

# Scan

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the journal for educators

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## In this issue

iPads and apps  
diverse reading experiences  
games based learning  
comic life



*inspiring dynamic 21C learning*



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# From the Editor



Welcome to *Scan* 2012. This is an exciting year for the *Scan* team with the launch of the *Scan* website this month. Our first interactive online issue of *Scan* will be available for subscribers in May, along with the final print version of *Scan*.

The February issue of *Scan* explores reading for information and pleasure using a range of devices to personalise reading experiences for learners.

Contact me to share your students' learning successes in future issues.

I look forward to hearing from you.

Cath Keane  
Editor



## Exploring iPads in learning

Lisa Nash describes how to personalise and enhance learning with iPads and apps. Read about the iPad implementation trial. **page 6**



## Evolvability: a world of persistent ambient digital culture

Dean Groom discusses how social frameworks and boundaries impact learning and training, and the need to foster a positive digital culture. **page 14**



## Curiouser and curiouser ... a reading wonderland

Multimodal books, ebooks, audiobooks, webcomics ... Cathy Sly urges us to cultivate students' interest in and high regard for books in multiple formats in 21C learning spaces. **page 18**



## The impact of technology on reading practices for 21C learners

In this research article, Alyson Simpson and Maureen Walsh report on a small scale project that explores how digital technology is integrated into the teaching of reading. **page 34**



## Cybersafety in the classroom: looking toward the future

Kellie Britnell raises awareness about the range of resources from the Australian Government's cybersafety program that are available on the *Cybersmart* website. **page 42**



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Scan interactive, page turning  
journal *online* May 2012!

## Currents



**Colleen Foley is Team Leader, School Libraries and Information Literacy <[colleen.foley@det.nsw.edu.au](mailto:colleen.foley@det.nsw.edu.au)>**

### Scan: new and exciting

2012 is a year of refreshing innovation for Scan. As a refereed professional journal, that focuses on the interaction between information and effective student learning, Scan offers a variety of meaningful, engaging professional support. Your 2012 subscription will provide you with much more, with no increase in cost!

Visit the new website <[www.scan.nsw.edu.au](http://www.scan.nsw.edu.au)>. Search the online database of resource reviews. Enjoy the *Sneak peeks* and join the forthcoming discussions. We are excited about using social media, such as *Facebook*, *Twitter* and *YouTube*, to explore engaging learning in the digital information environment.

Website development throughout 2012 will provide, for example, a freely available, searchable archive of Scan past issues, starting with 2011 publications.

Scan subscribers will have access to 2012 issues online, with value added options that we have not been able to offer in a print publication. Accessible on any desktop or device, it will be an enticing turn the page, interactive, connected reading experience. Content will be printable and downloadable. There will be opportunities to respond to articles and explore issue more deeply. Online packages for using resources reviewed, and tips for using Scan will also be among the exciting options for subscribers. Go to the website and subscribe so you do not miss out!

The May issue will be delivered in print and online. August and November issues will be online with a nominal print accompaniment.



### National Year of Reading 2012

NSW Department of Education and Communities is a proud supporter of National Year of Reading 2012 <<http://cllc.det.nsw.edu.au/nyr/>>. Our support site includes three featured resources:

- *NSW Premier's Reading Challenge 2012* <<https://products.schools.nsw.edu.au/prc/home.html>>

- *The School Magazine* <<http://theschoolmagazine.com.au/>>
- *Raps and book raps* <<http://www.schools.nsw.edu.au/raps/>>.

Watch for an exciting *Digital book trailer* competition accompanying the NSW Premier's Reading Challenge.

The *Join the reading adventure!* rap will offer a grab bag of activities for schools to use for celebrating and enjoying reading 21C. It will run for the whole of 2012 so you can join the discussion and shared activities at whatever time suits you, or use the resources any time.

Also included on the site are:

- key events and activities in which schools can participate
- resources and links (more to be added as available)
- downloadable flier, available in a number of languages.

Coming shortly is a space for schools to share their exciting reading adventures. Feel free to send a photograph of your school event or share your reading experiences on the blog.

View the Department's partner message <<http://www.love2read.org.au/partners.cfm##kp>> for the National Year of Reading 2012.



NSW Department of Education and Communities supporting National Year of Reading 2012



### Resourcing learning 21C: OASIS Library training

Effective implementation of the resource management system is key to delivering engaging learning and teaching support 21c. See the next issue of Scan for the ways some Departmental schools are using *Softlink Oliver* for managing ebooks, related digital rights, and providing exciting, collaborative learning opportunities.

The updated Introduction to *OASIS Library: one day course* helps participants make the most of the system in the digital environment. Contact <[colleen.foley@det.nsw.edu.au](mailto:colleen.foley@det.nsw.edu.au)> for endorsed *OASIS Library* trainers and information about accessing and organising courses in your area.



# Fantasy fan fiction and community



Victor Davidson, teacher librarian at Birrong Girls High School, NSW, introduces the Peppercorns featuring Nuggets, a group of 15 girls from Years 7 to 9 who have a passion for reading, writing and community.



@victorjd

These self-confessed shy girls have found their voices and share their love of fan fiction on their blog, Fantasy fan fiction <[www.det.nsw.edu.au/blog/258571-fantasyfanfiction/](http://www.det.nsw.edu.au/blog/258571-fantasyfanfiction/)>, with the descriptor:

*Peppercorn Feat Nuggets are pioneers who want to inspire our audience. We are young, we are inspirational, writing fantasy stories and anything else that's creative. Read and enjoy.*

Chatting via *blogED*, the entire group manages to meet once or twice a Term. Stories, poems and artwork are shared, along with writing tasks, such as *The magic story* and *Little Miss Blue*.



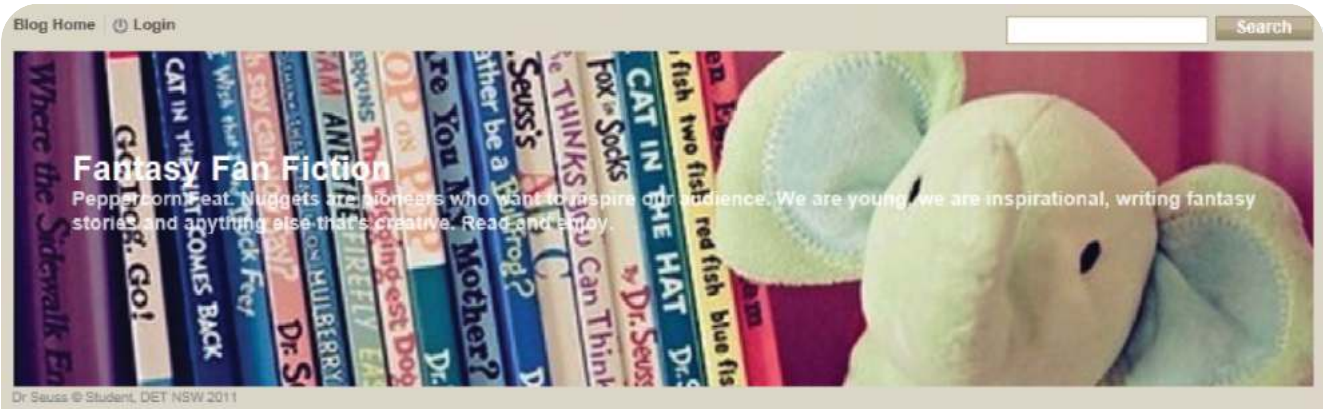
Here is an excerpt from Huang's *The magic story*.

## The Magic Story

Yuki was walking along a path that she made up. She did not know exactly where she was going, but as long as she was walking in the opposite direction from where her parents' home was, she decided that she would be fine. She had a backpack filled with her things and necessities she would need in order to survive the so-called 'real world' ... The world she lived in felt quite artificial and absurd. Yuki did not like that type of world.

The following blog entry by Bubble Nugget is just one of many that sum up the shared excitement for reading and writing and the camaraderie of this special group.





### School magazine report.



by: Bubble nugget

Last updated 10 December 2011, 10:45 AM



4 comments



This was a very successful year for the Peppercorn featuring Nuggets as the new year 7 members joined our group. They were welcomed warmly as they were able to write stories and contribute to our group.

The highlight of this year was defiantly being recognised not only on the Sydney Morning Herald, but on the local Torch as well. We were recognised for being the leaders of education as we were the first school to use social networking as a learning space. Great job guys! For the first time in two years, we were recognised and not scolded for being so loud in the library!

Earlier in the year, we workshopped with John Larkin and James Roy help and improve our narrative telling skills. It was an amazing experience to gain tips from very animated and entertaining authors. We also listened to Peter Skryznecki, as he explained the meaning of belonging in his poems to the year eleven and twelve. We were very luck to see and hear his lecture as this workshop was mainly for year eleven and twelve. We had surprise comments from Felicity Pulman too, as she praised our work and told us to keep writing. They were some of the inspirational motivations that kept the blog alive and for others to write creatively.

Towards the end of second term, we went on an excursion to Burwood to analyse and critique 'Kung Fu Panda 2' as we were experimenting on animation. During that day, we bought books for the library. The books were chosen by the members of the group, according to what they would read. This created great interest in the library since we now have updated and interesting books to read. Personally, I was glad that we bought manga for the library. For the first time, we had two full shelves full of manga. I was so happy! On that day we also learnt a bit about Burwood's history. Great to know a bit of background information on interesting places!

I am deeply moved and proud of each and every member that is in this group. Thank you for all your contributions this year! Keep writing stories, experiences and articles on the blog! Please continue to be leaders. Next year, Peppercorn Featuring Nuggets will pursue success and strive higher towards the stars. Bubble Nugget will be still here to inspire the rest to explore the narrative. Keep it up guys! Can't wait for next year.

### Categories

### Recent Posts

- » [Excursion](#)
- » [Is the excursion still on?](#)
- » [The Magic Story- Precepticons vs Mankind \(SCRIPT\)](#)
- » [The Magic Story- Precepticons vs Mankind](#)
- » [The 'Peppercorns ft. Nuggets' Family - School Magazine Report by Sandra Dang](#)
- » [School Magazine Report](#)
- » [School Magazine Report](#)

During 2011, the Peppercorns have been exploring the conceptual map that orients and frames their narratives.

An excursion at the end of Term 4 to the Chinese Gardens Panda was a wonderful opportunity for the girls to read their stories in a magical setting.



They also visited the Haymarket Library and then Abbey's Bookshop, where appealing resources were purchased for the school's collection.

Visit their *Fantasy fan fiction* blog to find out more.

### What's next

The reading and writing journey continues! Further writing will be shared on *blogEd*.

Victor is enthusiastic about the opportunities for enriching their learning opportunities.

*This year we are using Minecraft, Inanimate Alice and Machinarium as mechanisms to build upon the pre-established skills of plot, dialogue and character development.*

Victor Davidson

Follow the Peppercorns and Nuggets at <[www.det.nsw.edu.au/blog/258571-fantasyfanfiction/](http://www.det.nsw.edu.au/blog/258571-fantasyfanfiction/)>.

# Exploring iPads in learning



**Lisa Nash, Librarian, Learning Exchange, Catholic Education Diocese of Parramatta, NSW is working with teachers on utilising iPads to enhance learning.**



@lisanash9

The recent release of the first iPad in Australia immediately interested educators in its potential to engage students in learning. Consequently, schools and educators nationally and internationally started investigating the usefulness of iPads for learning.

## iPad pilot trial

In July 2010, the Catholic Education Diocese of Parramatta, covering 78 schools and over 41 000 students, decided to trial the use of iPads in a number of schools. The aim was to gather feedback and information on how iPads might be used to enhance learning. Managed by our Centre for Excellence - Learning Exchange, 20 schools were selected to be part of a pilot to trial the use of iPads for one term.

The iPad is a significant tool to support and enhance student learning. The iPad showed extensive affordances as a learning tool (due in part to its portability and fit-for-task suitability) especially in relation to the development of Critical Thinking, Problem Solving, Decision-Making, Research and Information Fluency.

## Feedback

Participants commented that the iPad allows learning to be personalised, meeting a range of different learning styles and learning levels of students. Other comments note the usability of the iPad.

*One of the biggest assets is that the kids engage with it so easily. Also the advantages are that it is portable, light and colourful. For those lower ability classes – it's absolutely instant; you can flick from one thing to the other.*

*The children found the iPad very easy to navigate, as it is quite visual. Those that have difficulties with reading were able to find the app they wanted to use by clicking on the corresponding app's picture. Children learn by experiencing, and even those with no knowledge of how an iPod or iPad works were able to use them independently very quickly.*

*Participants also felt that the easy to use swipe design, portability and accessibility features, such as voiceover, zoom and predictive text, made it a particularly useful tool for students with disabilities or learning difficulties or from non English speaking backgrounds (Figure 1).*





**Figure 1** Samuel, a Year 2 student, uses the accessibility features of the iPad to work with an increased text size

At the time, issues such as the lack of Australian apps and quality educational apps were noted. Participants commented that many of the mathematics and English apps focused on rote learning.

