off, it is good for building mental health, resilience, and other skills which will be helpful with your personal life. Secondly, a lot of businesses support the Duke of Ed award. Most businesses are more likely to hire someone who has completed their bronze Duke of Ed award. The awards also provide you will extra SACE credits. Finally, it looks great on your resume. As said before, a lot of businesses are more likely to hire someone who has completed their bronze Duke of Ed award, so if you stick it on your resume, you are more likely to get a job.

Of course, continuing onto Silver or Gold will be even better and get a student even more SACE credits, but bronze is the minimum level in the Duke of Ed award. Remember- if at any point you have any questions, you can shoot your Duke of Ed leader an email. They will accept questions and try to give you an answer.

And if this wasn't enough to convince you that it's worth it, Duke of Ed is fun to complete and not difficult at all! It is easy enough to work through at your own pace.

So, remember, OAC offers the Duke of Ed award, and it is not too late to sign up!

# Interview: Ben on Cricket

By Rahab



*Provided by: Ben*

Ben is a 15-year-old cricket player.

He has been playing Cricket for almost 9 years and he loves playing it as it is a great way to gain social interactions for him personally. When asked what inspired him to play, Ben answered, 'My dad was a big influence. He played it as a kid and introduced me to the game'.

The game itself: Cricket is a reasonably complicated game which takes effort and dedication (like most games) to learn and get better at. It is a bat 'n' ball game which involves scoring runs. A run being what happens when you hit the ball and run up one side of the pitch, which is 20 meters. Within cricket, it is important to have reasonable hand eye coordination. Good communication with teammates and ways to work with each other.

Ben started playing MILOin2CRICKET when he was 5, then played for The Club when he was 7. Making this year, his 9th year. When he was asked what advice he would give to someone just starting out in cricket, Ben's answer was inspiring.

'I wasn't great to start off with, but it does take time to get used to the game. I've been playing for 9 years and still have weaknesses. There are people out there who have been playing cricket for 30 years and still have weaknesses. You're not going to be a pro straight off, just stay committed and keep at it'.

Ben said that when he first started out playing cricket, he didn't know how to get his pads on. He made a duck, made no runs, and took no wickets. Yet now, he is playing for an A class and has certainly, massively improved! Practice makes perfect and you need to keep trying if you want to get good at anything.

Finally, I asked Ben what his favourite memory on the field was. Here was his answer.

'Three years ago, I took a hat trick which is three wickets in a row. It was the final over I bowled the entire year. The last three balls I bowled that year and they were all wickets.'



*Provided by: Ben*



*Provided by: Ben*

# Artwork

In this Issue we have some amazing pieces by the following talented students...

*We are One* by Jacinta

Digital Art by Rahab

Digital Art by Crystal

Digital Art by Eloise

*Free the Bunnies* and *Tonti* by Mary

*Immaterial* by Tarik

Artwork by Keely



*Credit: Canva*

# We Are One

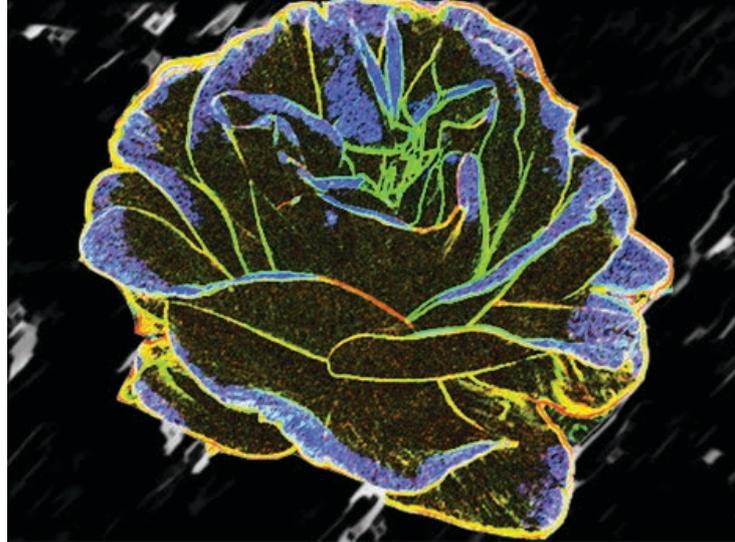
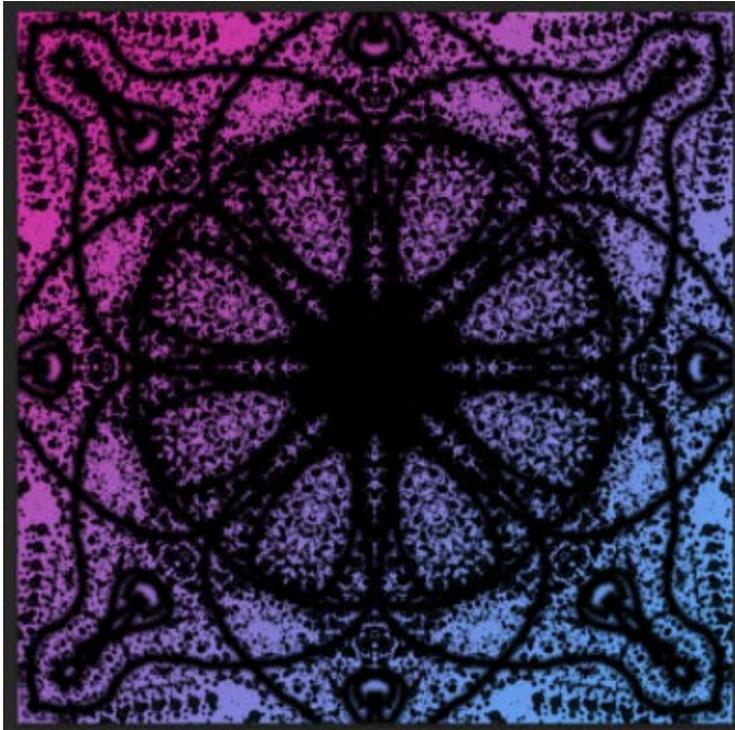
By Jacinta (Year 10)

