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13th Annual Product Supplement

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TOSHIBA

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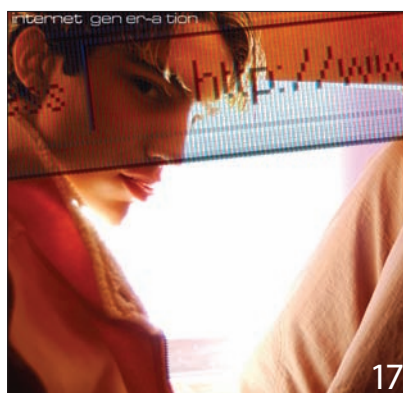


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Digital media has created a new paradigm in our society. It can now be considered an absolute truth this is the case. With any new breakthrough and particularly one that has become so pervasive, there are benefits and challenges presented. This too is self-evident.

The benefits of our wired world include access to information that is unprecedented be it text, audio, image or video. The ability to communicate with anyone, anywhere in the world is possible and presents extraordinary possibilities and opportunities. For schools, this means being able to work collaboratively with another school on the opposite side of the globe, to share information collegially, to gain invaluable insight into other cultures, views, perspectives and attitudes. Opportunities to learn and be taught are never-ending. These are exciting times injecting new energy into the classroom.

All this unfettered access does bring challenges, some of which are alarming, even dangerous. Where opportunities are presented, there are those who seek to exploit, to take advantage in any way possible. Guarding against these unseen opportunists requires vigilance and care.

Alex Penn has written a cogent piece on the dangers of Cyber-bullying, a new spin on the old schoolyard beatings and intimidation of the past. Online threats carry great weight and need to be treated with utmost seriousness. It is also insidious because it is an activity hidden from view and strikes at the most vulnerable in a cruelly personal way. Parents and educators need to understand how and why this happens and be vigilant to prevent it from occurring. Schools require cohesive policies that address this issue and must work proactively to root it out. Exposure is a key element in

confronting this dangerous activity and alerting others to its existence.

In keeping with the media theme interlaced throughout this issue, Achim Krull and Murray Shukyn, both experienced teachers, have produced a primer on how to successfully introduce video/DVD into the classroom. They describe how to use this valuable content in the most instructive way to enhance the curriculum.

CURRICULA has been adapted from a lesson plan found on the Media Awareness Network Web site found at: http://www.media-awareness.ca/english/resources/educational/lessons/elementary/stereotyping/images_of_learning_ele.cfm. The lesson plan explores how teachers and students are portrayed in the entertainment media and how those perspectives influence the audience's perception.

We are also pleased to present the 13th Annual New Product Supplement. This consists of a compendium of new products, tools and resources intended to make your professional lives more enriched.

- Wili Liberman

Next Issue:

Purchaser's Guide to Products,
Teaching in Honk Kong,
CURRICULA and more.

Richard Worzel

Start from Scratch

The world is changing at speeds beyond anything humanity has experienced before, at speeds that may stretch beyond our ability to adapt, and certainly at speeds well beyond our comfort levels. In a generation, we have gone from a world where a high-school graduate could wander down to the local factory and get a job, to a world where all but the most-sought-after post-secondary graduates struggle to find work.

Most low-skilled, non-service jobs, and even many skilled jobs and service jobs, are outsourced to China, India, or elsewhere. In a world where an Indian customer service agent, or a Chinese factory worker can work as well as Canadian counterparts, but at a fraction of the cost, there is neither a demand, nor an ethical right for Canadians to hold such jobs. (See Thomas Friedman's best-seller *The World Is Flat* for more on this). And protection of such jobs is neither morally defensible (do we have a divine right to such work, at the expense of workers in China or India?), nor practically feasible (protectionism hurts people it intends to help – and everyone else).

Meanwhile, Canadian production continues expanding. We have the highest level of output in history—but with progressively fewer workers required because of automation, which extends into most aspects of life. We pump our own gas, and pay at the pump—no gas jockeys need apply. Lawyers find family wills are now created by off-the-shelf software, and computers can assess the likelihood of a lawsuit's success. Software, which gets progressively cheaper and more sophisticated, replaces tax preparers. And the computer revolution is about to crank it up a notch for hardware and software. Raymond Kurzweil, who wrote the controversial, but well-worth-reading, *Age of Spiritual Machines*, says that computers are improving their price-performance at more than exponential speeds. He believes that the changes of the next 10 years will be twice as dramatic, and powerful as the last 10 years. And remember —10 years ago, Amazon and eBay had just been created; everyone thought Microsoft would rule technology forever; Google didn't exist;

and Apple was seen as a failing computer company, uncool and almost extinct.

Yet, in an era when the world changes at close to Internet speeds, our education system changes at steam engine speeds, at best. This produces a mismatch, which worsens monthly, between what learners need and get. This is not a slam at ministries of education, school boards, principals, or teachers—no precedent exists for the current changes; it would be unreasonable to expect that anyone knew this was coming, or to expect anyone to know exactly what to do now. Nor is Canada the only country experiencing this disconnect—all nations struggle with it. How, for instance, would you like to be minister of education of an African country struggling to enter the 20th Century, never mind the 21st? But that doesn't excuse us from attempting to adapt. We spend tens of billions of dollars on education—but our children do not get our money's worth because we educate them for the past, not the future.

With that in mind, what would I do differently if there were no education system, if I were starting from scratch? I'd start by asking: what do our children need to learn? This leads to a major philosophical question: what's the purpose of education? Is it vocational training, or personal enrichment? I believe it's both, and would structure any future education system accordingly. That means I would start with four pillars of my new education system: 1) What intellectual and cultural equipment should our children possess to experience and enjoy their lives to the fullest? 2) What skills and abilities do they need to be able to secure or create work that will support them? 3) How do children of various ages learn best? and 4) What are the current best-practices for helping people learn?

I'm going to sidestep questions 1 and 3, although for different reasons. Question 1 will, indeed, lead to a long and heated debate, because it relates to the essence of our humanity, and cultural values. That's way beyond this column. As for Question 3, that



“In an era when the world changes at close to Internet speeds, our education system changes at steam engine speeds, at best.”

should be determined by hard evidence and research into pedagogy and human development. It should probably be based on international standards, because neither of these issues are unique to a school, a province, or even a nation. Parochial superstitions, such as those that led to the phony “whole language vs. phonix” debate should be resolved by researchers, not school boards. However, I will comment: what works for one learner may not work for another. All pedagogy in my education system would start with the needs of each individual. Every student would have “special student” status; their needs would be gauged and tested individually; and they would be taught according to their own psychological and developmental needs.

