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Looking for Teaching Resources that Address Media Awareness, Self-esteem and Body Image Issues?

The Dove Self-Esteem Fund Real Beauty School Program :

www.campaignforrealbeauty.ca

We live in a visual culture. Peer pressure and the proliferation of images in the media reinforce the message that young people must have the perfect body to be popular and successful in school, in relationships, in life.

A recent study showed that few teens are happy with their bodies. Slightly less than half of boys and just over a third of girls described themselves as being happy with their bodies.* Another study showed that 92 per cent of girls want to change something about their physical appearance.*

The Dove Real Beauty School Program is a workshop designed by educators for educators to help

young people understand and deal with feelings about their physical appearance and learn how "ideal" images of beauty are created in and the media. The workshop materials include facilitation notes, surprising facts, activity cards and a DVD showing of the realities of creating images in the media and advertising.

During the course of the workshop, students will:

- Understand the creation of images within the media and the realities behind them;
- Identify their strengths in relation to personality, school and leisure (beyond just appearances);
- Engage in discussion about pressures they may be feeling, and share ideas on how they may combat them;
- Learn to respect differences between people as they develop their own identities;
- Recognize the power of communication, and sharing a compliment;
- Identify the effects of stereotyping and ways to challenge it assertively; and
- Establish new ground rules for the classroom, and address how peers should not be judged on appearance.
- Participate in a workshop that takes 80 minutes to implement and is designed for students in grades five to nine.

Check out the website below for workshop materials that are supported by comprehensive curriculum links, assessment and evaluation tools and rubrics. Click on 'Educators'.

Workshop materials are free and can be ordered online at ***www.campaignforrealbeauty.ca/dsef***

2005, Pediatrics journal study conducted with 10,000 teens
2006, Beyond Stereotypes study conducted by the Dove Self-Esteem Fund with 3,500 women and girls in 10 countries (conducted in partnership with Strategy One)

the dove self-esteem fund

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Deadline for submissions is September 14, 2007.

http://www.cic.gc.ca/english/about/citizenship/60/index.asp

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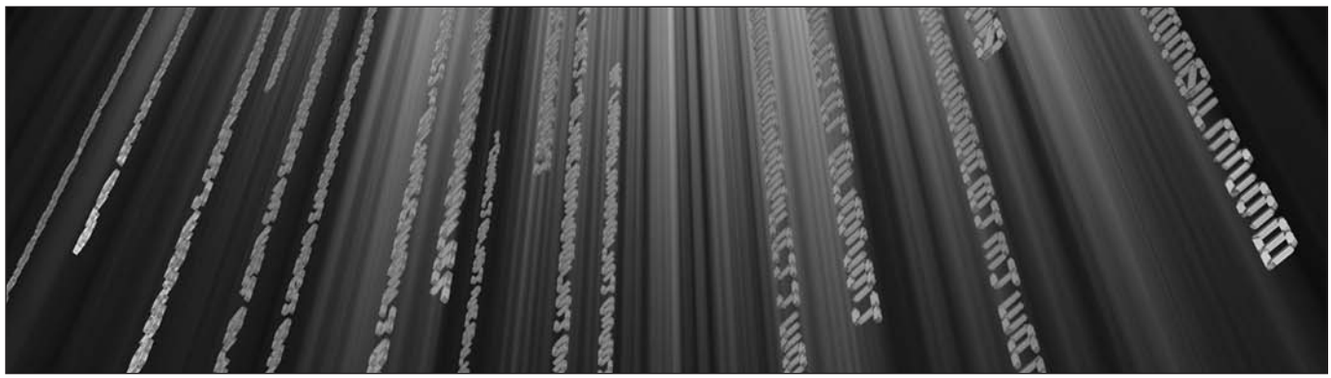

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NOTES

It is difficult to escape the reach of technology. Being banished to a desert island won't help as it's reachable by satellite phone. Climbing the Himalayas? Don't forget to pack the satellite uplink so friends and family can follow the trek online.

Online collaborative environments and communities are all the rage with popular Web sites like Myspace.com and Facebook.com leading the pack. For certain generations, the online experience is just as real as any other. They live and socialize in a virtual world. Unfortunately, some of the consequences of this are made public inadvertently.

The focus of this last issue of the academic year is technology, current trends, new products and where this is all heading.

Richard Worzel told us about the previous 10 years in technology-based education and now turns his attention to the next 10 years. And it isn't a pretty sight altogether. Advances in the development of technology look breathtaking with computer capability approaching that of the human brain. But how will educators and the education system harness this power and capability? Much remains to be seen.

We are pleased to present our 14th annual technology supplement, that useful compendium of products and services we feel will help you at the grassroots level with those daily tasks in classrooms. The content of the supplement should not be considered a review or endorsement, merely a narrative description of the product or service. Be sure to look for specific educational discounts and pricing information.

In keeping with the technology theme, the Web column explores gaming technology and its educational applications with a focus on multi-user virtual environments. Some fascinating projects have been launched and evaluated on these connected, immersive experiences. Could this be the future of education?

The CURRICULA in this issue explores the first part of three in the areas of democracy, human rights and good governance in The Orange Revolution Project, an exploration of the upheaval in the Ukraine during the latter part of 2004 and early 2005. The project resources, lesson plans, rubrics, assessment tools and an online simulation will be available to educators online in September 2007 posted to the following Web sites: ***www.teachmag.com***, ***www.abelearn.ca***, ***www.takingitglobal.org***. Generously funded by the Canadian International Development Agency (CIDA).