The other major issue that arose was the licensing issues around app purchasing for multiple iPads.

### Fast forward to today

Since the trial, iPad2 became available and with it the extra features, such as a camera to enhance content creation, and the mirroring function to allow display and projection of the iPad. Now, with the additional option of Apple TV, teachers can freely roam around their class with their iPad in hand and project from their iPad via AirPlay (Figure 2).



**Figure 2** Year 9 students at St Agnes Catholic High School, Rooty Hill, display an iPad via Apple TV Airplay

They can then seamlessly switch projection from their iPad to their students to share and explore work that each student is doing (Figure 3).



**Figure 3** Lois, a Year 9 student, creating a ScreenChomp tutorial and sharing it via Airplay

### Creating content

Students can easily create videos, animations, music, art, and online tutorials. Our schools are currently using apps like ShowMe interactive whiteboard and ScreenChomp to create online tutorials. iMovie, GarageBand, Toontastic and Puppet pals apps are used for digital story telling. They can take this content and further integrate it in dynamic ways by creating their own iBooks or ebook apps.

Teachers at St Agnes Catholic High, Rooty Hill are currently working with *Creative book builder* and see opportunities to deliver interactive lessons to students as an iBook.

### Learning possibilities across all subjects

Visual and interactive elements of mathematics based apps are assisting students to make linkages between mathematical concepts and real world examples. By using their fingers to physically move the hands of a clock, our students are using the *Jungle time – learn how to tell time* app to learn, connect and reinforce time concepts.

Other apps, like the *iLive math* app series, enhance students' numeracy skills by blending mathematics with illustrative real world topics.

The iPad provides the ability to virtually dissect a frog or rabbit for your science biology class, or to determine the names and locations of the stars where you are currently located.

Apps, like *Virtual history Roma*, transport history students to ancient Rome where they can move around the city within the app and discover how it would have looked and how it felt to be part of that time.



Students can create art with apps like *Brushes* or *ArtStudio*, and learn and play music with *GarageBand* or musical instrument apps (Figure 4).

**Figure 4** Students playing music on a piano keyboard app



Thinking skills and collaboration are enhanced with the mind mapping app, *Popplet* (Figure 5).

**Figure 5** Cassandra and Lois, Year 9 students, mind mapping with Popplet

### Accessibility

Teachers at St Gabriel's School, which caters for children with hearing impairment and other special needs, regard the iPad as a communication partner. For students, it reduces the social stigma of having a bulky and different looking device. Instead, they are learning, communicating and accessing information with the same devices as their peers. Apps they use include *Proloquo2go*, *Pictello* and literacy and numeracy apps from Montessorium.

## Reading

The iPad allows students to read to themselves or be read to, while interacting with the book by tapping, rotating, sliding, swiping and more to discover hidden visual and aural elements. All of these elements help to engage and enhance understanding of the written content.

## Information texts

Possible models for future textbooks include apps like *Eureka sports science*, which leverages the rotation feature of the iPad to allow the reader to move seamlessly from a page of text to a related photo slideshow. Even more interactive, the *AI Gore – Our choice: a plan to solve the climate crisis* enables the



reader to observe how electricity is generated by blowing into the iPad's microphone to move an interactive wind turbine (Figure 6).

Figure 6 Lois and Cassandra interact with *Our choice* app

Other excellent information text apps are *7 billion*, *World Book world of animals* and *Timbuktu*.

## Fiction texts

With the help of attractive, interactive illustrations and matching audio, readers feel the menace of the aliens in *War of the worlds* (Smashing Ideas version).

Highly engaging, *Bartleby's book of buttons* Vol. 1 and Vol. 2 reinforce reading and understanding, sequencing and logic with colourful graphics and interactive options like switches to flip, buttons to press, and more (Figure 7).



Figure 7 Image from *Bartleby's book of buttons* Vol. 2 ebook app

Other engaging interactive ebooks are *The fantastic flying books of Mr. Morris Lessmore*, *Wonky Donkey*, *Animalia*, *Miss Spider's Tea Party*, *A Christmas carol* (PadWorx version), *Blue hat, green hat*, and *Harold and the purple crayon*.

## Literacy

Students can use the iPad to interact with words with all their senses. They can listen, see, touch and record while developing their vocabulary, language, articulation and grammar skills. Apps like the *Talking Tom cat* series, *Glow draw* and *Firefly pix* could be dismissed as just fun games, but can be used in really great ways to build speaking confidence, understanding of language and improve reading and writing skills.

## Australian educational apps

Education Services Australia has released a range of free educational literacy and numeracy apps, like

*Birthday buzz* (Figure 8), *Divide it up: puppies*, and more. Other Australian apps include *Old MacDonal*d from the The Royal Institute for Deaf and Blind Children, *Please touch the exhibit* from the Melbourne Museum and *DigiMacq* from Parramatta Library.



Figure 8 Image from the predictive reading app, *Birthday buzz*

## Extending the classroom

With the iPad, students can use the camera and applicable apps to create and scan QR codes or create their own augmented reality to extend learning



beyond the classroom. Social reading tools like *ReadCloud* integrate with eReader apps to allow students to collaborate and share discussion and ideas about texts (Figure 9).

Figure 9 Students scanning a QR code using the iPad to access information about ebooks

## For teachers

Teachers can use apps like *Evernote* to make anecdotal notes, take photographs and record audio of the work that students are doing, all while they are roaming around the classroom. Notes can be shared with colleagues, tagged for easy searching, and accessed across all devices and platforms (Figure 10).



Other apps, like *Dropbox*, are also being used to provide an access point for students and teachers alike to download material to their iPad.

Figure 10 Screenshot from Lisa Nash's Evernote notes

## App licensing

App licensing is still an issue for schools as each app has to be purchased per iPad. Many schools who are implementing 1 to 1 programs resolve this issue by requiring students to purchase apps.

However, there may soon be some movement by publishers to assist the school market in purchasing access to bulk content. The publisher, A Story Before Bed, recently provided a school licensing option, which provides access to over 300 recordable quality ebooks that can be used across multiple iPads for a reasonable annual subscription.

Hopefully too, the much awaited Volume Purchase Program, currently available in the United States, will arrive in Australia soon.



## 1 to 1 iPad implementation

A number of our schools are looking into implementing 1 to 1 iPad programs with their students for next year or the year after. To plan for this, they have been researching and visiting other schools working with iPads.

They have also been empowering their teachers with targeted professional learning provided by our staff at Learning Exchange as well as by Apple. Learning Exchange also provides an iPad loan service to schools who want to explore the use of iPads before moving ahead with purchasing them for their school. Learning Exchange is working with schools on how they can utilise the iPad to transform learning experiences for our students to achieve the best learning outcomes.

**Table 1: Apps reference guide**

Icon	Device	Title	Developer	URL
	iPad	<i>7 billion</i>	National Geographic Society	<a href="http://itunes.apple.com/au/app/7-billion/id473524096?mt=8">http://itunes.apple.com/au/app/7-billion/id473524096?mt=8</a>
	iPad iPhone iPod touch	<i>Alpha writer</i>	Montessorium, LLC	<a href="http://montessorium.com/">http://montessorium.com/</a>
	iPad iPhone iPod touch	<i>Animalia</i> by Graeme Base	AppBooks, The Base Factory	<a href="http://itunes.apple.com/au/app/animalia-for-ipad/id388861927?mt=8">http://itunes.apple.com/au/app/animalia-for-ipad/id388861927?mt=8</a>
	iPad	<i>ArtStudio</i> by Sylwester Los	Lucky Clan	<a href="http://itunes.apple.com/us/app/artstudio-for-ipad-draw-paint/id364017607?mt=8">http://itunes.apple.com/us/app/artstudio-for-ipad-draw-paint/id364017607?mt=8</a>
	iPad iPhone	<i>Bartleby's book of buttons Vol. 1: the far away island</i> by Octopus Kite	Big D TV, Inc	<a href="http://itunes.apple.com/us/app/bartlebys-book-buttons-vol./id384841276?mt=8">http://itunes.apple.com/us/app/bartlebys-book-buttons-vol./id384841276?mt=8</a>
	iPad iPhone iPod touch	<i>Bartleby's book of buttons Vol. 2: the button at the bottom of the sea</i>	Monster Costume Inc., Game Center	<a href="http://itunes.apple.com/au/app/bartlebys-book-buttons-vol./id457784851?mt=8">http://itunes.apple.com/au/app/bartlebys-book-buttons-vol./id457784851?mt=8</a>
	iPad	<i>Birthday buzz</i> by Rachel Kennedy	Education Services Australia Ltd	<a href="http://itunes.apple.com/au/app/birthday-buzz-australian-edition/id411618648?mt=8">http://itunes.apple.com/au/app/birthday-buzz-australian-edition/id411618648?mt=8</a>
	iPad iPhone iPod touch	<i>Blue hat, green hat</i> by Rachel Kennedy	Loud Crow Interactive Inc.	<a href="http://itunes.apple.com/au/app/blue-hat-green-hat-boynton/id444031617?mt=8">http://itunes.apple.com/au/app/blue-hat-green-hat-boynton/id444031617?mt=8</a>
	iPad	<i>Brushes</i> by Steve Sprang	Steve Sprang	<a href="http://itunes.apple.com/au/app/id363590649?mt=c">http://itunes.apple.com/au/app/id363590649?mt=c</a>
	iPad iPhone iPod touch	<i>A Christmas carol</i> by Charles Dickens	PadWorx Digital media Inc.	<a href="http://itunes.apple.com/au/app/a-christmas-carol-for-ipad/id401507863?mt=8">http://itunes.apple.com/au/app/a-christmas-carol-for-ipad/id401507863?mt=8</a>

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	iPad iPhone iPod touch	<i>A story before bed – personalized children's picture books</i>	Jackson Fish Market	<a href="http://itunes.apple.com/au/app/a-story-before-bed-personalized/id364887654?mt=8">http://itunes.apple.com/au/app/a-story-before-bed-personalized/id364887654?mt=8</a>
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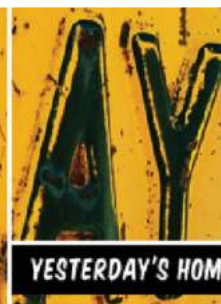
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1001+ /Institutions/ Multi-campus	\$999	\$709
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	\$125	



# Evolvability: a world of persistent ambient **digital culture**



<<http://deangroom.wordpress.com>>

**YESTERDAY'S HOME RUNS DON'T WIN TODAY'S GAMES. BABE RUTH**



Dean Groom, Head of Educational Development Design at Macquarie University, NSW, is interested in renewing curricula and professional practice by embedding new pedagogical classroom practice to create authentic, realistic and relevant learning for today's learners.



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## Growing up online

Much has been written and re-written about the current attitude, skill, attention span, preferences, skills and knowledge of the current generation growing up online.

There is little consensus on which educational technologies are more or less valid, yet broad agreement that the generally fast-paced uptake of technology in society will continually bring new challenges and problems for educators still learning to develop and manage socially inclusive learning environments.

Much discussion surrounds four things: growth, constraint, collapse and transformation. This article discusses the importance of digital culture in pedagogical practice by considering how social frameworks and boundaries are impacting learning and teaching.

Segal (1994) predicted at the eye of this technological-storm would be a *complex web of social, economic, technical, organisational, and individual factors interacting to influence which technologies are adopted and to alter the effect of a technology after it has been adopted*. Today, across geographies, cultures and organisations, people have claimed new digital-identity.

Wikipedia describes the once fictional *metaverse* as *virtually enhanced physical reality and physically persistent virtual space which includes the sum of all virtual worlds, augmented reality and the internet*. The term *metaverse* was coined in Neal Stephenson's 1992 science fiction novel *Snow crash*, where humans, as

avatars, interact with each other and software agents in a three-dimensional space that uses the metaphor of the real world. For online cultures, the *metaverse* is no longer a fiction, but a connected reality of daily life.

Despite the phenomenal rise in use and sophistication of digital mediums in the last decade, by and large education has framed the Internet as a two-dimensional medium of web-pages and content rather than as a collection of immersive things. Kevin Ashton in 2009, presented the idea of *The internet of things*, arguing the internet has almost wholly been dependent on human beings for information. The data available has first been captured and created by human beings by typing, pressing a record button, taking a digital picture or scanning a QR code etcetera.

**In short, the *internet of things* is no longer driven by humans publishing more content, but by machines interpreting human interaction.**

## Semantic web

Whereas the internet used to be mainly concentrated on the interchange of documents, its future, often called the semantic web, is about two things. It is about common formats for integration and combination of data drawn from diverse sources, and language for recording how the data relates to real world objects. That allows a person, or a machine, to start off in one database, and then move through an unending set of databases, which are connected, not by wires, but by being about the same thing <[www.w3.org/2001/sw](http://www.w3.org/2001/sw)>. In short, the internet of things is no longer driven by humans publishing more content, but by machines interpreting human interaction.