Now, as to the vocational skills and abilities that graduates will need, I will comment generally, knowing that I would have to flesh out these remarks to complete my system’s design. First, I would consult with leaders of large and small businesses and not-for-profit organizations, the heads of government HR departments, and artists. I would ask them what skills they need, what skills new graduates lack, what was missing in their educations, and what they wished they’d learned. For instance, my sister-in-law is a painter and sculptor, with a degree in fine arts from a prestigious university. She graduated, didn’t know how to make a living as an artist, and went to work in computers. Ten years later, she realized that she had the skills she needed to make it as a painter—so she went back to art and is now a professional artist. She says, with some bitterness, that her university taught her the techniques of art, but not what she needed to be an artist.

This kind of incomplete education is neither fair, nor good enough. Someone who wants to be an artist, a computer programmer, or a futurist needs to have the opportunity to learn everything they will need to do so. This is particularly important for the future, as many of today’s students will probably be self-employed, and will need to do, or supervise, everything related to their business.

Finally, as to Question 4, this, too, should be partly determined by research, especially in the corporate world, which is years or decades ahead of the public education system in best-practices’ instruction. However, the education system seems relatively uninterested in best-practices unless it means choosing among existing teaching methods.

My hunch is that, after researching, I would eliminate classes and grade levels, front-of-the-classroom teachers, textbooks, segregated subjects, and traditional exams, essays, and homework assignments. Instead, I’d examine what technology could do to explore a given learner’s abilities and interests (by exposing her to a wide variety of subjects), and making it exciting and fun to learn. In particular, I’d see if one could harness video games to pedagogy, working with educators to create challenging environments, where successfully completing game levels involved learning specific combinations of integrated skills such as reading, sales technique, and critical thinking; creativity and physical fitness and development; mathematics, music, and art; or team-building, history, and writing. Success in such games would translate into marks and advancement through the system. As learners got older, I would expose them to the real world through co-op placements and work experience that lined up with and complemented their interests.

How many teachers would I have in my system? None—but I would have lots of educators acting as tutors, coaches, mentors, and problem-solvers, working both one-on-one with learners, and facilitating mixed teams of learners in specific projects. In a diagram of my system, such educators would be just off-centre—learners would be central. Teachers might be physically present at a specific community centre where learning took place, or they might deal with learners worldwide, through the Internet.

Is this system perfect? Absolutely not. For one thing, I don’t think it provides for a system that changes as quickly as the world will—which is where I started. I’d have to think hard about that particular problem. A more important question is: How practical are these ideas? In one sense, they are far more practical than today’s education system, which systematically fails learners by not equipping them with the tools, thoughts, and personal confidence born from success, that they need to succeed in tomorrow’s world. But on another level, this is wildly unpractical for one reason: it will be fanatically opposed by the entrenched members of today’s education system, starting with ministers of education right on down. It is, in short, a pipe-dream.

So, here’s my challenge: what kind of an education system would you build to prepare learners for tomorrow’s world?

Richard Worzel, C.F.A., is Canada’s leading futurist, and one of the most highly sought-after professional speakers in the country. He volunteers his time to speak to high school students for free, as his schedule permits. You can reach him at futurist@futuresearch.com.

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Learningvillage.com, is an online guide to the best in learning software from Canadian teachers, for Canadian teachers and families.

Learning Village is an independent review and advisory centre for parents and teachers who are looking for credible information on the best in educational software. In Learning Village’s Software Guide, you will find our short list on the best we have seen, with complete software profiles, who each program best suits, and commentary from teachers and children who have used the program. Online ordering links and ordering by phone are available on the site, through Learning Village’s online partner, the CDROM Store, one of Canada’s best educational software retailers.

Learning Village is sponsored by TV Ontario.
www.learningvillage.com



notable sites for teachers

Cyberbullying.ca

www.cyberbullying.ca

From Bill Belsey, distinguished Canadian educator and the creator of Bullying.org comes Cyberbullying.ca, the first Web site for parents, teachers, and children about cyberbullying—a term Belsey coined.

To find out what forms cyberbullying takes, click on the “Examples” link. Belsey, who also speaks to audiences on bullying and cyberbullying, cites the following examples: e-mail, instant messaging (IM), chatroom/bash boards, small text messages (SMS), Web sites, voting booths, and more.

In the “What Can Be Done” category, Belsey gives examples of how to prevent cyberbullying. He believes that awareness and education are key to preventing this menace. Once cyberbullying starts, it is difficult to get Internet service providers (ISPs) and mobile telecommunications’ service providers to respond to the problem.

Belsey gives detailed explanations on how to prevent cyberbullying. More importantly, Belsey follows up the above section with good information and advice on what to do if you are the victim of a cyberbully.

I like this site’s straightforward approach to cyberbullying and its excellent list of resources. It’s an informative site for anyone wanting to know more about cyberbullying and Belsey’s efforts to work with victims of this phenomenon.

Kids Against Bullying

www.kidsagainstabullying.org

This Web site exists to help children in grades two to six recognize and react to bullying appropriately and effectively. This site is for youth who are bullied or witness bullying. The Pacer Center, in Minneapolis, created this site in response to many requests for assistance by parents of bullied children. The Pacer Center caters to families of children and young adults with a variety of disabilities.

Children can interact with this very engaging Web site. The main categories for children are Games & Fun, Contests, Watch This (Kid Vids, Celeb Vids, Webisodes, Meet The Club Crew); Kids Say (Poll

Results, Ask Sally, Real Life Stories, Dear Diary); Smart Stuff (The 411-Info To Go, Spot It!, Stop It!). At the bottom of the site, click on the Parents’ and Professionals’ category for lesson plans, articles, and other resources.

Runescape

<http://runescape.com>

My son Collin, now in grade nine, has played Runescape since grade five. Four years ago, I told my grade five students about this on-line game, and they played it, too. Then, I noticed that grade five students at a new school I joined, also played the game. Currently, more than 129,000 people worldwide play Runescape, a browser-based MMORPG (Massively Multiplayer On-line Role-Playing Game).

The game is not bought or downloaded, but runs off the Runescape Web site. First, you design a character and then you play a role. Once you master the basics, you are sent into the actual game environment, where you have a whole world to explore.

So, what’s the enduring appeal of Runescape? I’ll let my son Collin explain.

“This game surprised me in so many ways. I actually learned some skills that I would have received only after being in the working world. The thing I learned most from Runescape is probably the social aspect of life. You can’t do much in the game without conversing or negotiating deals with other people, nor can you in real life. I also used mathematics, like multiplication, to figure out whether I was getting cheated or not. I learned how to meet people and hire or work for them. Also, if you can’t spell or have irregular grammar, no one can understand you. Of course, there’s chat speak, but you have to be able to spell, not to mention type. I probably doubled my typing skills—and I’m not a half-bad typist. Runescape may be an on-line video game, but it creates some skills I’m going to be thankful for the rest of my life.”

Marjan Glavac is a classroom teacher and author of The Busy Educator's Newsletter. For more information, please see www.thebusyeducator.com.