- Wili Liberman

Next Issue:
Back-to-School
The Orange Revolution Project
Canadian Studies
Web Stuff, Futures and More

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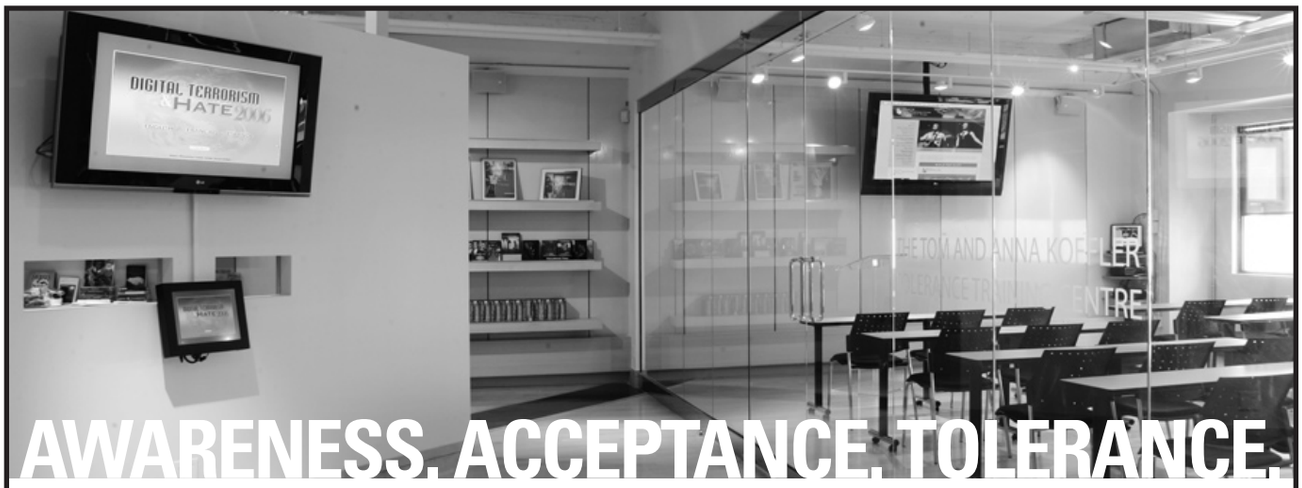

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-Yana Ioffe, Curriculum Consultant & Mary Lawlis, Curriculum Coordinator, York Region District School Board

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Richard Worzel, C.F.A.

Ten Years On: Technology Rules

In my last column, I talked about what our education system would be like 10 years from now, but specifically left out speculations about the future of technology. Now I'd like to deal with how technology is going to change over the next 10 years.

Although the outlines of the future of technology are clear, the future development of technology itself is only secondarily determined by technological prowess. The primary determinant of technological change is what people want technology to do. For example, high definition television (HD) is the technology of the future for video display – and has been for more than the last 20 years and yet it's still not widespread. People just don't care enough about it to drive sales, despite repeated attempts by hardware manufacturers to make HD a "must have" home appliance. When cell phones were first licensed in Canada, projections of cell phone usage were less than 10% of the population, and most of those would be used in cars.

Accordingly, what the technology is capable of doing is less important than what we eventually want done. Nobody knows what that will be because technology is going to offer us options and choices that have never existed before. Fifteen years ago people didn't have any interest in writing and sending letters electronically. Most people would have laughed at the notion. Picking up the phone and calling was easier. Yet, today email has contributed to a dramatic decline in telephone calls and faxes. It's not the technology that's important, but the interaction of technology and human desire, and that's far less predictable than just advances in technology alone.

Having said that, let me talk about what might happen.

There's an old Soviet army aphorism that says: "Quantity has a quality all its own." In technology, we expect computers to get cheaper and faster, but we don't qualitatively appreciate just how important this quantity will become. Contemporary cell phones have become fashion accessories as well as tools, but each one has more raw computing power than NORAD (North American Aerospace Defense Command) in the 1980s. You can do things that were inconceivable 10 years ago, like take digital photographs, send text messages, store megabytes of contact and scheduling information, record audio and video material, and surf the Internet, all in a package whose primary design criteria are it's fashion appeal and compactness.

Ten years from now, the cost-effectiveness of computing will be thousands of times greater than it is today – i.e., for $1000, you will be able to buy a computer that is more than 1000 times faster and more powerful. This is approaching the computing potential of a human brain (although potential and performance are two very different things, as any teacher will tell you). What will we choose to do with this amount of power?

"There's an old Soviet army aphorism that says: "Quantity has a quality all its own." In technology, we expect computers to get cheaper and faster, but we don't qualitatively appreciate just how important this quantity will become.".

Every school system could provide each student with a computer that manages her educational progress under the guidance of a human teacher, and is tied into a global education network. The computer will source and present any given subject material in the manner best suited to the needs, interests, and abilities of each individual student. It will also be able to assess how quickly, and how well she is learning the subject matter, what kind of help she needs, and who can best provide that help. It will be able to do this by observing and interpreting her body language, facial expressions, body temperature, galvanic skin response, heart rate, and other minutiae. It will be virtually impossible for a student to deceive her computer about her understanding, interest, or progress. Computers will be able to decode truth from falsehood with near-perfect accuracy. (Think what that will do for security screening – and what it will do to personal privacy.)

Students will then study subjects that interest them and will learn using methods that work best. The different intelligences and learning strategies

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used by students will be evident making it easier for that student to learn. No more "one size fits all" educating.

Communications will also explode but not by the same order of magnitude as computing. Despite this, communicating almost anything to anybody anywhere will be commonplace. Students will be able to visit a melting glacier by telepresence ("virtual reality"), and witness climate change for themselves. Combined with the individualized education made possible by the continuing exponential growth of computing power, students will study with those teachers who are best suited, emotionally, cognitively, and intellectually, to teach them, regardless of where they are located. The two greatest barriers to this will be time zones (which technology can't change) and turf and funding wars between school districts (which have already begun).

Chemically and genetically, students will be different. The current generation of school children is already the most doped-up in history; on Ritalin, anti-depressants, or other psychotropic drugs. The next generation will see an almost universal dependency on drugs to tune, sustain, and optimize intellectual and emotional performance, just as college and university students today use drugs like Ritalin to optimize their performance on exams. Ten years from now we will be edging toward altering our own genetic code. Parents will boost their children's intelligence, focus their attention, and increase their performance, however that is defined (and defining performance is going to be a burgeoning industry in its own right). "Natural" students will struggle against "augmented" students, just as Olympic athletes using performance-enhancing drugs have an edge over their competitors.

Schools will be under siege for other reasons. In addition to fighting for budgets (as described last time), they will be fighting for students' attention. Entertainment will have morphed into a fantasy world that we can barely comprehend today. Today's immersive online Web sites, like Everquest or Second Life, will blend into a virtual reality involving most of the senses (including touch), professional three-dimensional visuals (far beyond the flat screen, high definition video images of today), and surround sound. Young people will be able to live in a fantasy world, full-time if they wish. Getting their attention for something as mundane as school will be one of the education system's greatest challenges (not to mention a similar challenge for employers). Indeed, this will be one of the driving factors behind the individual tailoring of curricula – the need to get the attention of the individual student.