It has been beneficial for the internet to be chaotic and ill-structured. This created increasing demand in human effort, willing participation and critical thinking. Ely (1999) suggested several things contributed to the climate of this success:

- dissatisfaction with the status quo
- knowledge and skills exist
- availability of resources
- availability of time
- rewards and/or incentives exist
- participation
- commitment
- leadership.

## Teachers creating a digital culture

Many teachers have used these conditions for success, despite them being the exception not the norm. They have created a digital-culture expressed through *TeachMeets* <<http://teachmeet.pbworks.com>>, hashtag discussions on social media <<https://twitter.com/#1/search/%23edchat>> and hold un-conferences <[https://www.det.nsw.edu.au/blog/855037-ihateblogs/entry/1\\_1\\_learning\\_unconference\\_2011](https://www.det.nsw.edu.au/blog/855037-ihateblogs/entry/1_1_learning_unconference_2011)>, outright rejecting the traditional professional formats.



<<http://teachmeet.pbworks.com>>

Web 2.0 allowed teachers to become collective authors of their own professional learning, maximising their chances for developing key information technology competencies to continue learning in the fast emerging digital education environment. To them, the internet is no longer about knowing web addresses, but knowing where to find other people who curate, exchange and analyse potentially useful ideas, methods and information to amplify, consolidate, collaborate and improve performance. This is not simply a new way to learn, it is an entirely new and significant culture.

## Growth

Dalrymple (2010) suggested, *Before the internet, most professional occupations required a large body of knowledge, accumulated over years or even decades of experience.* In comparison, Hadjerrouit (2010) noted that digital literacy resources still meet with some resistance from teachers in the classroom environment. Resources, such as electronic textbooks for reading and wikis for information sharing, can be complex to implement as teachers struggle to learn

how to use the systems and resources that are embedded inside digital culture.

It is difficult to clearly define digital literacy because it is constantly changing, but it is possible to map a skills set that is currently needed. In a world connected through mobiles, virtual worlds, games and social media, limiting anyone's knowledge and skills to searching for information or using Microsoft Office are nowhere near sufficient to create a climate for personal and collective growth.

Consider these:

- *Technology integration matrix* <<http://fcit.usf.edu/matrix/matrix.php>>
- *Info literacy models* <[www.shambles.net/pages/learning/infolit/infolitmod](http://www.shambles.net/pages/learning/infolit/infolitmod)>
- *Reading between digital lines* <<http://fno.org/mar09/digitallines.html>>
- *Kids' informal learning with digital media: an ethnographic investigation of innovative knowledge cultures* <<http://digitalyouth.ischool.berkeley.edu/report>>.



<<http://digitalyouth.ischool.berkeley.edu/report>>

## Constraint

Many advocates for digital culture point to a profoundly liberal future made possible by Web2.0. Broad discussion ensues, from its potential for disrupting school, creating the society of mind or harnessing the wisdom of the crowd. Advocates may be proven to be right. However, Larry Sanger (2010), co-founder of Wikipedia, believes:

*Reading, writing, critical thinking, and calculation, however much they can be assisted by groups, are ultimately individual skills that must, in the main, be practiced by individual minds capable of working independently.*

It is a reminder not to become focused on technical superiority of one technology over another, but rather acknowledge the increasing diversity of technologies and preferences of

Failing to develop a cultural heritage of using technology for learning ... presents a significant social-economic constraint for everyone.

those who might use them. Digital culture tends to reject rules in favour of principles. In the day-to-day reality of teaching within the classroom one of the biggest social constraints we need to pay principal attention to remains – the digital divide, the gap between those who have and those who have not in society. This is not simply access to *things*, but the right to improve personal knowledge and experience through equitable means within day-to-day classroom constraints. Failing to develop a cultural heritage of using technology for learning, as we have using books and pencils, presents a significant social-economic constraint for everyone.

For example, read:

- *The knowledge society* <[www.bjpcconsulting.com/articles/knowledgesociety.html](http://www.bjpcconsulting.com/articles/knowledgesociety.html)>
- *Send your parents tech support* <[www.teachparentstech.org/](http://www.teachparentstech.org/)>
- *How to overcome technology integration barriers* <[www.techlearning.com/article/3772](http://www.techlearning.com/article/3772)>
- *Survey shows barriers to Web 2.0 in schools* <[www.eschoolnews.com/2009/04/16/survey-shows-barriers-to-web-2-0-in-schools](http://www.eschoolnews.com/2009/04/16/survey-shows-barriers-to-web-2-0-in-schools)>.



<<http://www.eschoolnews.com/2009/04/16/survey-shows-barriers-to-web-2-0-in-schools>>

## Collapse

The physical world is collapsing in terms of physical time and distance. Faster connections, richer experiences and 3D immersion was, in Stephenson's metaverse, purely science fiction. Collapse is often reported to teachers and parents in the media as a downgrading of learning. Articles, such as *Google is making us stupid?* or *Porn link with school assaults*, mean digital policy is often cautious, defensive and irrational in response.

Meanwhile, many parents provide unfettered access to technologies at home, while others provide little or none. Educators are responding online using social media, pointing out evidence of the benefits and reality of teaching the current generation of learners on their cyber-home turf.

Two such teachers are Bianca Hewes, *DIY teaching and learning* <<http://biancahewes.wordpress.com>> and Denise Lofts, *An educational journey* <<http://deniselofts64.edublogs.org/>>. To me, they exemplify leadership and critical understanding of digital technologies, while at the same time modelling essential principles to their students.

Read more about the issues:

*Is Google making us stupid?* <[www.theatlantic.com/doc/200807/google](http://www.theatlantic.com/doc/200807/google)>

*Why Google isn't making you stupid* <<http://lifehacker.com/5842514/why-google-isnt-making-you-stupid>>

*12 videos to spark educators thinking* <<http://dangerouslyirrelevant.org/2010/11/12-videos-to-spark-educators-thinking.html>>

*Out of our minds* <<http://sirkenrobinson.com/skr/out-of-our-minds>>.

## Transformation

Having had relatively unhindered access to books for centuries, we neither question books as a medium suited for learning nor try to frame books within one particular mode of use. We know books and we see them as a rich medium fulfilling a wide variety of purposes. When we think about technology, we tend to adopt a more cautious approach. We may not know games as a literacy, for example, whereas we might find blogs or wikis somewhat easier to relate to.

People are highly selective when they talk about technology or the internet, especially with what they believe to be true. It is extremely difficult, therefore, to provide professional development, as it is increasingly more difficult to know what new literacies teachers might need, want, or have already.

Being digitally literate is becoming ever more important as society is increasingly relying on digital media. Understanding begins with, but is not limited to, the ability to navigate and use all forms of digital media including video games, smart phones and digital repositories. It is only through continuously inquiring and exploring the nature and characteristics of these technologies for ourselves, that we can hope to develop a clearer perception of exactly how they can be brought to facilitate learning.

This presents education with an enduring problem. In order to more fully grasp the potential of any technology, we need to decipher its nature, deconstructing it and critically examining its inner components and mechanics. Education cannot afford not to create more time and opportunities for teachers to do this, nor can teachers expect the time to be entirely sufficient. The days of non reflective ICT training is no longer a feasible solution, nor is ignoring those teachers transforming practice and assessment at the grass roots level and quickly lifting them to key positions, based on ability rather than time-served (if indeed time is a valid measure of experience anymore).

## It takes a village

The culture that is emerging from all of this exploration and discovery is not just about online tools to improve performance in the prescribed syllabus, or pedagogy. It is clearly about culture and the role technology plays in shaping information by recognising and rewarding leadership in online cultures. Often teacher efforts to create new learning cultures creates successful projects which have almost no funding, but ambitious goals, open to participation on a global scale from both inside and outside of school, covering



a gambit of digital literacies and cultures. For example:

- *Massively minecraft* <[www.massivelyminecraft.org](http://www.massivelyminecraft.org)>
- *World without oil* <[www.worldwithoutoil.org](http://www.worldwithoutoil.org)>
- *The Amanda project* <[www.theamandaproject.com](http://www.theamandaproject.com)>
- *Global kids* <[www.globalkids.org](http://www.globalkids.org)>
- *Flat classroom project* <[www.flatclassroomproject.org](http://www.flatclassroomproject.org)>
- *Do something* <[www.dosomething.org](http://www.dosomething.org)>
- *Games for change* <[www.gamesforchange.org](http://www.gamesforchange.org)>



<<http://deangroom.wordpress.com>>



<[www.massivelyminecraft.org](http://www.massivelyminecraft.org)>

## Conclusion

Ultimately, growth, constraint, collapse and transformation will always be present in any discussion around education and the welfare of young people. Personal

teacher effort to foster a positive digital culture greatly improves the chances of teacher and student *evolvability*. When communities begin to positively connect, reflect, create and share as digital citizens and identities, they create new concepts, opportunities, knowledge and relationships in the ambience of digital culture.

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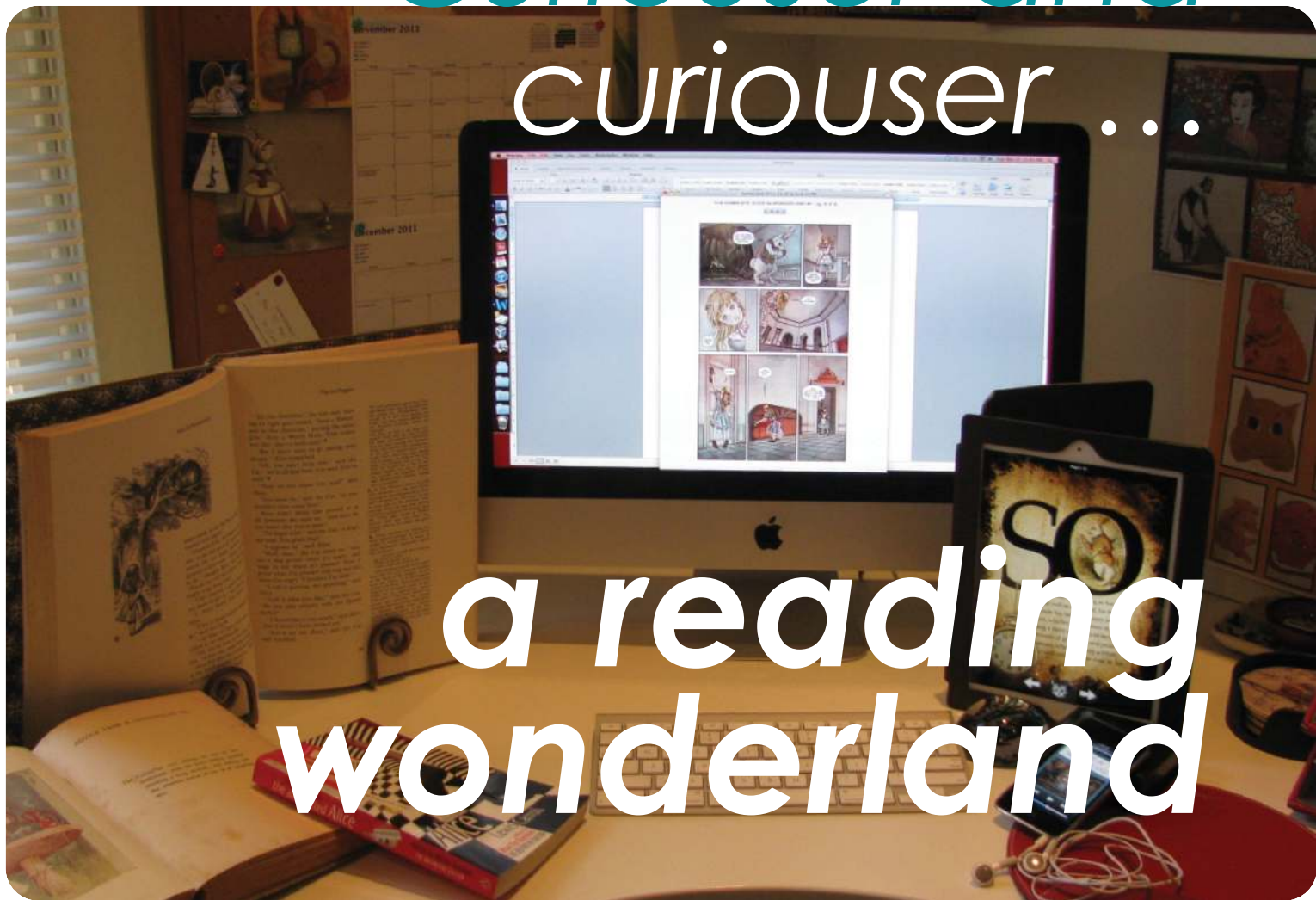
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# Curiouser and curiouser ...