Curricula

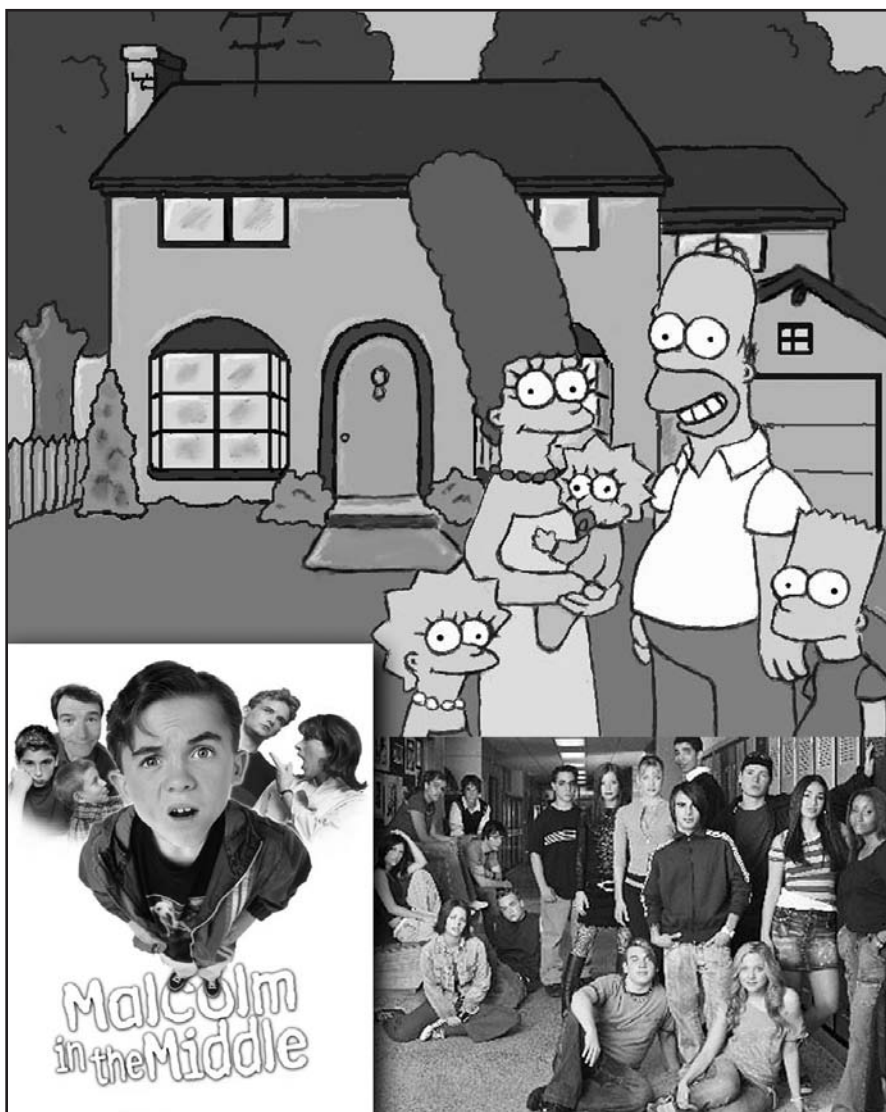
Reproducible Insert

Images of Learning: Secondary

www.media-awareness.ca

Duration: 3 Class Periods
Level: Grades 9-12

By: Jane Tallim



Pedagogical Intent

This lesson helps students become more aware of the stereotypes associated with portrayals of students and teachers on television and on film.

On Day One, students discuss the reasons why television producers and writers use stereotypes to represent various groups of people – and the advantages and disadvantages of doing this. Using a worksheet, they compile a list of common television stereotypes from the school-based television shows they enjoy and create a list of humorous clichés about TV students and teachers.

On Day Two, students look at representation of students and teachers in movies and compare their findings to the stereotypes found on television.

On Day Three, students assume the role of television producers and create a series outline for a school-based television show and perform a scene from an episode.

Subjects

**Social Studies,
Language Arts,**

Web Resources

MNet Recommends reading, viewing, surfing

- Cable in the Classroom
www.cablededucation.ca

Student Handouts

For each student:

- *Teacher/Student TV Stereotypes Chart* (educational handout)
- *TV Stereotypes Chart Answer Sheet* (educational handout)
- *Tinsel Town Teachers* (educational handout)

To download the handouts, please go to:

www.media-awareness.ca/english/resources/educational/lessons/elementary/stereotyping/images_of_learning_ele.cfm



Objectives and Competencies

Students will:

- recognise that the media construct reality
- examine how teachers and students are portrayed in school-based television shows and explain the biases and beliefs revealed in the messages that are conveyed
- understand the conventions and stereotypes that are commonly used in school-based television shows
- analyse representations of social, political and cultural issues in school-based television shows
- examine their own perceptions of various stereotypes

Teacher Preparation and Materials

- Check copyright laws in your area and, if possible, tape excerpts from two or three programs that feature students and teachers, such as "Malcolm in the Middle," "The Simpsons," "Student Bodies," "Clueless," "Dawson Creek," "Breaker High," "Degrassi – The Next Generation," "Boston Public" (If you have Cable in the Classroom in your area, check to see if any of these programs are available for classroom use.)
- If taping excerpts is not possible, assign your students home viewing of these, or similar programs during the week before this lesson.
- Photocopy the student handouts

Procedure

Day One

Write the words stereotype and representation on the board. Ask students to define these terms.

Stereotype: comes from the old-fashioned process of making metal plates of each letter in the alphabet for printing purposes. It means a "set" or "fixed" image. When applied to people, the word means an instant or fixed picture of a group of people. Stereotypes may be based on gender, race, class, age, disability, and occupation.

Representation: is the way in which groups are presented in the media and popular culture, often through the use of stereotypes. The stereotypical images that are used to represent various groups can affect our attitudes towards them in real life.

· **On television, what are the advantages of using stereotypical representations?**

The average ½ hour television show has only twenty minutes to tell a story. Stereotypes offer writers and producers a “short-hand” way of moving the story along. By using stock characters, such as the rebellious teen, the goofy sidekick, or the authoritarian father, producers can convey ideas and actions to a broad audience without having to use more complex representations. Because many of us are familiar with these predictable stereotypes, television producers use them to reach the broadest possible audience.

· **On television, what are the disadvantages of using stereotypical representations?**

Television is both a mirror and a conduit. Its portrayals of groups of people reflect the values of mainstream society and at the same time, feed society’s views about its members. For example, when successful television characters are continually represented as attractive, wealthy and thin, producers are not only tapping into North American attitudes about class and body image, they are also perpetuating the myth that all successful people must fit into this stereotype.

“Misrepresentation” occurs when the media perpetuates images and stereotypes that are not based on fact. Representations of youth often fall into this category.