There will be criticism by the general public, as well as renewed calls to return to "Back to Basics" by those who fundamentally don't understand the situation (much as today). The value of literacy will decline in a world where the ability to see and experience things, even fantastic or historical things, is commonplace, and written descriptions pale in comparison. Schools will be criticized for not pushing literacy (and numeracy) harder. Few will think to ask if literacy is as important in a world that places less emphasis on the written word.

Is this what will happen? Probably not, for the reason I stated at the outset. I believe technology will be capable of doing these things. I also believe that educators and parents will fight most of these developments in an ultimately doomed attempt to keep the education system much as it is today. Whether emerging applications are embraced or despised will play a large part in determining where we will be 10 years from now.

The world of a decade hence will be very different from today's world, more than today's world is different from that of 10 years ago. Educators won't like it, but it's going to happen anyway.

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****.*

Invite Mr. X Into Your Classroom!

TEACH Magazine is proud to present the third in the series of teen adventure stories for readers aged 11-16 years.

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For more information, please contact TEACH Magazine at ***info@teachmag.com***

Mr. X and the Rainforest Monkey, ISBN: 978-1-55278-639-0
Mr. X and the Cog Train From Heaven, ISBN: 1-55278-583-1
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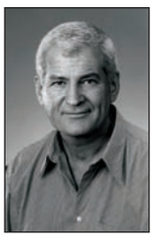

Dan Lang

Starry Night Complete Space & Astronomy Pack

Starry Night Complete Space & Astronomy Pack (CSAP) is a versatile, comprehensive and very interactive software program that allows you to navigate around our solar system and beyond as a way of understanding and learning the basics of astronomy.

Once you launch Starry Night CSAP, you can view the constellations from any location on earth by simply selecting the desirable latitude and longitude (i.e. where you live). The sky above, as viewed on the screen, appears exactly as it would at the selected location, date and time specified. In fact, the program has the ability to view the sky from different points in time, both in the past and in the future as well as from different angles (i.e. altitudes from 0 to 90 degrees), directions, and vantage points.

Ever wonder what a sunset looks like from Mars or what it would be like to hitch a ride on a comet? If you want to find a specific planet, just type in the name and the program takes you across the night skies and slowly zooms in on the planet you have selected. This gives you a real sense of where the planet is in the night sky. Just by clicking, dragging and zooming in and out you can easily guide yourself around the galaxy.

Of course, there is nothing like viewing the night sky late on a clear evening, far away from the lights of a city. Unfortunately, this situation doesn't present itself readily when teaching Astronomy to students in a classroom during the day. Starry Night CSAP is an ideal program for students to utilize in the absence of genuine star-gazing or as a very useful learning complement as you look at the night skies.

For Astronomy buffs with the misfortune of living in a heavily light-polluted environment, the program has the flexibility of adjusting the level of ambient light pollution to either simulate local conditions or improve the view usually seen (i.e. what you are missing). If a view of the heavens from a location on Earth is too mundane, you can enjoy a view of the constellations from the surface of the moon instead. Other perspectives are available from various locations around the solar system as well.

The program also reveals how seasons on Earth are produced. It offers a perspective that clearly demonstrates the Earth's position relative to the sun coupled with its tilt as it revolves. You can observe realistic simulations of lunar and solar eclipses. The movement of comets, asteroids and planets can additionally be selected. Pausing the cursor over any star will identify it by name on screen, reveal the constellation it is found in and show its distance from Earth in light years.

Starry Night CSAP has many different capabilities so it is helpful to take the four Guided Tours: Welcome, First Night Out, Night Sky Tours and Our Solar System. As well, the Starry Night Companion (approx. 200 pages of very readable text and illustrations) provides a helpful background explanation of the concepts in addition to tips on how to navigate through the many different applications.

The Starry Night Complete Space & Astronomy Pack is ideal for anyone interested in amateur astronomy, from a novice of about 12 years old and up. Essentially, any person who enjoys looking at the night sky and wants more information about how or why celestial objects move would benefit from the program. It would be a useful supplementary resource for students studying Astronomy at the high school level (for example in the new Ontario grade 9 Science curriculum) or even an introductory university course.

Publisher: Imaginova

Learning Areas: Identification and movement of individual stars, planets, constellations and other celestial objects using a simulated night sky. Many astronomical concepts are also covered such as eclipses, black holes and comets.

Age Range: 10/12 - adult

System Requirements: Win XP or Mac OS X 10.3

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

*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**.*

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Curricula

REPRODUCIBLE INSERT

THE ORANGE REVOLUTION PROJECT:

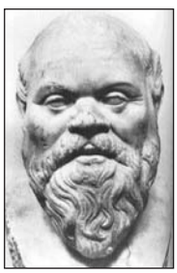
FOCUS ON HUMAN RIGHTS, DEMOCRACY AND GOOD GOVERNANCE

This is the first of three lesson plans that will appear in TEACH over the course of the year. These lesson plans explore the Orange Revolution that took place in the Ukraine during the latter part of 2004 and early January 2005. By September 2007, the entire project plus an online simulation will be posted on to the following Web sites: ***www.teachmag.com, www.takingitglobal.org*** and ***www.abelearn.ca***. Funding for this project was generously provided by the Canadian International Development Agency (CIDA) as part of its Global Classroom Initiative.

Subjects

Social Studies, World History
World Geography

GRADE LEVEL:
Grades 9-12



"I am neither an Athenian nor a Greek.
I am a citizen of the world."-- *Scocrates*

Lesson 1

Human Rights and the Orange Revolution

Key Concepts:

This lesson plan will explore the concept of Human Rights beginning with the Universal Declaration of Human Rights, its meaning and impact on the world. Students will learn how these principles have been realized in the Ukraine as result of the Orange Revolution.