The artwork is called "We Are One" and the theme is diversity. It was for the Adelaide Fringe competition.

The story behind this artwork is that there are four different nationality goddesses. They are a Greek goddess, Scottish/ ginger Viking, Chinese goddess and Indian/native American. They are coming together as one by loving, respecting, and accepting each other no matter where they came from, what they look like, the colour of their skin or what they believe in. Also, in the background is a galaxy/heaven with them out there watching over earth trying to keep a balance. They are coming together to keep a variety of all different nationalities on earth because it would be extremely boring if everyone looked the same and was all the same nationality on planet earth. Being different is what makes everyone special in their own way and stand out. Just because someone looks different, has different ethnic background, different gender, sexual orientation, etc. shouldn't mean they are treated unfairly and not respected because at the end of the day we all bleed the same. So that is why I created this artwork, for these four different nationalities to come together as one and bring that to planet earth.

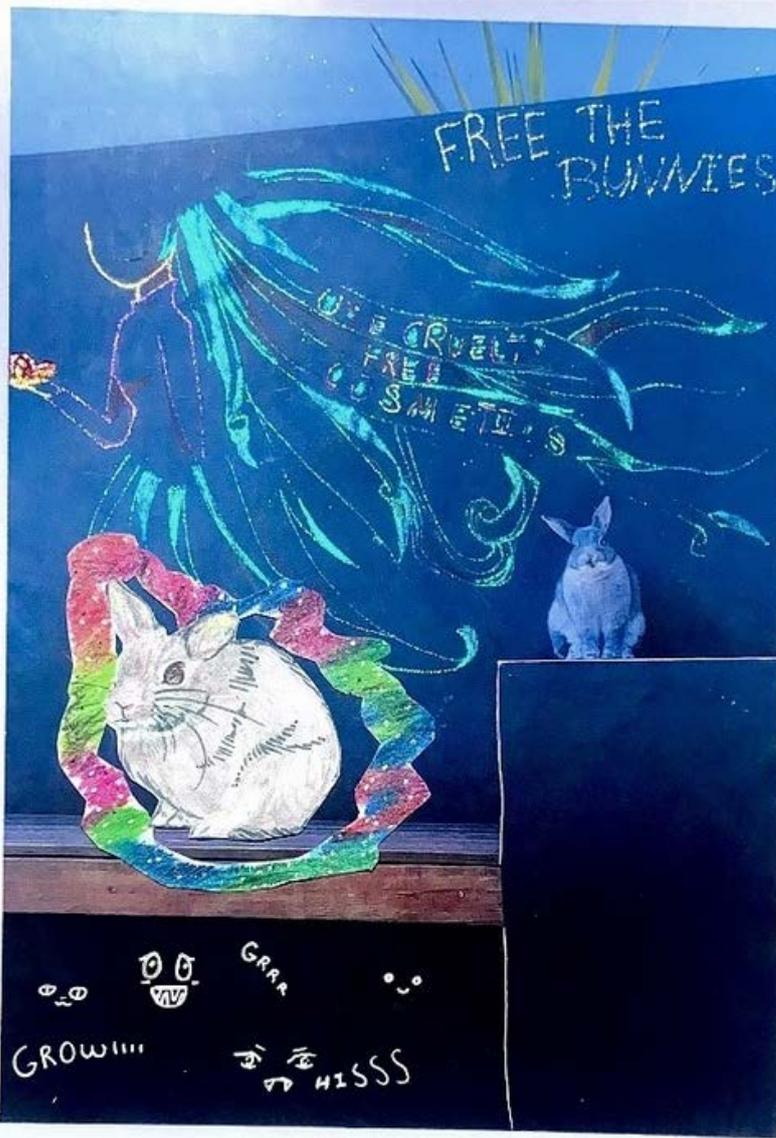


Digital artwork by Rahab  
Year 10



Digital Artwork by Crystal  
Year 7





*Free the Bunnies* by Mary Year 11

The originality of this art was for a school project in visual art. Though it is hard to tell in photo, the text on the art says “use cruelty free cosmetics”. Bunnies are used in horrible ways for beauty, hair and skin care products. We can end their suffering by supporting only cruelty free companies. On all cruelty free products there should be a label or written text stating that the product is cruelty free if not, the company tortures bunnies.