- Ask students to brainstorm television shows that feature teachers and students. List the shows on the board.
- If you have been able to record segments from television programs depicting students and teachers, play them now.
- Distribute the *Teacher/Student TV Stereotypes Chart* and give students twenty minutes to complete the chart and write a brief overview. (Tell them to use the programs listed on the blackboard as a reference point.)
- Once students have completed their charts, take up their answers as a class.



- Ask students to brainstorm the issues that are encountered by characters in the school-based television programs they watch. Do these issues reflect their own lives?
- Of the programs that students have listed, which do they believe most accurately represent the lives of teachers and students, and which least accurately represents the lives of teachers and students? Why?

Homework Assignment

In September 2000, *Rolling Stone* magazine jokingly summarized what teen shows tell us about today’s teens:

- They all look sexy
- They are Caucasian
- They don’t seem to have any parents
- They don’t need an education
- They find high school boring and,
- They live in a world that does not resemble reality at all

Keeping this in mind, come up with your own list of ten humorous clichés about students and teachers, based on the television shows that you watch.





Day Two

- Ask students to brainstorm movies that they have seen that feature students and teachers. (*Record their selections on the board.*)
- Distribute *Tinsel Town Teachers* and give students a few minutes to read it.
- Judging from this article, and the movies they've seen, are teachers and students portrayed differently in film than on television? How?
- Are films more or less likely to use stereotypes?
- Do students agree or disagree with the common themes that are outlined in the article? Can they think of any other themes that may be missing?
- Compare the themes from older films, like *Good-bye Mr. Chips*, *The Blackboard Jungle* and *To Sir With Love* to more recent films. Have the story lines changed very much over the past fifty years? (*If time permits, show students a classic film such as *To Sir With Love*, and have them compare it to a more recent film.*)
- In their journals or notebooks, have students respond to the question: "Do the teachers and students on TV influence your own attitude about learning? In what ways?"

Day Three Activity

Divide your class into four groups.

In this activity, students will assume the role of television producers who are creating a new school-based television series. In order to sell their series to

a network, they must create a Series Outline and offer network executives a "sneak peak" at a scene from one of their episodes. Their program can be a drama or a comedy. It can play on stereotypes, or it can attempt to "break the mould" and offer a realistic portrayal of students and teachers.

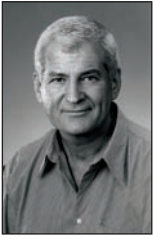
The Series Outline will contain the following:

- An introductory page with the background to the plot, the desired target audience, the program format, tone, and setting.
- The goals and philosophy behind the series.
- An overview of the central characters (students and teachers), including name, age, photo, physical description, background, personality, and how his/her character fits into the overall plot. (*The goal is to create a believable character that audiences will relate to.*)
- An episode guide of the first five episodes
- Remember that this Series Outline needs to get the attention of those network executives – show some creativity in putting it together!
- In addition, students will create a script for a scene from one of their episodes, (*no more than five minutes in length*) which will be presented to the class.
- Using the information in the Series Outline, have each group pitch its program to fellow classmates.
- When they have made their pitch, students will perform their scene.
- Once all groups have presented, let student's vote on the program they would most like to see on TV.

Evaluation

- Stereotype Chart
- Clichés
- Journal Entry
- Series Outline and Group performance

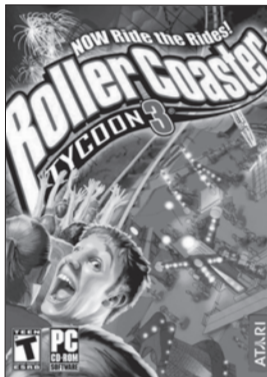
Dan Lang



roller coaster tycoon 3

Roller Coaster Tycoon 3 is an enhanced version of the original and is an excellent simulation in which the user constructs, then controls the day-to-day operations of a theme park. The user assumes the roles of designer, owner and manager of the theme park and is responsible for every detail of the park's operations. The objective is to build the best theme park possible, one that will attract visitors and allow the user to operate a viable entertainment venue as a business.

The game begins with a selection of scenarios with specific goals. The user makes decisions about hiring, providing the right food, building appealing



rides, designing navigable paths through the park and providing proper signage. Customers must be satisfied with the overall experience and service. Completion of these goals allows the user to move on to more complex scenarios.

The new version provides additional themes including a wild west, industrial and a castle theme among others. New scenery has been added to complement the themes. The program lets users design coasters and new scenarios off-site. This way, no budget commitment is made until these new elements are tested.

Roller Coaster Tycoon is highly engaging and the early scenarios challenge users without being too difficult. It comes with a detailed user interface that controls everything from

marketing, to building rides, to managing the day-to-day finances of the theme park. Entertaining features of the program include tapping into the thoughts of visitors to the theme park along with exemplary music and sound effects.



The program creates a realistic business model that can help users learn a variety of financial concepts including investment decisions, park design, fiscal and human resource management. Players also learn about aesthetics and ride design. It is suggested that users test their ride designs before allowing visitors to try them out.

This program is designed for students who like building and design type activities and who enjoy detail-oriented tasks. The simulation allows the user to test out their creations in “real life”. The user experiences the design capability as a three-dimensional challenge. A rollercoaster may be designed to run underground or through hills.

Dan Lang is the founder of Learning Village (www.learningvillage.com), an independent review and advisory centre for parents and teachers looking for information on educational software. You may contact Dan by email at dan@lang.com.

Publisher: Infogames

Learning Areas: Planning and managing an enterprise, designing an amusement park and developing architectural design skills

Grades: 6 and up

Age Range: 12-18

Minimum Requirements:
Win 98 to XP or Mac OSX

Ordering Info: The CD-ROM Store:
1-800-250-9229 or www.cdromstore.com

Product Supplement

Welcome to TEACH Magazine's 13th Annual Product Supplement. Each year, we present a compendium of information for your personal use and purposes. This year, we have tried to limit our focus to products that we believe will make your time in the classroom a little bit easier. We are pleased to present a comprehensive overview of Web briefs, software and more, directed at helping in-service and pre-service Canadian teachers be the best educators they can. Please keep in mind the information in this supplement only provides a narrative description of each product listed; no endorsements are given. Don't forget to inquire about educational pricing and discounts where applicable.

Web Briefs

ABC Central

www.abccentral.ca

ABC Central specializes in providing teachers with Canadian educational assessment and intervention materials in the language and literacy domains.



The Atlas of Canada

<http://atlas.gc.ca/site/english/sitemap/index.html>

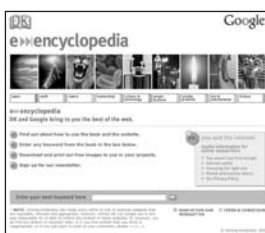
The Atlas of Canada provides information on environment, economy, people and society, history, climate, health, maps, etc.

With lesson plans, curriculum guide, atlas, quizzes and more. The Atlas of Canada provides authoritative, current and accessible geographic information products at a national level. English and French.