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Introduction:

When we look around the globe, we see that upheaval is everywhere. Each instance of unrest culminates in a set of outcomes, some of which are productive, some of which are the opposite. Where there is upheaval, the question of the reinforcement of human rights and human rights abuses inevitably rises. This was the case at the outset of what we now know as The Orange Revolution. This lesson plan will also highlight that with human rights come responsibilities and these rights and responsibilities may also be applied to aspects of citizenship. It is important for Canadian students to understand that these rights are not given lightly nor should they be taken for granted. Therefore it is crucial for Canadian students to understand that enormous sacrifices on the part of a people are often made to acquire these rights. Students will then research the recent political history in the Ukraine and examine the conditions leading up to the Orange Revolution. They will discover how human rights issues had been dealt with in the Ukraine prior to 2004 and contrast this with current conditions in that country. They will examine the roles of Canadian organizations in the time leading up to the Orange Revolution and during the aftermath and determine how necessary and effective these organizations and individuals were. In this lesson plan, students will draft their own version of a human rights manifesto for the Ukraine as a result of the Orange Revolution.

Duration: two to four classroom periods, 80 minute sessions (plus time allotted for homework)

Curriculum Links: Social Studies, World History, World Geography, Canadian History, Canadian Geography, Civics and Citizenship.

Materials Required:

- Computers with Internet access
- Detailed map of the Ukraine: ***http://plasma.nationalgeographic.com/mapmachine/index.html***
- Supplementary materials on Ukrainian history and culture
- Writing and drawing materials

Expectations/Outcomes:

Students will:

- Read and understand the Universal Declaration of Human Rights;
- Apply human rights and responsibilities to the Ukraine during the Orange Revolution:
- Compare human rights issues in the Ukraine with those in Canada;
- Become aware of Canadians and Canadian organizations working in the field of human rights in the Ukraine;

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- Research and understand the political history of the Ukraine;
- Experience through an online simulation how human rights play out during a political revolution;
- Draft their own version of a declaration of human rights;
- Hone critical thinking and analytical skills;
- Work cooperatively in teams.

Step One--Background

"Mankind must put an end to war or war will put an end to mankind."—*John Fitzgerald Kennedy*

Universal Declaration of Human Rights—***www.un.org***

On December 10, 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights. Following this historic proclamation, the General Assembly called upon all Member countries to promote the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

Do citizens have rights? If so, what are they?

"...The General Assembly proclaims This Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction."

For example:
Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards on another in a spirit of brotherhood.

Article 3: Everyone has the right to life, liberty and security of person.

Article 4: No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6: Everyone has the right to recognition everywhere as a person before the law.

Article 9: No one shall be subjected to arbitrary arrest, detention or exile.

In all, there are 30 articles that comprise the Universal Declaration of Human Rights.

With rights, however, come responsibilities:

- Understand and obey international laws;
- Participate in democratic political systems;
- Vote in elections;

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- Allow others to enjoy their rights and freedoms;
- Appreciate and help preserve the world's cultural heritage;
- Acquire knowledge and understanding of people and places around the world;
- Become stewards of the environment;
- Speak out against social injustice, discrimination and racism;
- Challenge institutional thinking when it abrogates human rights.

"We have learned to fly the air like birds and swim the sea like fish but we have not learned the simple art of living together as brothers."
–*Martin Luther King Jr.*

Step One

Teacher Directed Discussion

Begin with a general discussion about human rights and what that means. Have students familiarize themselves with the Universal Declaration of Human Rights and discuss how this affects them when they are at home and when or if they should travel to another country. What do students know of conditions in the Ukraine? Are they aware of the Orange Revolution? What do they know about it? Make a list of responses on the board.

Step Two

Divide the class into teams of four or five students. Using the resource list contained within this resource and with supplementary research on the Internet, the teams will research the political situation in the Ukraine and the Orange Revolution in particular. Each team will write up a summary of what they have discovered. Maximum length: two pages. The papers will be handed into the teacher for assessment.

Step Three

At this point in the lesson, student teams should have a solid grounding on the circumstances in the Ukraine during the Orange Revolution. Accompanying this resource is an online simulation that allows students to role play as the Orange Revolution unfolds. The game may be played individually and each team member should access the game online.The game will be available as of September 2007. As each student plays the game, they should be thinking about the issue of human rights and how the game brings to light this issue and the conditions that exist in the Ukraine during that turbulent period.

Step Four

Based on what they have learned in the online simulation, each team will develop a role play. In the role play, a Canadian organization, individual and/or institution must be represented as well as a Ukrainian of the same. The action of the role play should dramatize an incident or sequence of events that focuses on human rights in the Ukraine during the Orange Revolution. Team members must determine each individual's responsibilities and agree on the scenario for the role play. After the responsibilities have been noted, they will be assigned. For example, at least two people are required for the actual role play, plus a writer, director, etc. One person may be designated as a spokesperson to set up the role play and make a brief oral and/or visual presentation as to the choices made and what has been learned about human rights in the Ukraine as compared to human rights in Canada. Each team will present their role play to the class.

Step Five

Keeping the same teams, each will draft their own version of the Universal Declaration of Human Rights. It can be personal or specific as long as the team is in

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agreement. This "declaration" may assume any number of media forms such as a song, a poem, a play, a video, a Web site, a PowerPoint presentation, a collage etc. Each team will then present their "declaration" to the rest of the class.

Optional Extension Activities

Working individually or in teams, students will complete at least one of the following:

- Storyboard a human rights vignette based on what has been learned about the Orange Revolution focusing on Canadian involvement;
- Create a storybook for younger children that describes the importance of human rights and is set in the Ukraine;
- Profile an organization or individual who worked prominently in the Ukraine during the Orange Revolution focusing on their achievements;
- Organize a symposium on human rights and invite the school and local communities.

Assessment and Evaluation

Evaluate the class teams on their oral reports:

Content: was the content/strategy clearly articulated and well thought out? Were the points the team made persuasive?

Presentation: was the presentation well-delivered, easy-to-hear and understand with good vocal quality, gestures, posture etc?

Effectiveness: were the points presented effective? How practical were the suggestions?

Teamwork: did the group work well and effectively together?

Assess students on their written work:

Grammatically correct with sentences properly structured, i.e., use of complex sentence structure and correct verb tenses, spelling and punctuation

Comprehension of the word/phrases—sentences clearly reveal the meaning

Ideas are expressed clearly

Information is well-organized

Evaluate the groups on their presentation work:

Is the information presented clearly?