## a reading wonderland



**Cathy Sly, Consultant, takes us on a whirlwind exploration of the nature of reading. It is a timely reminder to embrace the wealth of material available and participate in diverse and engaging experiences of reading during the *National Year of Reading 2012*.**

### The birth of the novel

*Beware of reading novels: they will do you no good and can bring harm.*

Such were the words of the Russian writer Mikhail Kheraskov to his pupil Anna Labinza, in 1776. Novels (from the French *nouvelle*), as the name suggests, were a new form of writing in the late 18th century. They were regarded with suspicion and were derided by serious readers who revered *the high genres of tragedy, poetry, and history* (Rosslyn, 2003). Interestingly, in changing socio-historical contexts, academics not only came to appreciate novels but also canonised those deemed to be the best. Education programs, for nearly two centuries, have dedicated time to cultivating students' interest in and high regard for novels.

### 21st century reading



**National  
Year of  
Reading  
2012**

The *National Year of Reading 2012* <[www.love2read.org.au/](http://www.love2read.org.au/)> provides a focus to reflect on the nature of reading in the 21st century. It is

also an opportunity to explore how we can engage in and enjoy the thrill of the literary adventure now at our fingertips.

It is an understatement to say that reading matter has undergone change in recent decades. At issue now is pondering the extent to which new reading experiences are to be spurned or embraced in educational contexts. The matter in question is whether or not the



high genres of the past have room to accommodate the new and evolving literary styles.

If consuming literature is compared with eating a meal, instead of being offered only one large main course of printed-paper texts, readers are now provided with a smorgasbord of reading material. Those willing to try, can taste, savour, nibble, or devour the many different bibliographic delights, and for versatile readers this is a most flavoursome and enriching experience.

While some bibliophiles may lament a shift from the sovereignty of the printed book and feel uncomfortable about accommodating a range of digital upstarts, it is important to see this change in terms of the bigger picture. In *A history of reading*, Alberto Manguel (1996) traces the development of books from ancient Mesopotamian stone tablets, through scrolls, manuscripts and codices, to bound printed pages. Mass produced printed books have existed for less than 500 of the 50 000 plus years of the human story, and these printed texts are themselves the result of a revolutionary shift in technology.

As books became cheaper and plentiful, readership increased dramatically. Technology in the 21st century is once again cultivating a monumental shift in the nature of reading.

*I ... confidently rely on the ability of computerized services to hunt through libraries vaster than Alexandria's for a remote piece of information, and my word-processor can access all manner of books.*

Manguel (1996, p. 61)

Reading is perhaps the most significant learned skill humans can achieve. In tracing the biological development of the human reading brain Maryanne Wolf claims,

*Biologically and intellectually, reading allows the species to go beyond the information given to create endless thoughts most beautiful and wonderful. We must not lose this essential quality in our present moment of historical transition to new ways of acquiring, processing, and comprehending information.*

Wolf (2008, pp. 16–17)

The ability to read is indeed remarkable and it is important to be able to learn and develop different reading strategies for different formats. As Margaret Atwood notes,

*... not so long ago, those who could read were few. They had a rare skill, and what they did – staring at odd-shaped marks and reeling off a*

*message written by someone far away – was regarded with awe.*

Atwood (2002, p. 46)

## A feast for the eyes and the senses

Considering *reading* in a broad sense leads to a greater recognition of the sumptuous feast on offer in today's world for readers. As Figure 1 suggests, reading is more than merely decoding symbols. It involves making meaning and having the skills to analyse, evaluate and critique the intent embedded in the presentation of symbols in a particular manner and for a particular purpose.

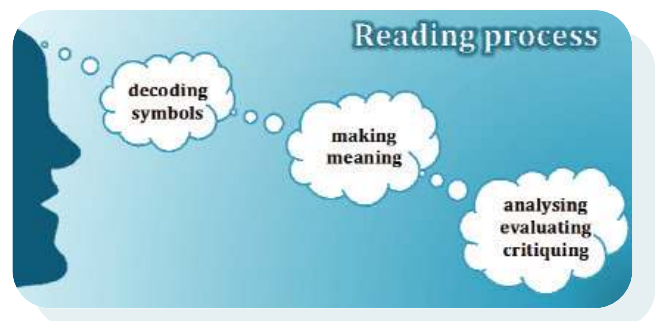


Figure 1 Reading process

In a contemporary understanding, reading presumes a combined *reading and viewing* approach. This is recognised in the delineation of literacy in the Australian Curriculum. The Board of Studies NSW Glossary for the *English Years 7–10 syllabus* also recognises this, and offers among the most recent definitions for related concepts provided by an education authority, while we await the glossary from the Australian Curriculum Assessment and Reporting Authority (ACARA). For example, the Board of Studies NSW definition of *Language modes* illuminates some key interdependencies:

*Language modes: Listening, speaking, reading, writing, viewing and representing. These modes are often integrated and interdependent activities used in responding to and composing texts in order to shape meaning. It is important to realise that:*

- any combination of the modes may be involved in responding to or composing print, sound, visual or multimedia texts
- the refinement of the skills in any one of the modes develops skills in the others. Students need to build on their skills in all language modes.

Emerging discussion about transliteracy, considers the importance of the ability to read, write and interact across a range of platforms (S. Thomas et al).

## The act of reading

The human act of reading involves engaging with different communications and various forms of media. Figure 2 indicates how reading matter has increased over time and now includes a range of formats created through new technologies.

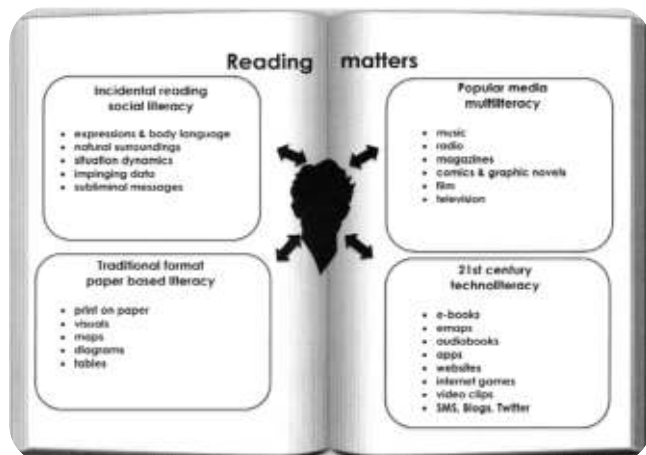


Figure 2 Reading across a range of media

21st century reading matter includes and extends beyond the traditional book. Students need to engage and read productively across a range of media, and to develop a life-long love of reading. Teacher librarians and teachers, as discerning and passionate readers, must provide essential modelling and explicit teaching of the required skills for multimodal reading.

## Read for pleasure

Students of today, sometimes referred to as *generation.com* or the *iGeneration*, have access to many types of reading matter. With appropriate scaffolding and immersion in the sheer pleasure of reading in all its forms, students can learn to comprehend and appreciate works across many different formats.

The book, as a concept, is a mediator operating between the thoughts of a writer and the reconstruction of these ideas by a reader. In the 21st century, reading for pleasure can include ebooks, graphic novels, audiobooks, websites, video-clips, blogs, Twitter, and perhaps even text messages. Figure 3 offers a sampler of ebooks which include elements such as animations, audio and interactives. Some are apps which need to be purchased.

Returning to the earlier analogy, of reading being a banquet with delights to taste and savour, reading material may now need to be approached differently. It may necessitate being chewed, devoured, munched, slurped, nibbled, or chomped and, as with food, a palatable variety and balanced intake is wise for healthy development!

## Personalise reading

Paper books are produced for different purposes. Some are aesthetically pleasing. Some are simply utilitarian, constructed so they can be carried around and read when convenient. In terms of convenience, both the ebook and the audiobook are wonderful alternatives.

## ebook sampler



- Audio stories and fairytales for children <[www.agendaweb.org/listening/easy\\_reading\\_listening.html](http://www.agendaweb.org/listening/easy_reading_listening.html)> [ES1 Stage 1 Stage 2 Stage 3]
- Charles Cumming: the 21 steps <<http://wetellstories.co.uk/stories/week1/>> [Stage 4 Stage 5 Stage 6]
- Children's books online: the Rosetta Project <[www.childrensbooksonline.org/](http://www.childrensbooksonline.org/)> [ES1 Stage 1 Stage 2 Stage 3 Stage 4 Stage 5]
- Children's ebooks <[www.childrenewebbooks.com.au/](http://www.childrenewebbooks.com.au/)> [ES1 Stage 1 Stage 2]
- ebooks directory <[www.ebooksdirectory.com/](http://www.ebooksdirectory.com/)> [Stage 5 Stage 6 Professional]
- The fantastic flying books of Mr. Morris Lessmore [iPad app] <<http://itunes.apple.com/us/app/the-fantastic-flying-books/id438052647?mt=8>> [Stage 2 Stage 3 Stage 4]
- Fictionwise <[www.fictionwise.com/ebooks/freebooks.htm](http://www.fictionwise.com/ebooks/freebooks.htm)> [Stage 4 Stage 5]
- Free epub children's picture books <[www.snee.com/epubkidsbooks/](http://www.snee.com/epubkidsbooks/)> [Stage 1 Stage 2 Stage 3 Stage 4]
- International children's digital library <<http://en.childrenslibrary.org/>> [ES1 Stage 1 Stage 2 Stage 3 Stage 4]
- Kevin Brooks: fairy tales <<http://wetellstories.co.uk/stories/week3/>> [ES1 Stage 1 Stage 2]
- The lost thing <[www.mirroroftheworld.com.au/imagination/begins/the\\_lost\\_thing.php](http://www.mirroroftheworld.com.au/imagination/begins/the_lost_thing.php)> [Stage 2 Stage 3 Stage 4]
- The pedlar lady of Gushing Cross [iPad app] <<http://itunes.apple.com/au/app/pedlar-lady/id380527812?mt=8>> [Stage 3 Stage 4]
- Possum magic <[www.youtube.com/watch?v=BboBeS-vhjg](http://www.youtube.com/watch?v=BboBeS-vhjg)> [ES1 Stage 1 Stage 2]
- Pop out! The tale of Peter Rabbit [iPad app] <<http://loudcrow.com/popout-the-tale-of-peter-rabbit>> [ES1 Stage 1 Stage 2]
- This too shall pass [iPad app] <[www.movingtales.com/apps/#app-80](http://www.movingtales.com/apps/#app-80)> [Stage 3 Stage 4]
- Twas the night before Christmas [iPad app] <[www.movingtales.com/apps/#app-104](http://www.movingtales.com/apps/#app-104)> [Stage 2 Stage 3]
- The unwanted guest [iPad app] <[www.movingtales.com/apps/#app-84](http://www.movingtales.com/apps/#app-84)> [Stage 3 Stage 4]
- The very hungry caterpillar <[www.youtube.com/watch?v=HpISHA8Fs4w](http://www.youtube.com/watch?v=HpISHA8Fs4w)> [ES1 Stage 1 Stage 2]

Figure 3 Examples of ebooks



An ebook reading device can transport many books and make them available to be read whenever or wherever a person chooses. The audiobook is also a valuable choice, allowing engrossing talking books to be downloaded onto a compact MP3 device.

Hearing a book read by a skilful reader is a sheer delight and, unlike the printed word, a diversion that can be undertaken while doing a physical or other activity. Selected titles for ebooks and audiobooks are immediately available (Figure 4). With ebooks the font size can be personalised, highlighting and bookmarking are often possible, and searches within the text are easily performed. Depending on the device, ebooks and audiobooks can even be read in the dark! Read anywhere and anytime for pleasure and information.

Hearing a book read by a skilful reader is a sheer delight and, unlike the printed word, a diversion that can be undertaken while doing a physical or other activity.

### Audiobooks sampler



- Free audiobooks for children <<http://lightupyourbrain.com/stories/>> [ES1 Stage 1 Stage 2]
- Online audio stories <[www.onlineaudiostories.com/](http://www.onlineaudiostories.com/)> [Stage 1 Stage 2]

Figure 4 Examples of audiobooks

Technological progress has enabled the republication of the classics in digital form. Contemporary fiction and nonfiction are becoming more readily available in ebook format. Some stunning multimodal, interactive ebooks with their own inherent uniqueness and aesthetic appeal are shifting the boundaries of products classified as books. Audiobook publications have expanded dramatically, with traditional and contemporary works qualitatively and

Technological progress has enabled the republication of the classics in digital form.

engagingly produced. Examples of the distinctive digital fiction and support resources available are found in Figures 5 and 6.