BC Teachers Federation

www.bctf.ca/social/GlobalEd/GlobalClassroom

This Web site contains unit plans designed for teachers, by teachers. The units explore the themes of global education across the grades and across the curriculum. The units contain all of the necessary handouts and materials to be easily utilized in the classroom setting and are consistent with the outcomes of the BC Curriculum. The creation of this site and the units were made possible through a joint CIDA and BCTF project.



Dorling Kindersley's e.encyclopedia

(combined book and Web resource)

www.dke-encyc.com

e.encyclopedia combines the best of a traditional encyclopedia with an extra digital dimension - ideal for homework and projects. Google has created the book's Web site. e.encyclopedia provides the reader with a key-

word to use on the dedicated Web site - guiding the user to the most useful and appropriate sites the Web has to offer.

At the front of e.encyclopedia, is the address for the e.encyclopedia homepage. From there, simply enter a keyword provided from the e.encyclopedia - for example, 'astronaut' or 'volcano'. There will be a list of expertly selected links, covering everything about astronauts or volcanoes.

Entries are grouped thematically, in nine subject areas: Space; Earth; Nature; Human Body; Science and Technology; People and Places, Society and Beliefs; Arts and Entertainment; History.

Hundreds of images are available with e.encyclopedia. For more information: <http://uk.dk.com/static/csluk/11/features/eencyclopediaintro.htm>



KidsCan Press

www.kidscanpress.com/kidscanpress/KidsCanPress_3/KCP/f_home.htm

The Mysterious You Series, published by Kids Can Press. "Achoo!", "Baa!", "Hmm?", "Zzz...", "Aha!", "Burp!", "Wow!". This unique series explores the mysteries of the human body using a mix of thoroughly researched factual information, amazing anecdotes and surprising try-it activities.



Library and Archives Canada

www.collectionscanada.ca/education/008-1000-e.html

The Learning Centre has been developed to bring together educational resources for a rich learning experience. Library and Archives Canada (LAC) holds vast collections in history, literature and music. Many of these holdings are more accessible to teachers and students through the Learning Centre.

Micromedia

www.micromedia.ca/Products_Services/eLibrary/eLibrary.htm

eLibrary Canada is a user-friendly reference tool that features a new, updated user interface designed to make research easy. With 2,000+ full text Canadian, U.S. and international titles, eLibrary Canada provides schools and libraries with powerful, compelling resources for extending and reinforcing learning and achievement at all levels. eLibrary Canada integrates quality content with exceptional functionality to provide users with the ultimate online research experience. Diverse media types: Search across seven media types: newspapers, magazines, books, maps, audio/video, radio/TV transcripts and pictures.

Statistics Canada

www.statcan.ca/english/edulteachers.htm

Statistics Canada is bringing Canadian information and technology into your classrooms to help develop the statistical literacy of your

students. Lesson plans and kits, Canadian statistics, E-STAT, community profiles, etc.

Hardware

Key Curriculum Press

The Geometer's Sketchpad, is part of the new Apple Digital Learning Series, a collection of value-priced curriculum solutions designed to increase achievement in math and science, promote critical thinking and creativity and build 21st century skills.

Sketchpad is a mathematics visualization and exploration environment that spans the mathematics curriculum. With Sketchpad, students can construct objects, figures and diagrams and explore their mathematical properties by dragging them with the mouse. Students visualize and explore concepts in geometry, algebra, trigonometry, precalculus, and calculus. Sketchpad gives students the tools to investigate mathematical relationships, create mathematical animations to illustrate concepts and communicate their findings and explorations to with easy-to-use presentation tools.

The Geometer's Sketchpad 32-User Apple Mobile Lab Package includes software and the accompanying materials, vouchers for a six-week moderated online course for two teachers and three add-on curriculum modules (Geometry Activities for Middle School Students with The Geometer's Sketchpad, Exploring Geometry with The Geometer's Sketchpad and Exploring Algebra I with The Geometer's Sketchpad).

- Apple Digital Learning Series www.apple.com/education/adls
- ADLS Secondary Math Solution www.apple.com/education/solutions/adls/second_math
- The Geometer's Sketchpad www.keypress.com/sketchpad
- Sketchpad Add-On Curriculum Modules www.keypress.com/sketchpad/getting_started/curriculum_modules.php

Software



Dassault Systèmes

<http://edu.cosmicblobs.com>

Dassault Systèmes launched a dedicated Web site for educators, the Cosmic Blobs Education Resource Center. It features curricula developed in cooperation with a wide range of educators and members of the Apple Distinguished Educator (ADE) Program. The teaching materials demonstrate how the software can be a powerful vehicle for teaching important subjects like astronomy, biology, chemistry, earth science, entomology and geometry. To promote the adoption of Cosmic Blobs into schools, educators have been engaged to create materials such as

lesson plans, units and teacher’s guides that help their peers use Cosmic Blobs effectively in the classroom. Cosmic Blobs runs on Windows and Apple computers, and Cosmic Blobs Lab Pack will be available at special pricing for schools through resellers. It includes administrator-friendly client management and concurrent-usage license features.

DyKnow Software

www.dyknow.com

DyKnow Vision allows educators to transmit lesson notes directly to students’ computers. The notes appear instantly on the screen, regardless of where the students are located. Students no longer have to struggle to copy the teacher’s lecture word-for-word; they can simply add their individual notes to create a personalized electronic notebook. DyKnow Monitor gives teachers the ability to monitor and control student computers during class.

Chat: This feature allows real-time, moderated messaging among the teacher and students during class. The teacher controls who is allowed to message, and all messages are saved in the teacher’s DyKnow notebook.

Live Streaming Audio: Teachers use a standard microphone to speak through their computer to class participants in real time. Whether a student is miles away from the teacher or absent from school, live streaming audio allows him to hear the lesson as he follows along in his DyKnow notebook.

DyKnow 4.2’s Participant Status gives teachers an easy way to receive important information about how students perceive their understanding of class material. The feature allows students to select how comfortable they are with the class pace by selecting “I understand well,” “I understand a little” or “I do not understand,” giving educators a real-time assessment of students’ perceived understanding.

Version 4.2 of the DyKnow client software is freely available for immediate download at www.dyknow.com/download. It works on computers running Microsoft Windows XP and Tablet XP Edition or equivalent emulator with 256 MB RAM and a wired or wireless Internet connection. Corresponding server software for Vision and Monitor runs on Microsoft Windows Server and Microsoft SQL Server and can be hosted or in-house.