What have they done to enhance the presentation?

Is the use of oral and visual communication effective?

Evaluate students on their presentation work:

Their contribution to group knowledge

The preparation undertaken for research and investigation

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Articulation of goals, devising alternate solutions, selecting best alternatives

Setting personal goals for working effectively with others

Resources

Background

http://www.humansecurity.gc.ca Government of Canada human security Web site
http://www.dfait-maeci.gc.ca/canada-europa/mundi/country_ukr_c-en.asp Department of Foreign Affairs and International Trade Web site

http://geo.international.gc.ca/cip-pic/current_discussions/kelly-en.asp Department of Foreign Affairs and International Trade Web site
http://www.infoukes.com/orange_revolution/introduction -- Ukrainian Canadian Web site
http://ucc.ca/election_observer_project Ukrainian Canadian Congress Web site

http://www.queensu.ca/csd/inthenews/axworthy-2005-dec-national_post-The%20Orange%20revolution%20falls%20apart.htm

http://www.coe.int/ —Council of Europe Web site

http://dev.thismagazine.ca/issues/2005/03/freeatlast.php
Canadian magazine on social commentary
http://www.cbc.ca, search Ukraine,democracy; Ukraine, good governance; Ukraine, human rights

http://en.wikipedia.org/wiki/Democracy Description of various forms of democracy and definitions

http://www.ichrdd.ca/site/home/index.php?lang=en
International Centre for Human Rights and Democratic Development, Rights & Democracy Web site

http://www.dwatch.ca/democracy.html
Democracy Watch Web site

http://www.dwatch.ca/democracy.html 20 steps toward a modern democracy

Human Rights

Wikipedia
http://www.amnesty.org Amnesty International
http://unac.org/rights/declaration.html United National

Declaration of Human Rights
http://www.hri.ca/uninfo/treaties/wo.shtml
United Nations Web site on treaties
http://www.peacemakers.ca Conflict Resolution Web site

Global Citizenship

http://www.oxfam.org OXFAM International—an international development NGO

Interdependence

http://www.davidsuzuki.org/About_us/Declaration_of_Interdependence.asp David Suzuki Foundation Web site

Good Governance

Wikipedia

http://www.unescap.org/huset/gg/governance.htm United Nations organization for Asia and the Pacific; on good governance
http://log.ca/boardgovernance.html/gov_whagoo.html --Institute on Governance Web site

- Use the following link to find a rubric students may use as a guideline when creating PowerPoint presentations: ***http://www.schools.lth5.k12.il.us/aviston/KBLesson8.html***

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Game On: Multi-User Virtual Environments (MUVEs)

It is a video game at one-tenth the speed. The prototypical gamer is accustomed to thumbing their way through a virtual environment frantically blasting bad guys and jumping levels. But the virtual world has changed dramatically and increasingly there is research that indicates gaming can have some positive educational outcomes.

Multi-user virtual environments tend to take a more leisurely approach to online exploration allowing students to discover a "world" in-depth. For example, MUVEs enable users to:

- access virtual contexts;
- interact with digital artifacts;
- represent themselves through graphical "avatars" (literally, the embodiment of God);
- communicate with other participants (hence multi-user) and with computer-based agents while enacting collaborative learning activities; and
- take part in experiences incorporating modeling and mentoring mirroring those in real world contexts.

The River City Project (***muve.gse.harvard.edu/rivercityproject/index.html***) was funded by The National Science Foundation and is a collaboration involving the Smithsonian National Museum of American History, Arizona State University's Educational Technology Graduate Program and Harvard University's Graduate School Education. The project is dubbed a "Multi-User Virtual Environment for Learning Scientific Inquiry and 21st Century Skills".

Students become visitors to River City traveling back in time to the 19th century where they are required to use 21st century skills and know-how to determine why the town is overrun with a variety of health problems. Three diseases simultaneously affect the health of citizens, based on historical, social and geographical content. Students work in research teams to help the town residents figure out why so many have become ill. As students explore these diseases, they learn how disease is spread and how human interactions can have an impact far from the initial contamination site. Thus, students experience the realities of identifying a problem, investigating it and delineating the multiple causes that underlie a complex phenomenon. Through their exploration, students will:

- form and test hypotheses regarding the health and environmental conditions they have discovered;
- design a procedure with a control and an experimental group to investigate their hypothesis;
- use appropriate tools to make quantitative and qualitative observations;
- gather data and organize it in tables and graphs;
- draw conclusions from the evidence and make inferences based on observed patterns of data;
- report on their experiments and conclusions by writing a research report in the form of a letter to the virtual Mayor of River City describing the findings;
- share and synthesize the results with classmates to get the bigger picture; and
- analyze their own processes and results.

Teachers do not travel back in time with their students. The role is to guide and facilitate through schooling students in processes related to scientific inquiry and helping them problem-solve versus providing answers. Teachers help students set priorities, check that goals have been achieved before going on to the next level and assessing student progress ongoing. Teachers help drive the project while providing advice, assessment and guidance.

The River City Project aligns with national science education standards in the United States for grade five to twelve. It requires roughly 17 hours of class time and is designed to fit into or replace existing lessons. The situation in River City allows students to follow multiple threads that may lead to a range of hypotheses and experiments. This helps refute the general belief that there is only one right answer to any science experiment.

MUVEs have the potential to provide a dynamic and immersive teaching and learning experience while using cutting-edge technology to bring new relevance and skills to classrooms across the country.

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TEACH MAGAZINE'S TECHNOLOGY SUPPLEMENT

Welcome to TEACH Magazine's 14th Annual Technology Supplement. It is a presentation of new products and services we think you will find useful. We carefully provide narrative descriptions only--they do not qualify as critical reviews or endorsements. Make sure you inquire about educational discounts and pricing. Some products come with teacher's guides.