### Interactive author sites



- Mem Fox <[www.memfox.net/](http://www.memfox.net/)> [Stage 1 Stage 2 Stage 3 Professional]
- Shaun Tan <[www.shauntan.net/](http://www.shauntan.net/)> [Stage 1 Stage 2 Stage 3 Stage 4 Professional]
- The website of Tohby Riddle <[www.tohby.com/](http://www.tohby.com/)> [Stage 1 Stage 2 Stage 3 Stage 4 Professional]

Figure 5 Examples of interactive author sites

### Multimodal stories



- Inanimate Alice <<http://inanimatealice.com/>> [Stage 5 Stage 6]
- Interactive stories for kids <[www.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm](http://www.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm)> [ES1 Stage 1 Stage 2]
- Re-enchantment <[www.abc.net.au/tv/re-enchantment/](http://www.abc.net.au/tv/re-enchantment/)> [Stage 4 Stage 5]
- Stories to read online with audio <[www.beenleigss.eq.edu.au/requested\\_sites/audiostories/index.html](http://www.beenleigss.eq.edu.au/requested_sites/audiostories/index.html)> [Stage 1 Stage 2 Stage 3]
- Ziptales <[www.ziptales.com/](http://www.ziptales.com/)> [Professional]

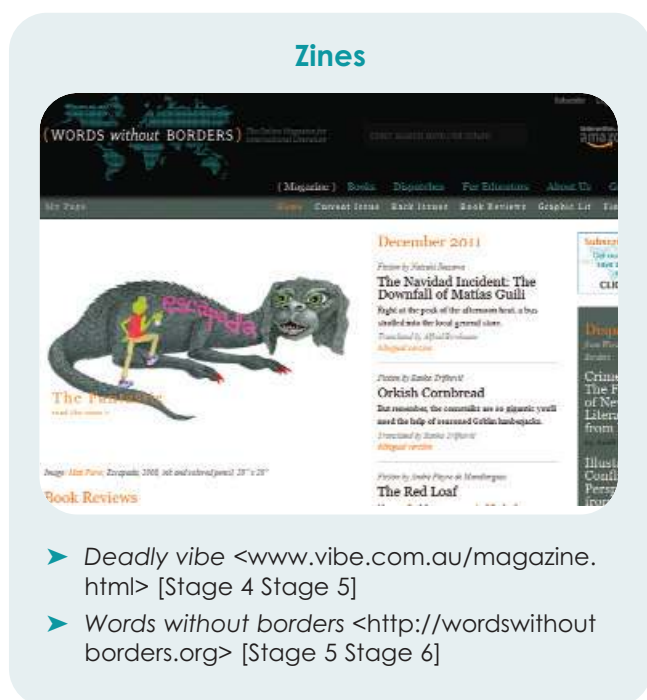
Figure 6 Examples of multimodal stories websites

New reading experiences require the cultivation of new reading skills. Traditional books involve reading in a linear manner. Digital books may include linear reading but there is often much more, including inter-actives. Digital books offer opportunities to develop visual decoding and listening skills as well. Visual literacy has become a significant aspect of teaching and learning in recent times. Illustrations, picture books, photojournalism, films, websites, comics and graphic novels have their own unique grammar and syntax, codes and conventions and students need to learn new concepts in order to engage in any meaningful way with these modes of communication (Figures 7 and 8).



- Zot! Online: hearts and minds <<http://scottmcccloud.com/1-webcomics/zot/index.html>> [Stage 3 Stage 4]

Figure 7 Webcomics can offer non-linear reading experiences



- Deadly vibe <[www.vibe.com.au/magazine.html](http://www.vibe.com.au/magazine.html)> [Stage 4 Stage 5]
- Words without borders <<http://wordswithoutborders.org>> [Stage 5 Stage 6]

Figure 8 Examples of zines (online magazines)

Leading linguistic expert, Professor David Crystal, presents a very interesting case challenging myths relating to new communication technologies destroying language. In an interview titled *Texts and tweets: myths and realities*, Crystal argues that *texting* and *tweeting* need not be considered with alarm by educators. He draws upon research to explode a number of myths associated with technology that has given rise to short messaging services (SMS). He notes past uses of abbreviated language in the Victorian era with Rebus games and later in children's books with visual language puzzles and pictograms. Crystal argues that English is an evolving language in which such modes of communication can be used creatively, and that research has shown that *the best texters are the best spellers*. The playfulness of *textspeak* and economic use of language can be seen in the following examples presented in an article on the BBC News site (Figure 9).



Figure 9 Textspeak on *Pride and prejudice* (Student A) and *Romeo and Juliet* (Student B) <<http://news.bbc.co.uk/2/hi/entertainment/4445088.stm>>

Students have different interests in reading and are likely to be more readily engaged by subjects and formats that interest them. Teachers and teacher librarians need to involve and extend student reading. Prue Greene (2011), Jon Callow (2008) and Len Unsworth (2007) provide exciting, practical examples of exciting digital reading experiences, and strategies for building the skills students need in the participatory culture. It is worth considering a wide range of media. Figure 10 provides examples of general resources on digital media.

Students have different interests in reading and are likely to be more readily engaged by subjects and formats that interest them.



## General resources on digital reading



- *21st century literacies: tools for reading the world* <[www.noodletools.com/debbie/literacies/](http://www.noodletools.com/debbie/literacies/)> [Professional]
- *Awesome talking books* <[www.awesomeibrary.org/Awesome\\_Talking\\_Library.html](http://www.awesomeibrary.org/Awesome_Talking_Library.html)> [Professional]
- *Texts and tweets: myths and realities* <[www.youtube.com/user/theRSAorg#p/search/0/Boj8VYzDAy8](http://www.youtube.com/user/theRSAorg#p/search/0/Boj8VYzDAy8)> [Professional]

## Learning and teaching

A strong notion of purpose and context in relation to what is being communicated is important when evaluating the form in which a text is produced. The following activity could be used, or modified, by teachers and teacher librarians to engage students in researching and evaluating different types of reading.

This activity, for students at various levels, aims to cultivate an interest in reading for pleasure. It allows individuals to select a genre that most interests them and to explore a range of formats and types of text. It could cultivate an enjoyment of reading and the discovery of different formats and should initiate an understanding of different skills needed to evaluate different media. Teachers and teacher librarians could work collaboratively on these activities over time. For more ideas refer to *References and further reading*.

This activity, for students at various levels, aims to cultivate an interest in reading for pleasure.

## 1 Reading tasks – student activity

**Select** a genre that particularly interests you.

**Try** one of these genres, or another that interests you:



The genre I have chosen to explore is \_\_\_\_\_

**Now find** relevant readings in 6 different formats.

Formats to choose from are:

- prose fiction books
- picture books
- newspapers, magazines, or journals
- comics or graphic novels
- ebooks
- series of photographs (3–6 pictures)
- films
- video-clips
- websites
- apps.

## 2 Writing tasks – student activity

**Record** these details for each of your 6 chosen readings:

Title

Format of this text

Name of composer or composers

About the composer(s)

How has the composer(s) expressed their ideas?

Has this been done well? Why?

**\*Write** a brief review of the text. In your review, include:

- ✓ a brief description of the text
- ✓ your overall evaluation
- ✓ a concluding comment, recommending it (or not) to other students.

**\*Consider** other formats you could use to present your review.

**Explain** which you think was the best text you discovered, and why this particular one stood out for you.

**Share** your reviews via the class wiki or blog.

## 3 Speaking task – student activity

**Select** an excerpt from one of the texts you have chosen.

**Present** this to the class. In your presentation include:

- ✓ an explanation of how it relates to the genre you chose
- ✓ an argument for why you think the composer has communicated the ideas well in this particular format.

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# Looking at the comical side of life



## STORMBREAKER

by Jayde Pene Year 7

Seth Fitisemanu and Renee Hunt, English teachers at Arthur Phillip High School, Parramatta, NSW, have been using the program *Comic life* in a range of English units. They have found it to be a most useful tool as an assessment for learning, especially of the English Stage 4 outcomes 3 and 7.

*Comic life* (Figure 1) is a user-friendly, intuitive and addictively engaging program that has students framing events, putting them in a sequence and choosing what the characters say (PLASQ). The following article outlines the process of using *Comic life* in a Year 7 English class. Sample comics from both the Year 7 novel adaptation unit and from a Year 9 creative computing compositions elective are included.



Figure 1 *Comic life* <<http://plasq.com/products/comiclife/win>>

### Year 7 Novel adaption unit task

Year 7 students worked on a novel adaptation unit. They explored how the narrative of a novel can be adapted and extended through the use of a variety of media such as film, board games and comics.

The novel set for study was *Stormbreaker* by Anthony Horowitz. Students were given activities that focused on narrative structure and creative writing techniques

such as imagery through sensory language, characterisation and dialogue.

As an assessment for learning, students were asked to create a comic of *Stormbreaker* using the *Comic life* program. They were to select one key scene from the novel that demonstrated a significant moment in the narrative and create a two page comic representation of it. This activity was key in gauging their comprehension of the narrative and narrative features, as well as their ability to critically select and interpret information.

These are the steps that we took to complete the comics:

1. immersion in the medium
2. storyboarding
3. sourcing images
4. extension activity.

### Immersion in the medium

Students were first introduced to a variety of online and print graphic novels and comics to familiarise them with the structure, metalanguage and conventions of comics.

### Storyboarding

Students were introduced to the concept of planning using a storyboard. We focused on how meaning is created through the combination of visual and language features in lexigraphical texts.



## Sourcing images

One of the great things about *Comic life* is the ability to import photographs from a range of sources such as:

- previously saved photos (found from the internet for instance)
- imported images sourced by the students themselves (on digital cameras or mobiles and sent to laptops via Bluetooth)
- scanned hand-drawn images
- *Comic life* has a capture feature that will allow laptops with a camera to take stills of students and import them instantly just by dragging and dropping the image into the comic frame.



Sample from a Year 7 student's Stormbreaker comic

The use of copyright images was a major consideration when using *Comic life*. Students were briefed on the need for discernment when using images from the internet as well as taking photos of other students.

## Extension activity

Students who were able to complete the *Comic life* task quickly and effectively were asked to animate their comics using the Prezi online program <[www.prezi.com](http://www.prezi.com)>.

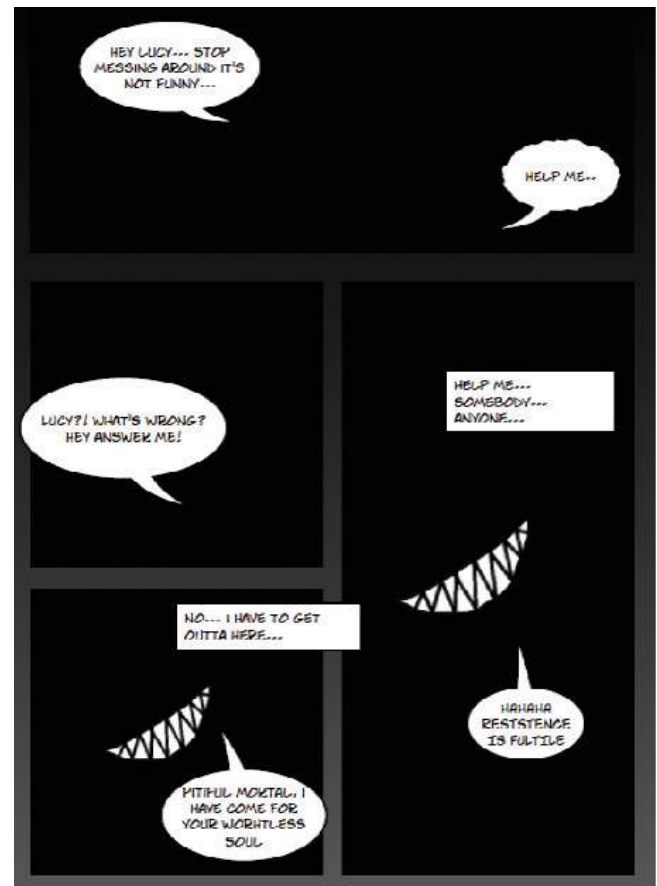


## Year 9 Creative computing compositions elective

Year 9 students studied the horror genre and its conventions through iconic films. As part of the unit, *Comic life* was selected as a sustained project tool for two main reasons:

- to assess visual literacy
- to allow students to express themselves creatively.

The work sample from the Year 9 elective demonstrates only a small variety of applications available on the *Comic life* program.



Sample from Year 9 student's horror comic

## Three reasons for using *Comic life*

The *Comic life* tool supported student learning by

1. engaging them in substantive and complex ideas that improved their responding, composing, analysing and synthesising skills
2. providing a medium for exploring transmedia narratives
3. catering for a variety of learning styles as a creative outlet and tool for success.

## Improving skills

By incorporating *Comic life* into our English units, students compose critical responses visually using ICT. Through the task of selecting an important scene from the narrative and re-presenting it through *Comic life*, students extend their analytical responding skills and engage in Substantive Communication (QTF).

This process assists students to consider substantial and complex ideas, to selectively refine the information and then plan and compose a visual response incorporating language, layout and graphic features to create a cohesive and critical response.