Tanida Quiz Builder 1

www.quiz-builder.com

Tanida Software has released Tanida Quiz Builder 1. This tool enables you to create quizzes and tests to evaluate the performance of pupils, students or trainees. With its intuitive interface and easy-to-follow forms, you can jumpstart your first quiz project in a few simple steps. Simply select a question type, type in a question and answers, hit “Enter” and then go through this sequence again until a quiz is created. Quiz Builder gives you a choice of eight question types, an opportunity to add images and immediate feedback to each question. You can customize your own grading system too. The output can be deployed on a Web site or a CD-ROM as a Flash file

(SFW), a standalone executable (EXE) or a Word document (DOC). Please, follow the link below to read the detailed overview of Tanida Quiz Builder 1: www.quiz-builder.com/features.html

For additional information and purchasing follow these links:

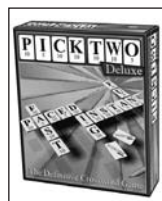
Download link: www.quiz-builder.com/lqbsetup_trial.exe
(5.4 Mb)

E-mail: helpdesk@tanida-software.com

Company website: www.tanida-software.com

Miscellaneous

Outset Media



www.outsetmedia.com

PickTwo Deluxe is the always-changing, ever-rearranging crossword game that helps develop vocabulary and spelling skills. Players draw tiles, building their own personal crosswords as fast as they can. Whenever players use all their letters they yell “Pick Two” and everyone draws two more tiles. The catch? These tiles must now be added to your crossword. The best part? You can always change your crossword by rearranging letters and even words to use up your tiles. When the centre pile of tiles is gone, the first one done wins the round. This game has already won five awards, including a Parents’ Choice Foundation Silver Honor Award, National Parenting Canter Seal of Approval and an Oppenheim Toy Portfolio Gold Award. \$29.99, for 3-8 players ages 8 and up.

Rhyme Thyme is a fast-action matching card game for 2-5 players, ages 5 and up. Players can make matches by reading the words and/or by looking at the illustrations. Rhyme Thyme helps build hand-eye coordination, word recognition, and reading vocabulary. This game recently won a Creative Child Magazine, Top Creative Toy Seal of Excellence Award. \$12.99.

In Beam Me Up!, it’s the annual alien conference and the aliens are stuck on the moon without transportation. As the space traffic controller, you must organize the aliens into matching groups. When the aliens are all lined up, players call out “beam me up” and a Space Racer will come to the rescue. The player to send the most aliens home wins. This game builds decision making, symbol and number recognition, and grouping/COORDINATING skills. For 2-4 players ages 6 and up. Suggested list price: \$12.99.



Raising the Alert on Cyber Bullying

Alexandra Penn

Bullying in the 21st century is no longer confined to physical threats. Students spend a lot of time in a virtual world. Here, too, they can threaten and victimize, be threatened and victimized. A compromising, humiliating photo snapped in the school shower on a cell phone, for instance, can find its way across the Web – and the world – in seconds. Victims are denigrated and mocked in front of millions of people. Most significantly, some of these people are kids they see every day, students who are in their class and school.

The ramifications of cyber bullying can be widespread. Long-term results include decreasing marks, skipping school, feigning illness, low self-esteem, depression, instigating school violence, or committing suicide.

Not that many years ago, teachers were on top of the rebellious gum chewers or the kids passing notes. Much more is demanded of today's teachers, including identifying the class cyber bully or victim. Where did that handbook go anyway?

Protective software does not alter cruelty or stop its purpose. How do we protect our students in this high-tech playing field? Information and influence, two powerful tools, lend us the opportunity to raise awareness and empower our students with the know-how to prevent and circumvent tragedy.

Studies indicate that girls receive more threats online or on their phones than boys, and both male and female adolescents are in the most vulnerable age group. Exploring their sexuality and/or the need to belong, students try to exert independence by looking for new relationships outside their families. Believing that online guarantees anonymity, some teenagers take undue risks without understanding the consequences. Many kids, bullies or not, don't care about their privacy or about being identified online. If identified, they believe they can blame someone else, reducing their fear of consequences.

A 2005 study out of the University of Calgary reported that 54 per cent of students have been bullied and, of those, a quarter of

the students were cyber bullied. The study further found that the majority of cyber bullying victims did not report incidents. Bullies bank on the secrecy of their targets, people who are emotionally traumatized into silence.

Wired

Although little research is available on the traits of cyber bullies and victims, some insight is available from recent U.S. studies. Compared to the general student population, cyber bullies are more likely to have been targets on- or offline, to have acted delinquently and used drugs, and to receive less monitoring from their parents, with whom they have poorer relationships. Half of the victims had above-average grades, while less than 35 per cent of the cyber bullies' school grades were above average.

Bull's Eye

Who Are the Instant Targets?

- students who lack attention or affection;
- lonely and isolated students with no friends;
- students who don't belong or fit in with their peers;
- students who are new to or curious about the rules of on-line behaviour;
- teens who are confused over their sexual identity or who are perceived by others to have a different sexual orientation;
- youngsters who are easily tricked;
- students who are fascinated with subcultures distinct from their worlds;
- loners, both angry and disconnected, who are attracted to on-line hate groups; and
- obese students.

Fighting Cyber Bullying

Begin by initiating an open discussion with your students. Ask them how school staff can prevent cyber bullying and what they think staff should actually do in this regard.

Make sure students understand that they should never give out or share their on-line passwords. Let them know that they must never divulge personal information including their names, addresses, and phone numbers. Suggest they select a gender-neutral name and refrain from completing on-line personal profiles.

All bullies derive enormous satisfaction when victims respond, engage, or interact with them. It lets them know they have yanked their target's chain and are in control. Advise your students to immediately tell an adult if something happens to them online that makes them feel uncomfortable or frightened. Suggest they keep copies of abusive mail in a separate folder to serve as evidence, should they need it.

Awareness and prevention are the best defenses and need to start at an early age.

Students must stand up against cyber bullying. Bystanders have chosen silence and the chant, "Snitches land in stitches," is threatening, frightening, and hardly conducive to getting involved. Many students do not believe the school will do anything about cyber bullying. In fact, they may think they will be implicated if school staff hear about bullying episodes. Establishing a confidential and/or anonymous method for students to report cyber bullying and threats ensures their safety and encourages others to come forward. One good way to do this is to set up a special Web site where students can write in and forward hateful, threatening, or worrying e-mails that they have received. At some schools, for instance, it is commonplace for students to receive e-mailed lists of "the 10 most ugly students," "the 10 most hated students," and "the 10 fattest students," — e-mails that indelibly etch their hateful messages on both the targets and the recipients of the message.

A discussion with younger children explaining the difference between tattling and telling is always a good idea. Let them know tattling gets someone into trouble, while telling can get someone out of trouble.

Before allowing students to go online, take the proactive and preventative measure of developing a set of policies and procedures, including an agreement about safe Internet practices, to be signed by parents and students.

Schools need to build strong and trusting relationships between students and staff. When students provide information, schools should be able to respond with established safety strategies. Schools may also consider working with specialists to develop policies and procedures. Specialists could also be invited to discuss prevention and intervention methods with staff, students, and parents. Such dis-

cussions could help to bridge the gap between teachers and parents, many of whom do not know which children are bullies or victims.