SOFTWARE

Adobe® Creative Suite® 3 Web Premium

Adobe Systems Incorporated has introduced Adobe® Creative Suite® 3 Web Premium software, a complete set of essential tools for web and interactive design and development. Creative Suite 3 Web Premium offers a comprehensive toolset enabling web designers and developers to easily prototype, design, develop and maintain websites, applications, games, presentations, and mobile content. With advanced integration simplifying workflows, the suite combines all of the Adobe applications that web designers and developers require—including new versions of Adobe Dreamweaver® CS3, Adobe Flash® CS3 Professional, Adobe Fireworks® CS3, Adobe Contribute® CS3—with major releases of key design tools, including Adobe Photoshop® CS3 Extended, Adobe Illustrator® CS3 and Adobe Acrobat® 8 Professional. Additionally, Adobe has created Adobe Creative Suite 3 Web Standard software for web designers and developers focusing on interactive design and development.

Adobe® Creative Suite® 3 Design Premium

Adobe Systems Incorporated has also introduced the all-new Adobe® Creative Suite® 3 Design Premium software, a creative toolkit for print, web, interactive and mobile design. Loaded with innovative new features, Adobe Creative Suite 3 Design Premium integrates new releases of Adobe InDesign® CS3, Adobe Photoshop® CS3 Extended, Adobe Illustrator® CS3, Adobe Flash® CS3 Professional and Adobe Dreamweaver® CS3. Adobe Acrobat® 8 Professional is also included as a key component of Design Premium. Additionally, Adobe Creative Suite 3 Design Standard software has been created for designers and print service providers focused on professional design and print production. Adobe Creative Suite 3 Design Premium combines useful tools for page layout, image editing, illustration and Adobe PDF workflows with newly integrated components for creating compelling publications, Web sites, rich interactive experiences and engaging mobile content.

Adobe Creative Suite Web Premium and Adobe Creative Suite 3 Design Premium editions will be available as Universal applications for both PowerPC and Intel-based Macs and support both Microsoft® Windows® XP and Windows VistaTM. For more detailed information about features, upgrade policies, pricing, and international versions please visit ***www.adobe.com/go/creativesuite***. Educational software and discounts can be accessed at ***http://www.adobe.com/education***.

For more information about other Adobe products, visit ***www.adobe.com***.

CoffeeCup Educational Software Package

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fresh software. warm people.

CoffeeCup Software has released an Educational Software Package that is designed to help educators teach their students how to make Web sites. This package is now offered to schools in the United States, Canada, Great Britain, Australia, Germany, France, Spain, The Netherlands and throughout the world.

At no charge, qualified teachers can receive copies of five powerful Web design and maintenance applications. The Educational Software Package includes: CoffeeCup VisualSite Designer, a WYSIWYG Web sites creator and editor that

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teaches Web novices to make attractive Web pages; CoffeeCup Web Calendar, a simple wizard-driven program that adds a cool Flash calendar to your Web sites; CoffeeCup News Flash, a utility that makes it easy to add headlines and news items to any Web site; CoffeeCup Flash Form Builder, a Flash-based form builder that uses drag and drop to create web forms; and CoffeeCup Flash Photo Gallery, a program that makes it simple to add image galleries to Web sites.

To receive copies of CoffeeCup Software's Educational Software Package, educators or librarians can simply fill out a one-page online form at ***http://www.coffeecup.com/k12/***. CoffeeCup Software will ship the CDs to qualified schools across the globe, with no strings attached.

Visit ***http://www.coffeecup.com/*** for more information about CoffeeCup Software or their products.

Express Metrix

With the recent release of Window's Vista, more and more school districts are going through the tedious task of IT software/hardware inventory and asset assessment. They need to know if their computers have the capability or capacity to accept the upgrade to Vista. Express Metrix software is capable of tracking other existing computer programs in terms of what applications are being run, for how long and by whom; as well as blocking the launch of specified applications, if desired.

Ontario's Peterborough, Victoria, Northumberland and Clarington (PVNC) Catholic School District successfully implemented Express Metrix software and discovered that the IT asset management program was beneficial for their computer networks. Some of these benefits include: significant decrease in incidents of "hacking" at schools, increased ability to quickly determine whether any school IT equipment is missing and a greater sense of security when making software purchasing decisions in the future.

The Express Metrix technology has enabled these schools to centrally provision their software and manage concurrent users. The schools are now capable of accessing software licenses from one central server at their head office and as a result, they have been able cut down considerably on licensing costs.

Increased security is yet another benefit of the Express Metrix software. Previously, the PVNC school district had been dealing with students using hacking programs to obtain other students' passwords. This software can address these security issues and effectively act as a deterrent.

Visit ***http://www.expressmetrix.com/products/*** for more information about Express Metrix or their products.

iLearn Express

iLearn Express, an innovative provider of downloadable learning activities, has launched a new service that enables parents and teachers to search for and purchase activities that meet the specific learning needs of their children in K-5 math and spelling. Each activity available through iLearn Express is downloaded to a local computer at a cost of only 99 cents or less.

These activities provide immediate, targeted help to elementary school children to help them master learning skills without ever going on the Internet. Every activity has been created by a current or former educator and is designed to quickly reinforce a specific learning objective. Activities can be replayed countless times, making iLearn Express a truly cost-effective educational experience.

The math activities provided by iLearn Express focus on specific topics and skills for grades K-5. To find the most appropriate activities for their children, parents and teachers simply use the pull-down search buttons. Each activity can be previewed so adults can be sure of purchasing the activities that meet their children's needs and learning styles. For spelling activities, iLearn Express allows adults to select their children's textbook and chapter so they can download activities that focus on the specific words that their children are studying that week. Parents can even purchase an entire school year's worth of spelling activities for less than 99 cents per activity.

For more information, please visit ***www.ilearnexpress.com***.

i-LighterTM

i-Lighter, Inc., a new company, has re-invented the highlighter pen for the digital age via its free i-LighterTM software. Easily integrated into Internet Explorer and Firefox, the patent-pending i-Lighter lets users mark any online content – text, tables, images and more – as effortlessly as stroking it with a highlighter pen. Once the content is marked, the information is automatically stored securely online so it can be accessed later from any location.

This software leverages the power of the PC to save, organize, contextualize and forward content as quickly as it can be read. Users can even add notes to their selections if they wish.