Artwork by Eloise Year 10



*Tonti* by Mary Year 11



### *Immaterial* by Tarik Year 10

*Immaterial* is an artwork I made dedicated to the late visionary SOPHIE, inspired by her songs *Immaterial* and *Vyze*. To me, her music feels like an explosion, a fizz, neon lights of terrifyingly bright colour illuminating an endless corridor. I wanted to visualise this when creating the piece.

This artwork was accepted into the Neo SALA exhibition.



### Artwork by Keely Year 11

# PUZZLES AND RIDDLES

The answers will be published in the next issue of the Access Gazette.

## Sudoku

			1	2				
1	3						2	7
8				7			1	
9			6			3	7	
2	4						6	8
	7	3			4			9
	8			9				3
7	6						9	2
				4	6			

Source: Open Sky Sudoku Generator

## Word Find

### At The Carnival

K	M	J	Z	L	X	S	B	S	F	U	N	N	E	L	C	A	K	E
S	M	O	R	G	A	N	G	R	I	N	D	E	R	H	M	W	N	F
L	Y	X	P	Q	O	U	R	P	C	M	C	W	Y	B	K	H	T	
Y	I	H	C	A	D	M	Y	R	I	B	D	F	W	I	A	Z	F	M
I	U	I	L	T	F	E	R	R	I	S	W	H	E	E	L	J	T	A
N	E	B	O	W	P	F	O	R	T	U	N	E	T	E	L	L	E	R
Z	C	H	W	C	H	I	L	D	R	E	N	B	R	N	O	S	D	M
I	P	S	N	F	A	I	R	G	R	O	U	N	D	E	O	B	O	I
B	C	N	U	K	B	V	R	X	Z	F	F	R	J	O	N	B	Y	D
R	O	L	E	R	C	O	A	S	T	E	R	K	O	S	S	E	W	
W	T	J	S	V	B	G	M	I	N	L	V	H	I	N	S	S	S	A
C	T	R	Q	R	K	V	Y	P	G	B	T	S	N	O	U	X	X	Y
D	O	H	X	P	S	N	Z	G	K	K	S	R	T	O	V	K	E	S
B	N	J	U	B	S	F	U	Z	Q	I	O	G	H	L	K	O	E	F
J	C	W	E	T	I	J	I	C	M	C	N	N	Y	W	L	Z	N	D
C	A	R	O	U	S	E	L	D	P	I	U	C	V	R	I	Y	I	E
O	N	C	H	R	F	X	A	O	R	F	P	L	K	R	H	B	Z	L
M	D	Z	G	P	K	A	P	P	U	Z	D	W	P	D	A	J	M	K
G	Y	T	I	C	K	E	T	B	O	O	T	H	M	Q	Y	O	K	E

Adapted from source: Worksheets (lyanaprintable.com)

## Riddle

Imagine being left alone in a ship in the middle of the Atlantic ocean. How will you get out safely?