Teach empathy for others. Discussions around kindness, tolerance, friendship, and "netiquette" (Internet etiquette, including the line between public and private), get top marks.

Inform students that under Canada's Criminal Code, it's a crime to repeatedly send messages that cause people to fear for their safety or the safety of others. An on-line death threat is a criminal offence. It is also a crime to publish statements intended to hurt and insult people or injure their reputations. When is cyber bullying considered a violation of the Canadian Human Rights Act? When messages of hate and discrimination are spread based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, or disability. Such messages are illegal and punishable.

Cyber bullying among youth has definitely escalated and will, no doubt, diverge in other directions. Then what? What kind of marketing muscle will it take to get behind, or in front of, a campaign that opens the gates to a kinder, gentler way of being? Is it too late to make a U-turn or choose the other fork in the road? Are we at a dead end?

Where Do we Grow From Here?

On the very day of the tragic Columbine massacre, the school had just implemented a sophisticated alarm and tracking system. When someone's mission is to create havoc in a school or public building, no amount of technology can control the problem.

I believe we can help to control the problem, however, by teaching character education and promoting important values at an early age. Even nursery school children may exclude others and act unkindly to one another. They know how to grab each other's toys and inform the next child, "You can't play with us." When we model language and behaviour that champions important values such as respect, tolerance, kindness, and good manners, we give our children the framework to enjoy positive relationships with others—both in and out of the technological arena.

"So, whose problem is it?" you ask. This problem touches me, you, our children, and society. Technology is here to stay. Though he knew nothing about cyber bullying, Theodore Roosevelt was right when he said, "To educate a man in mind and not morals is to educate a menace to society." We need to appropriately inform and influence ourselves and our students to help civilize them and keep them safe—physically, mentally, and emotionally. **T**

Alexandra Penn is an internationally certified trainer and director of Champions Against Bullying, an organization committed to reducing the level of violence in schools, leads workshops and presentations for kids, educators and parents. Penn is co-author of the comprehensive Ministry of Education approved, The No-Nonsense Guide To Kids Bullying Solutions, an interactive, comprehensive e-book in CD format, offering preventive strategies and practical solutions.

www.championsagainstabullying.com

Impart Information, Ignite Imagination through Classroom Videos

Achim Krull and Murray Shukyn

When you want to explain the magnificence of the Rocky Mountains to a class in Hamilton, Ontario, remember, “A picture is worth a thousand words.” Talk and chalk alone are not always adequate. They can be supplemented, however, with a video or a DVD. Visual media can take your class anywhere, helping students learn with a clarity not provided by words alone. However, videos and DVDs are not, themselves, the magic answer to teaching. Like any tools, they must be used properly.

PREPARATION

The first step to using videos and DVDs is to pre-screen them. The summary on the video/DVD packaging or catalogue can mislead one. Some videos and DVDs promise to cover certain topics. Often, however, when you see these shows, you discover they are badly done, colossally boring, or both. As a professional teacher, you know from experience if a video provides the needed information: is it age appropriate? Will it appeal to your students?

These criteria are important. If a video or DVD does not help you progress with your lessons, you waste time and still need to teach the material in another lesson. A boring video is also a problem. Students, today, are fairly media savvy. They use the Internet and television as tools and entertainment. To catch their attention, therefore, you must use interesting and appropriate audiovisuals. Materials that are too juvenile, too difficult, or otherwise age and level inappropriate are sure to turn students off.

How do you use videos and DVDs? If you want students to learn about the Rocky Mountains, you don't tell them to read an entire geography text. You assign specific pages or a particular chapter. Treat videos/DVDs the same way. Perhaps some audiovisual material is so captivating and presents the required information so concisely, all you need do is show the material once in its entirety. Presto—your students immediately grasp and understand all the information covered. In the real world, students have varying attention spans. Information overload exacerbates the problem. They are used to the rapid-fire presentation and jump cuts of MTV, music videos, and even Sesame Street. Unless your video is



exceptionally entertaining, we know, from experience, that many students will tune out after 10 or 15 minutes. Most academic videos are too long and complex for one continuous viewing.

You've already watched the video/DVD once. Now, do so again from the perspective of a teacher planning a series of lessons. Note the natural breaks in the script. Video/DVD scripts are collages of segments that build into one comprehensive presentation. Logical breaks exist between segments. Isolate those bits of the video/DVD that cover the specific content you need. To make it easier to use these pieces later, write short notes on what each segment covers and where it is located on the video/DVD.

The final step is deciding which segments to show and in what order. Most of us assume that we must follow the order chosen by the director. However, the director does not know your class or what you wish to accomplish with your lessons. You decide which segments meet the needs of your class and your lessons. You control this presentation.

Preparing To Use Videos/DVDs

There is a downside to deconstructing videos/DVDs in this manner. As the new director, you are left with a series of video segments, without introductions or sequencing. To further your lesson objectives, you must decide on which segments to show and in what order. You must also introduce each segment. These preambles become part of your introductions to class lessons.

When you watch the segment for the second time, note any difficult words or concepts that need explaining. Watch how the segment relates to pieces you want to use earlier. Look carefully for

IMPART INFORMATION

material that needs reviewing. Note anything you should remember in order to use this piece effectively. Work out how you will prepare your class for the lesson.

Look at the suggested lesson plan form. You can use this as a way to index the content of any video/DVD. Note how to use each segment and what approaches fit best with your class and teaching style. The form allows you to write about each segment and to decide where each piece fits in your lessons. You can also establish a sequence of segments to ensure the continuity you desire.

Lessons need more than content. To make sure learning happens, review the vocabulary and concepts before the next lesson and use them in context to make them relevant to your students. You can use desk work or homework activities to do that. This is also a good time to review or revise your intended activities and to develop potential test and homework questions on the lesson.



You can build students' interest in the upcoming material by asking questions that don't need immediate answers. Doing this allows you to prepare the class for the next day's activities. Students can learn unfamiliar vocabulary by using crossword forms or other desk work, either before or after watching a segment. Student research will also reinforce learning, especially of unfamiliar concepts.

Effective lessons require feedback. With experience, you can evaluate a lesson's effectiveness. Did it keep students' attention or did you lose some or all of the class along the way? You can also track which video segments fulfilled your expectations and are worth using again. Follow-up discussions of each segment will be good indicators. By keeping a personal report card on each of your lessons, you can revise your lesson plans as you go, and make changes to prepare for their next use. You may not remember from semester to semester what worked; this scoring will remind you.

Don't be daunted by what appears like a lot of work. Remember you must do similar work for other lessons. You already do similar preparations for using books, newspapers, and the Internet in your class. The lesson format may change slightly; the principles of good teaching do not. Learn to use videos and DVDs in your teaching; your teaching will improve and your students' interest in lessons may blossom.