## Transmedia narratives

As part of the objectives of the unit, *Comic life* was used as one medium for an exploration of transmedia narratives, in which the narrative of *Storm-breaker* was extended, via creative explorations of subplots or the expansion of interesting moments, or simply re-presented, through a variety of mediums.

To scaffold the transmedia narrative process of re-presenting or extending the narrative, Year 7 students compared the narrative of *Stormbreaker* as presented in the novel with the film of the same title. Upon comparison, students were given the task to create a comic. Students were then asked to extend (adapt) the narrative basis from either the novel or film for a boardgame.

This process allowed higher order thinking skills to be honed in two major ways:

- In order to have their comic's subplot fit cohesively into the larger world of the narrative, students must conceptualise the narrative world in detail, making sure that the continuity of the narrative is kept. This was especially important when adding to the narrative through other media.
- Students needed to consider the possibilities of the medium as a source of meaning, apart from the narrative representation through it.

## Creative outlet and tool for success

*Comic life* has engaged low ability students in several ways. The use of ICT caters to a variety of learning styles: visual, by using the images and manipulating them to create meaning; and kinaesthetic, by drawing/sketching then scanning, manipulating images within the frame of the comics.

The tool allows creative and imaginative expression when responding and composing texts. Students are able to make personal decisions concerning the graphics, language and layout.

The *Comic life* tool is intuitive and easy to use. It enables students with low-ability to engage and succeed. They can access the task and feel a sense of empowerment and, therefore, success.

## Tips for fine tuning students' skills in the future

As with writing prose, composing in comic format has its own codes and conventions that help to make meaning. After students have completed their first drafts in *Comic life*, they can use a range of functions within the program to edit and enhance their work.

The most fundamental elements of the comics format include page layout; panels or frames; panel content; backgrounds; speech balloons and caption boxes; and lettering. Here are some tips to help students refine their presentations (Table 1).

Students can consider their ideas in the light of the following suggestions and edit or amend their work to clarify the meaning they wish to communicate.

Overall it is important to ask whether the page, panels and content within the panels present the ideas that you want the reader to perceive. Practising with the tools provided will help students to make their meaning clearer when working in this format.

## Students' responses to *Comic life*

After working with *Comic life* in an introductory session, students made some thoughtful comments. Further suggestions are offered to enable their valuable ideas to be extended to include useful tools within the *Comic life* program.

### Advertisement

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It was good because it was easy and I could use it really quickly. **Student 1**

**Further suggestions:** It is handy to be able to draft ideas quickly. Then, *Comic life* enables users to return to each section of a presentation, to edit and improve on its appearance. In comics format, pictures often speak louder than words and the visual images must be strong in order to convey the main aspects of a narrative.

It was just really fun being able to put the comic together using my own photos. **Student 2**

Using the *Comic life* program was fun, innovative and most of all, comical when taking photos of each other! **Student 3**

**Further suggestions:** The *Comic life* program has some terrific elements to enhance your photographs. These are found in *Details* then *Style attributes*. This picture indicates how an ordinary photograph can be comified.



I enjoyed using *Comic life*. It was interesting and something new and definitely something I can use again in other subjects. **Student 4**

**Further suggestions:** *Comic life* has some terrific applications for other subjects. Students could consider some of the suggestions listed below.

- novel or story plot outlines
- character studies

## Fundamental elements of comics format

<p><b>Page layout</b></p> <p>What overall mood do I want to present?</p> <p>Under <b>Page templates</b> in <i>Comic life</i> there are many layouts to choose from.</p> <p>Each of the panels on the page can be moved, rotated or scaled to suit your concept.</p>	<p>calm</p>	<p>active</p>	<p>conflict</p>
<p><b>Panels or frames</b></p> <p>How can the framing assist the meaning?</p> <p>Panel frames can be adjusted to enhance the tone of your work.</p>		<p>Clicking on each frame links to <b>Panel attributes</b> where you can alter the colour and width of the panel frames to suit your composition.</p> <p>You can also select <b>colour fills</b> and <b>gradients</b> for panels, or for the whole page background.</p>	
<p><b>Backgrounds</b></p> <p>Can background enhance the mood?</p> <p>Background colours for panels and pages can be altered to support the atmosphere you wish to communicate.</p>	<p>If your image is smaller than the panel or if you remove its background, it will display the panel background.</p>		
<p><b>Speech balloons</b></p> <p>How do speech balloon styles change meaning?</p> <p>In comics, speech balloon outlines suggest the tone of the words included.</p> <p>The outline or the inside the balloon can be coloured to assist with the effect.</p>		<p><b>Lettering fonts</b></p> <p>What is the best lettering to express the speaker's tone?</p> <p>You can choose font styles, size and colour to help with communicating the meaning of the brief words used.</p>	<p>THE CAPTION BOX</p>

Table 1 Tips to help students refine their presentations

- news reports
- steps in a science experiment
- history time chart
- visual art presentation
- storyboard for drama or film
- dialogue in foreign language classes
- presenting the lives of important figures
- life cycle of plants or insects for science.

No doubt there are many more possible applications for presenting aspects of students' learning in this format. A very useful online manual produced by the Plasq company for *Comic life* is available at *Comic life manual* <[http://plasq.com/helpfiles/Comic\\_Life\\_manual.pdf](http://plasq.com/helpfiles/Comic_Life_manual.pdf)>.

# Kellyville High iPad trial



**Ingrid Simpson, teacher librarian at Kellyville High School, NSW, is excited about the opportunities for exciting student learning with iPads.**

## Do we need a tablet or ereader in Kellyville High School Library?

This question arose when several positive elements intersected at the end of 2010.

- ▶ The first event involved a group of orientation day Year 6 students who were interested and engaged with my session using a colleague's iPad in conjunction with books.
- ▶ The local library was promoting digital downloads and digital book borrowing.

As these would readily provide reading and literacy based activities for the Peer Tutoring Program, ideas and possibilities emerged. The iPad enabled much more than a book reader, and even more than interactive books and read out aloud books. The initial enthusiastic ideas seemed very good, but once purchased and used, it was clear that we were only at the thin edge, as

the potential expanded exponentially. Student enthusiasm and engagement has been exceptional.

## Do we need iPads? Yes

Why? It is another way of encouraging students to read, provides engaging opportunities to improve their literacies, and there are many educational possibilities and potential uses. However, more questions needed canvassing: How will we best use it? Are any more needed? What applications should we download and which ones will be best? How will the iPads be managed?

## Continuing the quest

The National ASLA XX11 Conference (Figure 1) included a presentation by Lisa Nash titled *Exploring iPads in learning and teaching*, that was ideal for my quest.





**NATIONAL CONFERENCE**  
**SYDNEY 2-5 OCTOBER 2011**  
*Saint Ignatius College, Riverview*

Figure 1 ASLA XX11 Conference

[Editor's note: Read Lisa Nash's article, *Exploring iPads in teaching and learning*, in this issue pp. 6–13.]

Lisa spoke about the ways that today's students consume, create and make sense of content via a range of mobile digital technologies. She discussed feedback from a classroom trial of iPads and explained the ways in which the innovative features of the iPad and various apps can enhance and engage students in learning.

After attending this session, I was armed with evidence based practice and the benefits of the iPad's educational uses and success. Benefits were found to include the instant and personalised nature of interaction where students have control via the accommodation of preferred learning styles and appropriate reading levels. This was found to be particularly successful for special needs students and low ability readers.

Issues associated with having numerous iPads were also identified. For example, each iPad needs to have the application purchased and downloaded. Knowing this enabled anticipation of issues to be considered for our school's situation.

### iPads in action

Kellyville High School's Peer Tutoring Program was recently recognised with a Western Sydney Region Excellence in Education Award for Excellence in School Achievement. This program operates every morning during roll call. It teams Year 10 volunteer tutors with Year 7 students with a low reading age. Year 7 tutees are pre and post tested, and some results show remarkable improvements during the year (Simpson, 2010).

As with all programs, it is a work in progress, constantly striving to improve and to introduce variety and enjoyment into the learning. The iPad enables peer tutors to experiment and improve tutoring strategies by identifying ways of incorporating literacy based interactivity and involvement. Peer tutors have successfully used worksheets, word games and puzzles, Web 2.0 tools and now iPad apps.

### Some student favourites

There are so many free apps available, as well as apps for purchase. Many are well suited to our peer tutoring sessions. Initially, children's digital books were purchased. Students were encouraged to read and interact with the content in a different way to the paper editions. Our students have enjoyed:

- *The tomorrow book*
- *The fantastic flying books of Mr. Morris Lessmore*
- *The cat in the hat*
- *Wonky donkey*
- *How to train your dragon*
- *Where's Wally*
- *Toy story 2.*

*Toy story 2* can be read by students, who can record their own reading of the story and interact with the story's activities. Another favourite, *Finn's paper hat*, allows students to select voice over, and choose accents from Australia, New Zealand, the United States or British English. Some animated characters repeat what is said to them, for example, as Dodo, Talking Tom 2, Talking T-Rex and Talking Gina.

Nonfiction titles are also popular, such as the interactive *AI Gore – Our choice: a plan to solve the climate crisis*, the 100 facts series, including *Pirates and World wonders* and *Virtual history* series. Geographical quizzes can be performed with *Geogame*, *Flags*, *Capitals*, and more.

Games, of course, are a hit. Some of the word games that have been downloaded, again, some free some purchased, include *Popwords*, *ScrambleWord*, *Bookworm* and *Boggle*, which requires shaking the iPad to roll the letters, which students love doing.

The iPad instantly engages students, allowing them to have control and work with a responsive and intuitive interface.

The iPad instantly engages students, allowing them to have control and work with a responsive and intuitive interface. It has been an unforeseen positive to see the students' collaboration with the iPad's use. In Peer Tutoring it is rotated around the pairs of Year 10 and Year 7, or in small groups with everyone having a turn. The paired involvement with the activities helps keep students on task. In this way student direction is encouraged rather than a teacher supervising to ensure students are on task rather than venturing onto other sites when the internet is readily accessed through the school's DER wireless network.

### iPads+

Attachments were purchased so that the iPad can be connected to the data projector and television, and used for keynote presentations, note taking, reading,

displaying photographs of students' work or instantly accessing a page in a book or interactive games with the entire class.

Students request the iPad to use during lunchtime and, although it would be nice to have more, the cooperation to share it works well.

Students were asked to provide comments about how they found using the iPad.

*I loved the games and all the things we could do.*  
Dara

*It was heaps of fun.*  
Brianna

*It is a fun thing to play with and it's mad and does not break easy.*  
Bailey

*It's good; it's fun; it's hectic.*  
Gurwinder

## School A to Z

Just recently, the NSW Department of Education and Communities launched the interactive website *School A to Z: practical help for parents* <[www.schoolatoz.nsw.edu.au](http://www.schoolatoz.nsw.edu.au)>. The vast array of topics include early learning, a survival guide for HSC, health, welfare, and social, physical and mental wellbeing. The opportunity exists to leave comments, questions and suggestions.

*School A to Z tools, tips and resources for parents* contains articles videos, podcasts and worksheets. Parents may subscribe to an online newsletter. The site supports parents with authoritative information. Additionally, using the translator button, this information may be retrieved in over 50 different languages, offering assistance to families where English may be a second language.

Free apps are available to download for iPhone, iPad, Android and tablets for students to use (Figure 2).

## Results of the trial

The iPad in Kellyville High School Library trial has surpassed all expectations. The support for reading and literacy development have been exceptional, and it has been a successful reward for students in the Peer Tutoring Program who complete their assigned work.

A reporter from the local paper visited the school and interviewed the students on how they are using the School A to Z app on the iPad (Figure 3). Our students are enthusiastic participants in the activities.



Cell appy: Kellyville High School student Bailey Akroyd makes use of the Department of Education's new application for subject and homework help. Picture: Natalie Roberts

## Help is at the fingertips

By Jade Wittmann

THE Department of Education's new School A to Z resources are geared to give homework related information and support to parents, but students at Kellyville High School are also reaping the benefits.

The website and applications — which are compatible with iPads and iPhones — have become an accessible tool for students who speak another language at home.

ESL teacher Vicki Andrews said more than a third of the school's students were from non-English-speaking backgrounds, and English was a second language for 27 per cent of these.

She said the website and application could translate pages dedicated to English, mathematics and other subjects into more than 50 languages.

"I've got a couple of new students who have

come from the intensive language centre. One of them is from a Thai background and her eyes just lit up when she saw [the information] was in her language," Ms Andrews said.

"For me this is going to be great. Also the English section has definitions of all the grammar and words that they use in English."

The site is vetted by the Department of Education so "you have confidence that what is on that website is what students in NSW need", Ms Andrews said.

The application has also been used in the school's award-winning peer support program, where year 7 students are matched with a peer tutor from year 10.

They will receive the Western Sydney Region Excellence in Education Award for excellence in school achievement on November 30.

Details: [schoolatoz.nsw.edu.au](http://schoolatoz.nsw.edu.au).