## Jokes

What's orange and sounds like a parrot?  
*A carrot*

What do you call a dog that can perform magic?  
*A labracadabrador*

Why did the teacher need to wear sunglasses?  
*All of his students were so bright*

Why couldn't the young boy go to the cinema and watch a pirate movie?  
*It was rated RRRRRRRRRR*

- |                |               |
|----------------|---------------|
| Admission      | Funnel Cake   |
| Balloons       | Hot Dogs      |
| Carousel       | Juggler       |
| Children       | Midway        |
| Clown          | Organ Grinder |
| Cotton Candy   | Popcorn       |
| Fairground     | Prizes        |
| Ferris Wheel   | Ring Toss     |
| Fortune Teller | Roller Caster |
| Fun House      | Ticket Booth  |

# PUZZLES AND RIDDLES - ANSWERS

The answers to the last issue's puzzles and riddles.

## Sudoku

5	3	4	6	7	8	9	1	2
6	7	2	1	9	5	3	4	8
1	9	8	3	4	2	5	6	7
8	5	9	7	6	1	4	2	3
4	2	6	8	5	3	7	9	1
7	1	3	9	2	4	8	5	6
9	6	1	5	3	7	2	8	4
2	8	7	4	1	9	6	3	5
3	4	5	2	8	6	1	7	9

## Word Find

D	H	O	B	S	H	N	E	P	T	U	N	E	Y
U	E	J	I	H	U	N	Y	S	T	H	A	O	R
D	N	A	U	U	E	E	M	A	E	N	W	A	
W	N	A	I	P	L	U	T	O	N	A	O	D	H
A	G	H	P	L	I	Z	O	O	E	R	U	S	U
R	D	E	I	H	C	T	M	N	W	T	N	S	H
F	H	Y	H	O	P	B	E	O	Q	H	I	U	E
R	A	C	O	E	A	A	R	R	T	E	O	A	E
U	S	A	T	U	R	N	C	P	L	A	N	E	T
R	T	A	E	H	F	T	U	E	U	L	E	E	E
I	E	U	C	U	F	A	R	O	V	C	E	I	O
A	R	F	A	I	R	A	Y	A	O	B	I	R	H
T	O	A	I	N	I	A	B	E	A	R	N	A	E
O	A	T	E	O	E	N	A	A	E	H	U	A	
E	D	I	D	D	O	E	D	U	T	S	E	T	S
E	S	Z	E	E	H	O	P	H	S	L	U	M	S

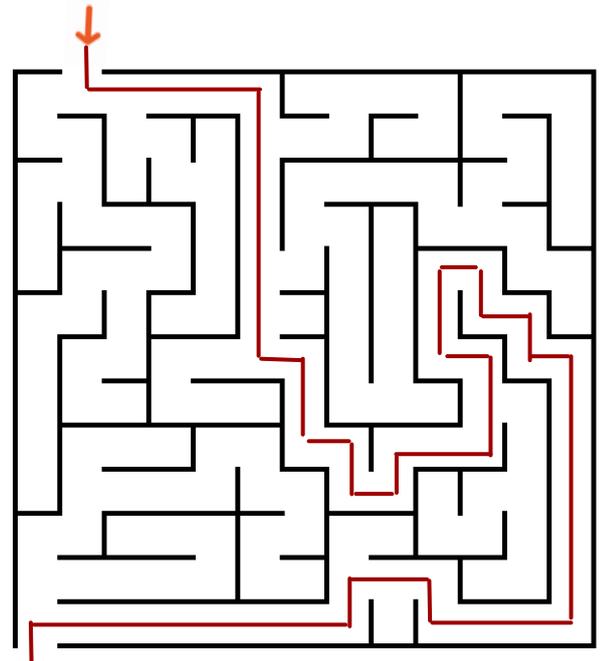
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## Riddle

In 1990 a person is 15 years old.  
In 1995 that same person is 10  
years old. How can this be?

**By adding BC to the year, the person was 15 years old in 1990 BC. 5 years earlier, in 1995 BC the person was 10 years old.**

## Maze



VENUS  
EARTH  
MARS  
CERES  
ASTEROIDS  
JUPITER  
SATURN

NEPTUNE  
URANUS  
PLUTO  
DWARF  
PLANET  
MOON

# Acknowledgements

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## Teacher Team

*These are the teachers who organised, supervised and encouraged the students in the making of this digital newspaper.*

- Gabrielle Mundie
- Danielle Dawson
- Kieran Hodgson
- Kristy Evans

# DO YOU WANT TO SEE YOUR WORK IN THE GAZETTE?

WE WOULD LOVE TO HEAR FROM YOU!

We are looking for:

- Artworks
- Music
- Creative Writing
- Science Facts
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PLEASE SEND YOUR SUBMISSIONS TO:

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