Using Videos/DVDs in the Classroom

We can continue the textbook analogy. As mentioned, instead of showing the entire video/DVD, select segments either to introduce or to summarize a lesson, or even to demonstrate information as you go. By isolating a five- or ten-minute segment that covers your points, you can build excellent and informative lessons.

Let's look at an example. The first segments of a video/DVD usually introduce the concepts concisely. You can use these introductory

segments to set up your lessons. Start with a very brief introduction, or simply show the segment. Then stop the video/DVD, and discuss with the class what you have just seen. You can check that students are learning what they need to learn, fill in any missing information, and set up the next segment of video/DVD as you continue your lesson.

Now show that next piece. You may need to jump to the next appropriate segment—it could be ordered differently on the video/DVD. Watch that segment and then, again, stop the video to discuss and review the new materials. You can tie the materials to the previous viewing. Again, you can confirm for yourself that all students are watching and learnt and understood the intended information. If the class did not understand something, you can always watch it again.

Watch as many segments in the class, interspersed with discussion

By keeping a personal report card on each of your lessons, you can revise your lesson plans as you go, and make changes to prepare for their next use.

and review, as your class can handle. You can even stop within a viewing if you wish to emphasize something. The beauty of this approach is you can tailor your on-screen content to how well the class absorbs the material. By discussing and explaining, you also reinforce what you want the class to learn.

You can conclude your lesson with desk work and homework. Many educational videos/DVDs come with packages of these materials. In other cases, you have to prepare your own. Assignments and deskwork serve several useful functions. Again, they reinforce what students learnt from the lesson. The students do activities in which they use information that was presented in the lesson and video/DVD segments. Reviewing these materials again improves retention. The activities are also an opportunity to expand learning into areas that flow naturally from the lesson, and to prepare students for the next lesson.

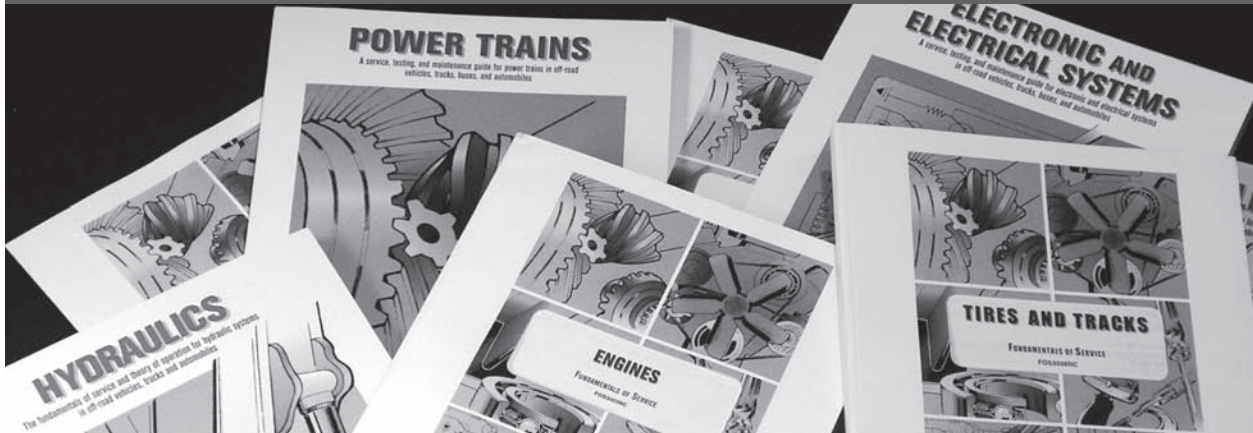
SUMMARY

To teach anything well, you must get students' interest. Students will be absorbed if audiovisual material is used properly. Classroom lessons, discussion, visual presentations and written follow-ups form a total package, which helps to demonstrate, expand on, and reinforce students' knowledge. This approach to teaching can work with all students, no matter their grade and ability levels. In addition to what they learn from the video/DVDs, students also see that videos can be a serious way to learn. The preparations require lots of work, but are well worth the extra effort. **T**

Achim Krull and Murray Shukyn are retired teachers who specialize in media and alternative education.

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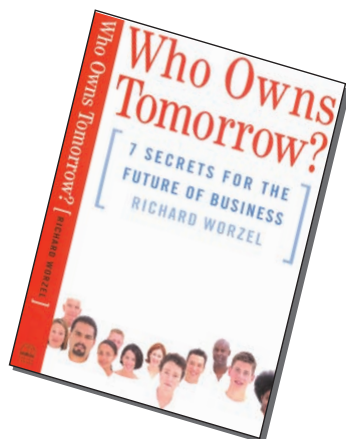


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CURRICULUM LINK: Dance

Have your students **dance their way** through this fun activity, brought to you by the Disney Channel Original Movie, *Cheetah Girls 2*. Not only will it get their bodies moving and their hearts pumping but it will give them the daily physical activity they need.

CURRICULUM LINK: Social Studies

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Whether you're planning a day trip or an overnight trip, **The National Capital Commission (NCC)** offers a **FREE** itinerary planning service to non-profit organizations. This service can reserve guided and non-guided tours for school groups of 20 or more. And that's not all! NCC programs are now being offered **free of charge** for school groups. Before you head out on your field trip, don't forget to download classroom activities for your students to enhance their learning experience.

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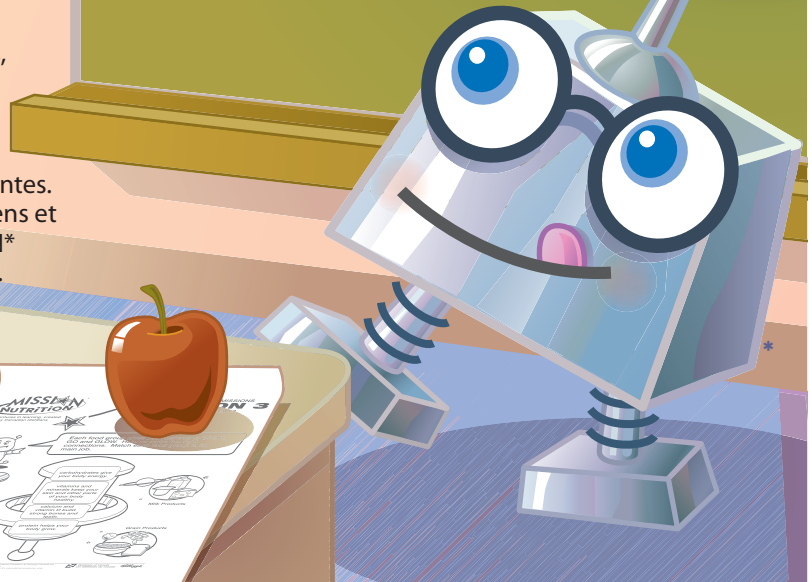
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