To begin using i-Lighter, users simply download the software at no cost from the i-Lighter Web site. The installer menu then adds a menu to Internet Explorer or Firefox and an i-Lighter icon in the user's Windows taskbar tray. These two buttons control all i-Lighter functions. To turn on i-Lighter, users click the menu button and choose "Start i-Lighting". Instantly the mouse pointer becomes a yellow i-Lighter marker. Users can highlight any information of interest from any Web page. As soon as they do, it is instantly transmitted to the person's Web-based i-Lighter account. Retrieving stored information is just as convenient. Users click on the i-Lighter icon in the taskbar tray and the i-Lighter window opens displaying all their saved material, ready for reference or use.

i-Lighter is further enhanced by its i-Notes feature which allows users to

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insert text into their highlighted content. Notes can be added during highlighting or after retrieval. i-Lighter also allows people to share their i-Lighter information with others by forwarding it in almost any context. The program supports tagging, folder sharing, emailing and blogging.

For more information about i-Lighter, go to ***www.i-lighter.com***.

Information Mapping Canada

Information Mapping®, an easy-to-use writing method that significantly improves the effectiveness of written communication, is getting a new look and a new home with the official launch of ***www.infomap.ca***. This structured writing technique allows readers to find information quickly and easily and writers to organize their thoughts in a way that ensures the messages they want to deliver are understood.

Based on research that explores how the human brain actually processes information, Information Mapping helps to reduce development of standard operating procedures (SOPs), questions to supervisors, performance errors, training costs and reading and writing time.

Unlike conventional writing, Information Mapping is reader-based not writer-based. This means that the emphasis is on how the reader uses information, rather than the writer's personal expression. It focuses on creating documents that are intended to be read quickly for relevant information - not read from beginning to end.

Information Mapping is applicable to all types of communications, from email and voicemail to presentations and technical reports. It offers one-on-one training support to its clients, both online and off. Its extensive course list ranges from Writing Winning Sales Proposals to Mapping Business Communications to Writing for the Web. All of these courses are now available through the new Web site.

WEB

CafeScribe

CafeScribe, an e-Textbook marketplace and social network for students, has announced a new content distribution and collaborative platform that provides an interactive environment for students. This interactive environment has been created to help students study smarter and faster. The combination of established partnerships with major publishers and an advanced technology platform allows the Scribe community to access the necessary tools that are needed to enhance and ease the learning experience.

At CafeScribe, students can easily download content to their MyScribe spot and share notes with others in the Scribe community on their e-Textbooks and Adobe PDF files. By setting up a personalized space, students are able to connect and share with other Scribes throughout the world. MyScribe allows users to import and share notes on any PDF file, highlight and automatically create summaries to review at a later time (making studying for exams much easier) and simultaneously search through a book, computer, Google or Wikipedia to find information.

For more information on CafeScribe or to create a MyScribe account, visit ***http://www.cafescribe.com***.

The Canadian Encyclopedia online

The Historica Foundation of Canada's popular Web site, The Canadian Encyclopedia online, has been redesigned and expanded to better showcase its uniquely Canadian content. For the last five years this Web site has existed as a free, bilingual and fully searchable online reference source. Whether you are searching for information on the greatest Canadian or the greatest Canadian invention, The Canadian Encyclopedia is the source more than a million Canadians turn to each month.

Redesigned after extensive field-testing with teachers and students, the Web site incorporates improved navigation and new features. The Canadian Encyclopedia online offers: more than 40,000 articles and millions of facts about Canada, more than 7,000 rich visuals in thematic image galleries, timeline of Canadian and world history, interactive animations and games including the popular Canucklehead Quiz, reliable links to additional online resources, rotating "On This Day", "Quotes" and "How About That" features on the homepage, an enhanced search engine with spelling corrections, an archive of Maclean's articles that date back to 1995 and hundreds of feature articles on a wide range of historical topics.

To access The Canadian Encyclopedia online, visit ***www.histori.ca***.

Canadian Museum of Civilization

www.civilization.ca/clic

Explore the Canadian Museum of Civilization's web modules and learn about the heritage and culture of our country when you access Gateway to Aboriginal Heritage, Crossroads of Culture or Marius Barbeau. See thousands of artifacts, documents, photographs and more. Teachers and students will also benefit from the free lesson plans and educational games that are available.

OER Commons

The Institute for the Study of Knowledge Management in Education (ISKME) has launched a new Internet resource that makes over 8,000 high-quality classroom materials available to teachers, faculty and learners worldwide at no cost. OER Commons is a project of ISKME, a leader in educational research and practice. It receives support from the William and Flora Hewlett Foundation in Palo Alto, a leader in expanding access to Open Educational Resources.

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Content on OER Commons has been developed by over 60 collections worldwide, including Carnegie Mellon, Connexions at Rice University, Foothill De Anza Community College, George Mason, Harvard, MIT, NASA Kids Science Center, UC Berkeley and WGBH-TV in Boston. The number of tools and materials on the site is growing daily and they will soon be enhanced and adapted for classroom use with comments, ratings and reviews by instructors and learners across the globe.

OER Commons is the first comprehensive network for Open Education Resources combining high-quality content with extensive social networking. Educators and learners can add tags, ratings, reviews and comments to help others in schools and on campuses quickly find what they are looking for and to encourage others to share their ratings and reviews to benefit all. Created with and for educators, students and self-learners, this broad selection of teaching and learning materials (including interactive video clips) for K-12 and higher education can be browsed, searched and most importantly, enhanced using Web 2.0 social networking features. Explore the many features this site has to offer at ***http://www.oercommons.com***.

PBS Teachers

In production for more than a year, PBS Teachers has been launched as a portal for pre-K-12 educators. This Web source allows access to all the educational resources and services PBS offers and provides information on effective ways to use media and technology in school and home-based learning environments.

The site includes new and enhanced features such as "Media Infusion", a blog hosted by practicing classroom teachers and educational technology experts. It showcases ideas for and encourages conversations about using media and technology in the classroom. There are thousands of free standards-based lesson plans and classroom activities that are organized by subject, grade level and curriculum topic. Other interactive resources include on-demand streaming video from selected PBS programs, customizable local PBS station TV schedules and Shop for Teachers that allows educators to purchase video programs. PBS Teachers also includes PBS TeacherLine, a resource for teachers looking for professional development opportunities relating to graduate credits and recertification.

For more information about PBS Teachers, visit ***www.pbs.org/teachers***.