Figure 3 Local newspaper article on student use of School A to Z app

## What's next?

Another iPad purchase is planned for in the 2012 library budget. Our next phase is to look at numeracy applications, and to purchase titles from the Premier's Reading Challenge list to encourage further participation in the 7 to 9 Challenge with the electronic format as a drawcard.

## References and further reading

- Nash, L 2012, 'Exploring iPads for learning', *Scan*, vol. 31, no. 1, February, pp.6–13.
- Simpson, I 2010, 'Peer tutoring: strategies for improving literacy', *Scan*, vol. 4, no. 29, November, pp.15–17.
- Wittmann, J 2011, 'Help is at the fingertips', *Rouse Hill - Stanhope Garden News*, 22 November, p.7.

**GET OUR FREE MOBILE APP**

**Features**  
The School A to Z app contains the following features for parents and children:

- English & to Z:** Use your recent to learn up on your interests and subjects of their own learning benefits including through games for your child! Our English A to Z has over 700,000 definitions of common-used English terms from primary and high school. Each word has an easy-to-understand definition based on the current school curriculum, with graphic illustrations and help sheets to help you.
- Maths A to Z:** In your child learning maths is a completely different way to help your child learn! With nearly 500 definitions, our Maths A to Z will help you to understand and help in helping to your child's classroom. Each word has an easy-to-understand definition based on the current school curriculum, with graphic illustrations, help sheets and fun activities to help you support your child.
- Technology A to Z:** Technology is changing at an ever-increasing pace and it's a good idea to find ways to keep up with the latest trends and technology. Use Technology A to Z to explore these trends in language that you can understand.
- Spelling Fun:** There's your child need to practice their spelling! The Spelling Fun game provides hours of spelling fun for children of all ages. There are three levels of difficulty and a teacher-based help program and program. Children can even create their own games with their weekly spelling words.
- Maths Monkey Games:** Maths Monkey Games is a fun way to learn maths. The Maths Monkey Games Tables challenge is sure to be a winner. Your child can get the most number of correct answers before all of the bananas fall. It's a fun way to learn or refresh memory. They need to be quick and think to also a quick game to help them learning.
- Assignments:** Does your child have an assignment due tomorrow and you don't know where to start? We have an award-winning assignment generator for common classroom topics and themes. It's just one of the ways to help.

Figure 2 Mobile applications <[www.schoolatoz.nsw.edu.au/about/mobile-applications](http://www.schoolatoz.nsw.edu.au/about/mobile-applications)>



# 2012 student challenges

## Geography Stage 5 challenge

Take a virtual tour of Narawang Wetland, conduct experiments and complete your Research Action Plan! <[www.geographychallenge.nsw.edu.au](http://www.geographychallenge.nsw.edu.au)>



## Murder under the Microscope 2012

Students use their own research and clues from the Murder under the Microscope (MuM) website to solve an environmental problem posed in the metaphor of a 'crime'. MuM is Australia's largest online environmental game and this year's theme *Lament in the lucky country* starts in Term 3, 2012. More information about how to plan, prepare and play at <[www.microscope.edu.au](http://www.microscope.edu.au)>.



## Premier's Reading Challenge



In 2012, students can look forward to videoconferences with popular authors and illustrators, a vibrant new poster in Term 1, a refreshed website and an updated booklist, including *The great expedition* by Peter Carnavas, the *Boy vs beast* series by Mac Park, *Billionaire boy* by David Walliams and *The Leviathan* trilogy by Scott Westerfeld.

Registrations open from 5 March at <[www.premiersreadingchallenge.nsw.edu.au](http://www.premiersreadingchallenge.nsw.edu.au)>. For further information contact the PRC team <[prc@det.nsw.edu.au](mailto:prc@det.nsw.edu.au)>.

## TechnoPush Kids' Design Challenge

TechnoPush is on again this year. The KDC NRMA TechnoPush Kids' Design Challenge provides a highly motivating, authentic design project to promote quality learning. The focus is on Science and Technology outcomes PLUS real links to English, Maths, PDHPE and more! TechnoPush supports Stage 3 - Science and Technology and Stage 4 - Technology (Mandatory)




Register for 2012 TechnoPush challenge and see a video of the 2011 event at <[www.clic.nsw.edu.au/technopush](http://www.clic.nsw.edu.au/technopush)>. August 15 is the date of the 2012 Event at Eastern Creek.



To enrol for the workshop Go to the My PL@Edu <[www.det.nsw.edu.au/docprs/](http://www.det.nsw.edu.au/docprs/)> website or choose My PL@DET from applications TAB in your DEC portal. Choose My Professional Learning and then click on Search/enrol for Event from the left hand menu. Enter the search term for the course name, *TechnoPush*. Select the session you prefer and enter your details online.

# The impact of technology on reading practices for 21C learners

 Reading back to back by Valerie Everett



**Alyson Simpson is an Associate Professor in English Literacy Education at the University of Sydney.**



**Maureen Walsh is Professor of Literacy Education at the Australian Catholic University, Strathfield Campus.**

In this issue, Associate professor Alyson Simpson and Professor Maureen Walsh report on a small scale project that explored how digital technology has been integrated into the teaching of reading. Some interesting challenges arise for us to reflect on and inform our practice.

Ideas can be considered in the context of supporting the National Year of Reading 2012.

## Seeking stability on a moving platform

The challenge for school classrooms and libraries has been not when to respond to the digital revolution, but how to respond. When we speak of making connections between classrooms, we most commonly mean virtual connections to create networked learning opportunities. In schools where progressive moves have been made, students are familiar with multiple ways of seeking information, communicating new ideas and working collaboratively. Where these kinds of learning opportunities exist, we often see signs

of what Linda Darling Hammond would call *intellectual inquiry, hands-on projects and activity-based curriculum* (Hammond, 2011, p. 3). Research to identify how wide these practices are is still in its early stages, so the impact of teaching reading in the digital environment is largely unknown.

This paper reports on a small scale project that investigated the ways digital technology had been integrated into reading lessons. We know that the growth in embedding technology into the classroom has been fast paced. We also know that, as technology develops faster than we can keep up, the growth in appropriate professional development lags behind. Leu set the challenge in 2004 asking for data to direct future developments in education, and stating that access to technology was not the difficulty to solve, rather what we should consider more carefully is *the thoughtful use of powerful new technologies for literacy* (2004, p. 24).

Based on their years of observing teachers working with technological change, the researchers knew, if



they framed up a study that took them into classrooms to observe teachers, they would find good examples of thoughtful practice. They were keen to collect evidence to frame up a broader picture of the impact of technology on reading practices.

As concepts of literacy are continually in flux due to constant shifts in learning design, it was considered timely to assess the flexibility of teachers' pedagogy to see how they dealt with this complex reality in the every day demands of working with their students. The research based evidence could then inform further large scale studies that could support future decision making processes at a school or system wide level. Thus, the research project grew out of a concern that all the added ICT extras with bonus buzz sounded wonderful, but there was a risk that teachers could become so focused on incorporating technology that the balance between new literacies and the explicit teaching of core literacy practices would be lost. The research question became: *How do teachers plan and implement the teaching of reading in balance with the use of digital resources?*

... change in technology leads to changes in literacy practices.

## Technology4learning

Since ICT has been introduced en masse into classrooms, various studies have pointed to two important issues. The first issue is the gap between acquisition of technology and the establishment of suitable pedagogy (for example Dwyer, Ringstaff, & Sandholtz, 1991; Lankshear & Knobel, 2003; Jewitt et al, 2004). Initially, in the early days of computer use, as Brown, Bryan and Brown stated, *Although technology changed the classroom environment to some degree, curriculum and instruction did not change* (2005, p. 2).

As time has gone by, teachers have employed more open ended tasks which encouraged students to explore the affordances of the internet to problem solve. This has often led to students designing multi-modal texts, as active participants in the communication dialogue rather than passive receptors. Now, many teachers are beginning to integrate the use of technology into cross disciplinary teaching to allow students opportunities for learning through socially networked projects. For these teachers, classrooms have become flexible learning spaces where local and global communities of literates (Heath, 1991) can meet as students connect across time and distance. The recent *Scan* article by Lee showcased one particular model of a learning community at Broulee Public School that connects, not only students but also, parents and others into the learning process (Lee, 2011). For students lucky enough to be taught by innovative teachers like these, technology has brought about pedagogic change. This is not the case in all

classrooms but research is continuing to determine the impact of technology on pedagogic development.

The second issue addressed in this review is the speed with which change in technology leads to changes in literacy practices. Research has encouraged teachers to be dynamic in their response to both challenge and change and to adapt their practices as new definitions of literacy shift beneath their feet and students learn to deal with digital metacognitive

knowledge (Leu, et al, 2008). Initially, the term new literacies introduced a paradigm of understanding devised to alert educators to the potential of a *metalanguage that describes meaning in various realms. These include the textual and the visual, as well as the multi-modal relations between the different meaning-*

*making processes that are now so critical in media texts and texts of electronic multimedia* (The New London Group, 2000, p. 24). However, in 2011, the term new is needed to refer to currently evolving ideas that now must be included in any conceptualisation of literacy as it continues to evolve.

## Digital texts and reading

Alongside changes in technology, teachers recognise that texts have become more complicated as the potential for communication has become more interactive. These developments mean that students need to learn how to read, write, view and create across a range of semiotic systems (Kress, 2003; Coiro et al, 2008). The skills that students need to develop as they use multimodal digital texts is broader than what is needed for print based texts, yet models of learning to read have traditionally dealt with concepts of print (Clay, 1972).

A significant guide for teachers that pointed out the complexity of reading practices is Luke and Freebody's (1999) model that set out four reading roles which encompass all aspects of reading that need to be considered when reading print text, such as decoding, comprehending and critical reading within the social context and purpose of texts. However, now when we examine what is happening in classrooms in terms of ICT, we must also be aware that there is a need for new pedagogic models for teaching reading on screen. Although some work has been done to consider how reading on screen is different to reading print (for example Labbo, 1996; Turbill, 2001; Bearne et al, 2007; Lawless & Shrader, 2008; Walsh, 2011), a systematic approach to the teaching of reading with digital texts has not yet been developed.

As we have observed teachers in classrooms and students interacting with texts, we have seen that they are dealing with challenges placed on them

simultaneously from technological and literacy evolution. Leu described the relationship between technology and literacy as transactional (2004, p.14) as he proposed changes in technology bring about changes in literacy and vice versa. In order to examine how this relationship plays out as shifts in pedagogic practices, our research collected data about literacy practices and technological provision from a range of contexts. Part of our research agenda was to model the interaction between the two dimensions. After looking closely at a large number of teaching episodes we were able to propose a descriptive model that plots interactions against twin axes of complexity.

### Looking at what others have done

The aim of the research was to discover how teachers planned and implemented the teaching of reading in balance with the use of digital resources. Questions were posed such as:

- *What does interaction with technology add to a child's reading experience?*
- *Is it different kinds of reading or is it merely a broader range of physical interactions with texts and modes?*

To offer some answers to the underlying issues raised by this focus the study was designed as a close examination of the teaching of reading in Stage 2 classes in three urban primary schools from different regions in NSW. Five classes of Stage 2 students aged 8 to 10 years of age took part in the study = total of approximately 125 students. Appropriate ethics conditions were met and the five teachers who participated allowed researchers free entry to their classrooms to film literacy sessions. The researchers were able to move around different reading group activities and observe students' engagement

The researchers wished to collect specific examples of pedagogical approaches that teachers were using with digital technology to assist the explicit teaching of reading with print, screen based and multimodal texts with Stage 2 students. So a qualitative approach to research was taken where a rich description of the classroom context was built up through video recordings, interviews, field notes, and teacher program notes.

- i) Flip video recordings of group reading activities with some video clips of individual students engaged in reading tasks with print or digital texts. 14 visits to the schools were made over three school terms with a total of 99 teaching/learning episodes recorded. This video data is not intended to represent every possible teaching/learning scenario. It is used to show the scope of different kinds of pedagogy captured across the times that the researchers visited the schools.
- ii) Discussion and interviews with teachers. The teachers were interviewed in Term 4 about their programming for reading, their teaching background, their understanding about the relationship between literacy and technology, and about the strategies they use to teach reading. These interviews were recorded and analysed to

further inform and validate the researchers' observations and conclusions.

- iii) Field notes
- iv) Teachers' programming documents and resources.

The variety of data gave the researchers insight into the nature of students' reading behaviour with print and digital texts as well as the balance of teachers' explicit teaching practices to support learning about technology and reading.

### Answering the same question through three different ways of looking

After collection the data set was aligned with three conceptual frameworks. Each one gave the researchers a different view so that a multidimensional perspective of reading practices was built up. First, the recorded classroom literacy events were coded using a proforma that set reading behaviours such as decoding, comprehending, responding and critiquing (Luke and Freebody, 1999) alongside evidence of the impact of technology on the students' reading practices.