MISCELLANEOUS

Unotron's SpillSeal Washable, Wireless Mouse with Removable Scroll Wheel

Unotron, the leading manufacturer and worldwide marketer of high quality, washable data input and security devices, is releasing their patented SpillSeal® protected, to IP66 and NEMA 4X standards, washable, 2.4GHz wireless, 3-Button Mouse with removable Scroll Wheel (Unotron WM10 ScrollSeal Washable Optical Mouse). This wireless mouse is designed to eliminate cable clutter and allow users to enjoy working at long range with no interference. The technology works up to 26.25 feet (8 meters) away from the PC. The washable mouse has a removable scroll wheel, featuring smooth optical tracking and ergonomic design that is comfortable and easy to use. Standard button switch pressure enhances user friendliness and positions the technology for all age groups and computer skill sets.

Unotron's patented SpillSeal® keyboards and mice feature a sealed structure that allows for washing and sterilization, providing an easy solution to the problem of bacterial infection. They can be immersed in commercial grade detergents or antibacterial solutions and rinsed under tap water without damaging the product or impacting functionality.

Currently, thousands of hospitals and health care professionals, businesses, schools and government offices spanning the globe rely upon Unotron products to mitigate the spread of germs. Affordably priced, Unotron also carries wide appeal for individual home use, offering a reliable solution for children and the entire family.

Available in standard finish, the new washable wireless mice can be purchased in gray or black to complement Unotron's SpillSeal® corded and wireless computer keyboards and receivers, as well as its SmartRest SRC5 Smartcard Readers and external SAC2 Standalone Smartcard Readers.

SpillSeal® washable mice are manufactured and assembled to support restrictive cleaning/disinfection procedures without any detrimental effect to the exterior or the products' internal components.

For more information about purchasing Unotron's SpillSeal® products, visit ***www.unotron.com*** or call 1-800-469-7440.

Windows Vista

Windows Vista Upgrade Advisor
This small software tool will help you to determine if your Windows XP-based PC can run Windows Vista. You can also use the Upgrade Advisor to determine if your Windows Vista-based PC is ready for an upgrade to a more powerful edition of Windows Vista. The software will scan your computer and create an easy-to-understand report of all known system, device, and program compatibility issues. Upgrade Advisor can help you choose the edition of Windows Vista that best fits the way you want to use your computer.
Visit ***http://www.microsoft.com/canada/windows/products/windowsvista/buyorupgrade/upgradeadvisor.mspx*** for more information on Windows Vista or to download the Upgrade Advisor.

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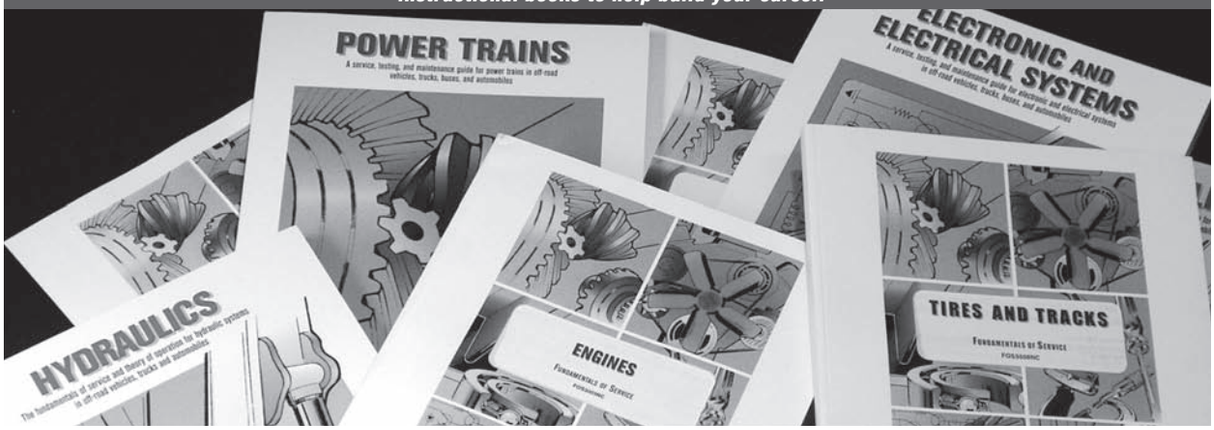

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"Not all educational software is created equal." LearningVillage.com will guide you to the best"

***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

Learning Village

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Pop! Teachers

POPTEACHERS.COM is an online resource that offers free programs for use in the classroom! Log on today and download print-ready lesson plans designed to engage students in Grades 4 to 6, and curriculum-linked activities for your students to enjoy all summer long. Plus, you can enter all the amazing contests for your school and your students, available only to members! Here are just some of the fun links awaiting you on popteachers.com:

CURRICULUM CONTENT

CURRICULUM LINK: Language, Mathematics, Health and Physical Education

Motivate and teach your students with the Jays@School program! New to this year's program are lesson plans featuring **Lyle Overbay** and **Aaron Hill**! Plus, have your students join **BJ's Book Club**—designed to help encourage your students to read. By participating, your students could receive a **FREE Blue Jays baseball cap** and be automatically entered for a chance to win a **"behind the scenes" experience** at a Blue Jays game!

CURRICULUM LINK: Writing

Be Incredibly Creative is an in-school program brought to you by BIC Stationery Products and designed to teach and motivate your students to write. Check out this year's **new lesson plans: Media and Essay Writing!** You can also have your students bring their love of writing home. Each month your students and their parents can download (free of charge) a crossword, word scramble or comic strip. Plus, they could **win great prizes each month** just by completing one activity!

CURRICULUM LINK: Science

Check out the **"Learning Zone"** link to an educational Web site, created by Ontario Power Generation for students, parents and teachers. The Web site offers learning modules, a student workbook, experiments, information on electricity basics, and much more! And, you can find out how to obtain a copy of the **Kids Guide to Water Safety.** This guide teaches kids about the importance of water safety and is especially important since the summer months are almost here when your students are outdoors!

And, be sure to hand out copies of the summer issue of **Pop!** to your students. It's a fun-filled activity booklet highlighting all things Canadian! They can take it on road trips or to the park to fill in with friends!

Visit **popteachers.com** for other curriculum-linked activities and contests for you and your students!

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People in Education… this ad is for YOU!

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