The second framework examined modes of communication. This enabled researchers to attend to the layering of semiotic systems in print based and digital texts.

As a third framework, we analysed the complete series of episodes for evidence of approaches to reading and innovation to examine the impact of technology on the students' reading practices.

The combined coding from all three approaches achieved the purpose of recording the characteristics of instances of traditional and new reading practices where either could, but did not have to, involve the innovative use of technology. The end result provides information about the ICT skills and knowledge and reading behaviours demonstrated by students in each literacy task rated against continua of complexity. As the research focus was to investigate the balance achieved between the teaching of reading and the use of digital resources, this coding provided information to address both halves of the enquiry.

### Recognising patterns in the mix

When all the data were analysed using these three frameworks, four distinct groupings emerged within the teaching/learning episodes. These groupings represent the variety of reading practices in which students engaged across the school sites and reveal the variation between traditional and newer reading practices. The four terms we are using to describe these are: traditional, transferred, transitional and transformative. These are now explained and justified with reference to specific examples.

### Traditional texts and reading practices

As would be expected, teachers continued to use print based texts to engage students in reading and responding tasks. These lessons involved students responding to literary or factual texts that were related to curriculum topics they were studying. For example,



one class was studying the digestive system of the human body for Science so they were required to read information texts and make notes on the names of the organs of the body and their functions. These texts involved one or two modes (for example, written text and visual) and no digital technology. Teachers usually set tasks that were drawing on literal, inferential and sometimes critical comprehension. Reciprocal reading was also applied in group tasks.

### Transferred texts and reading practices

These practices occurred when digital texts were used for reading and responding in a similar way to how traditional texts have previously been used. However, they involved the transfer of print to digital context, for example, a printed text with comprehension questions could be displayed on an Interactive whiteboard (IWB).

In an activity illustrated in Figure 1, the IWB was used to display a proforma shaped like a hamburger to help students read an information text and identify the parts that matched sections such as topic sentence, supporting information and conclusion. All students had to do was fill in the gaps by reading and writing on the screen instead of on a sheet of paper. In such cases students used only a small range of modes, such as text and image, that could be manipulated through touch or with a mouse. In some cases sound effects may have accompanied movements on the screen.

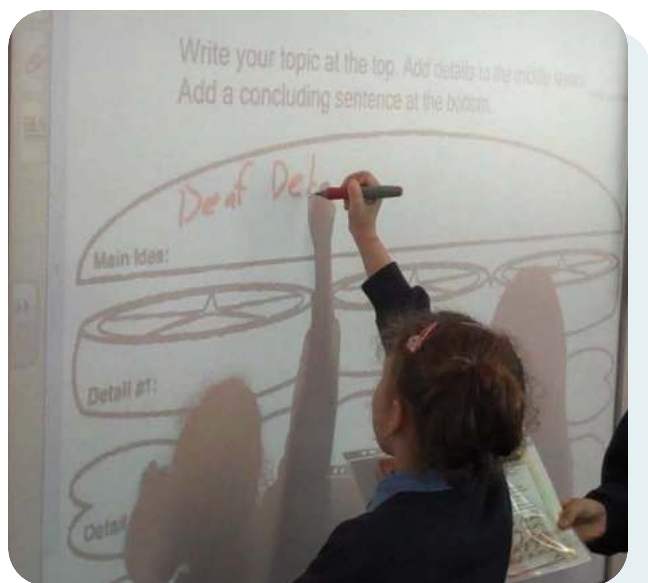


Figure 1 Students use the IWB to identify text structure

### Transitional texts and reading practices

In these cases, students were responding to digital texts that had been specially created for reading on screen to involve a wide range of modes simultaneously such as music and animated image and text. For example, during the activity illustrated in Figure 2, students watched a video advertisement for a popular soft drink to study the impact of the different modes of music, image and text on their feelings about the product.



Figure 2 Students view multimodal text to analyse the effect of visual imagery

Students were scaffolded to become critical readers, as they had to interpret the multiple layers of meaning being created through different modes in the digital text. We refer to these kinds of activities as transitional because students needed to use literacy and technological skills that are additional to what they need to use with paper based texts.

### Transformative texts and reading practices

We identified some practices as transformative because these were when teachers made use of innovative pedagogy to ensure a strong connection between high level literacy and high level digital skills was necessary to achieve any task. For example, as part of their novel study of the Harry Potter series of books, students worked on a wiki that allowed them to share their personal response to the text with peers (Figure 3). The teacher and other students could access and comment on the wiki pages.

After students answered inferential comprehension questions that depended on multimodal text interpretation and required critical literacy skills at text analyst level in an interactive context, they then innovated on an episode of the original Harry Potter text to actively repurpose it and write fan fiction style narratives, always including images and sometimes including music. That is, students were engaged in responding to and/or producing digital texts in a totally different way to what could be achieved with traditional print materials. Students used multiple modes of

Students used multiple modes of communication ...

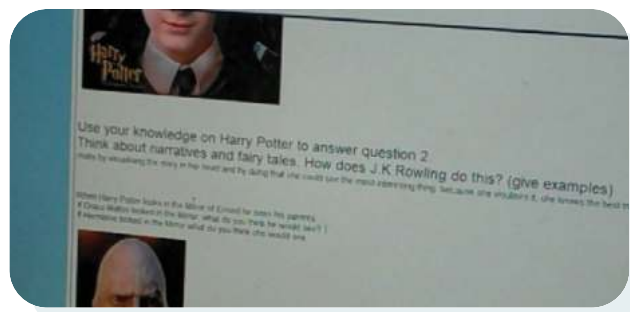


Figure 3 Students prepare to innovate on the story using their wiki pages

communication and an extensive range of digital affordances to access, read, create and publish interactive texts for new audiences who could access these texts through technology and could, in turn, respond and create their own.

### 4T model

We refer to the four groups of traditional, transferred, transitional and transformative reading practices as the 4T model. This 4T model is illustrated in the diagram in Figure 4. The horizontal axis shows a continuum from the use of print based texts to the use of more sophisticated digital texts in terms of technology. The vertical axis illustrates students' engagement in less complex reading practices (e.g. literal comprehension) to more complex reading practices (e.g. inferential, evaluative or critical comprehension).

The four quadrants represent how the four groups of reading practices clustered after the data sets were plotted on each axis. For example, the lower left

quadrant represents less complex reading and technology demands while the upper right quadrant represents more complex reading and technology demands.

### What have we discovered?

There are two main implications that can be drawn from our creation of the 4T model.

First, it illustrates the synthesis of the relationship between the demands of reading and the demands of the technological features of digital communication. That is, as the research question was seeking to discover how a balance was achieved between the teaching of reading and the use of digital resources, the model provides a visible representation of that balance. It reminds us of the integrative and participatory nature of multimodal communication. This kind of modeling helps us to recognise the relationship between the way an individual reads and makes meaning with a digital text and the simultaneous processing of visual, textual, physical or other semiotic systems.

There is dynamic potential in the multiplicative (Lemke, 1998) processing of modes for communication, as in the example of the wiki that is created, read and built on with photographs, video and music; or through a podcast with detailed editing of sound and music with

images and text. The integral relationship between processing texts and modes, whether image, sound or movement, means that we need new approaches to both teaching and assessing reading that are appropriate to the learning context and aligned with what has been taught.

A second implication is that the model showed us the range of practices that teachers from these particular classrooms were using and how these could be designed, and more equally balanced, for more effective use of the affordances of the technology.

The clustering of tasks revealed that there were very few instances where students were engaged in the dynamic reading and literacy learning that is possible with digital texts. For example, as shown in the fourth quadrant in Figure 4, there were not many examples of learning episodes where we could confirm that students were engaged in transformative tasks.

There were a few

more that we could categorise as transitional. In fact the majority of tasks were categorised as requiring either traditional or transferred reading practices. There were two main reasons for this: access to reliable technology and, more importantly, the way teachers were able to change their pedagogy to adapt to new modes of communication.

The literature suggested that change in pedagogy would take time, as curriculum revisions usually follow in the wake of technological development (Brown, Bryan and Brown, 2005). Our results show that there has been a shift for some teachers as we predicted there would be but that there is a large proportion of old pedagogy being used with new technologies.

Whilst we acknowledge that teaching with print text cannot and should not be replaced entirely, there is cause for concern if traditional teaching is merely transferred to digital media. Where evidence of the considered explicit teaching of reading with digital

texts that Leu (2004) called for? Indeed, how can there be evidenced based practice when the evidence has not yet been collected?

As the pace of digital affordances continues to evolve through the fast release of apps for nearly every need, the theoretical basis on which we pin our planning is

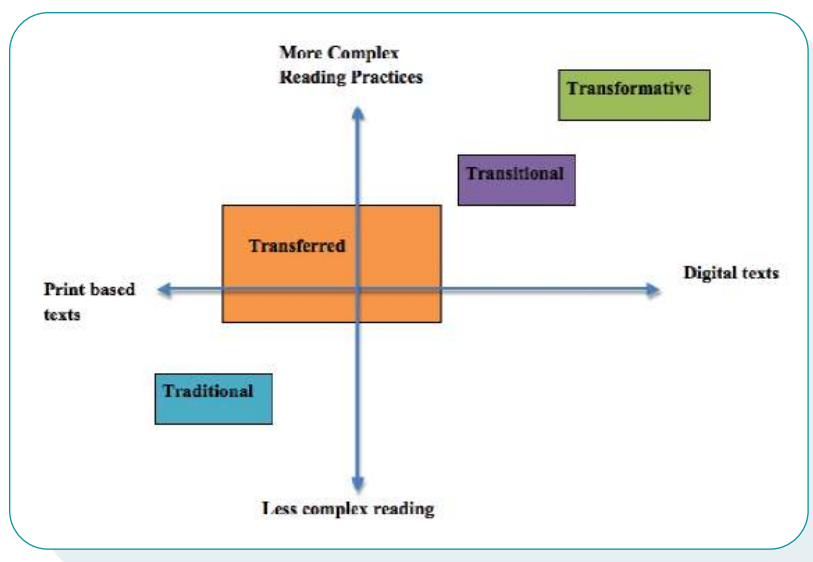


Figure 4 The 4T model

... there is a large proportion of old pedagogy being used with new technologies.



stretched ever thinner. Reading digital texts on screen with their rich complexity of semiosis is a challenge for which our traditional models of learning to read are not fully prepared.

Reading digital texts on screen with their rich complexity of semiosis is a challenge ...

There is clearly a need for further research in this area.

In the meantime, let us celebrate those examples of good practice that we can see. To those innovative teachers, teacher librarians and students who are at the front line of new concepts of learning, keep it up. We are depending on you to lead the way while the rest of us catch up. Let us use our learning networks, our professional development teams, and our reflective conversations to share our discoveries so we can get a more detailed view of a very complex terrain. We need to keep examining practice to ensure that pedagogy develops which recognises the potential of integrating technology with traditional approaches to teaching reading.

### What next?

This research study offers insight into the need for synergistic approaches to the teaching of reading to suit 21st century technology. The 4T model is a framework that has been derived from a small study that analysed classroom episodes over one school term where students were engaged in reading print and/or digital texts. The study needs to be replicated in other contexts with other students. However, the model has enabled the authors to discriminate between the pedagogy and the learning associated with the different tasks. For this reason we argue that it is a new way of looking at the way reading is taught within contemporary classrooms and we invite comments from educators and educational researchers as to the helpfulness of this framework.

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NSW Department of Education and Communities supporting National Year of Reading 2012

# The Best Start and Talented Kindergarten Curriculum Differentiation Project



**Dr Angela Chessman, Senior Curriculum Policy Officer, Gifted and Talented, Learning Policy Group, NSW Curriculum and Learning Innovation Centre, explains how teachers can deliver differentiated teaching and learning in the classroom.**

Each year data collected from the *Best Start Kindergarten Assessment* reveals that some students have already achieved Early Stage 1 outcomes in literacy and numeracy, even though they have only just entered school.

It is likely that many of these students can be identified as gifted and talented, that is, possessing abilities and skills beyond those expected for their age and stage (Vialle & Rogers, 2009).

Information about the NSW Department of Education and Communities' *Best Start* initiative can be found at <[www.curriculumsupport.education.nsw.gov.au/beststart/index.htm](http://www.curriculumsupport.education.nsw.gov.au/beststart/index.htm)>

A curriculum differentiation project was initiated in 2010, and continued in 2011 to support teachers with students who have performed beyond expectation on the *Best Start Kindergarten Assessment*. The Gifted and Talented team in the NSW Curriculum Learning and Innovation Centre worked with Best Start regional consultants and teachers to develop differentiated units of learning to support these students. Professional learning focused on the nature and needs of gifted learners, curriculum differentiation, unit design and implementation.

## Nature and needs

Researchers in the field of gifted education (Harrison, 2005; Porter, 1999) have identified the characteristics of young gifted children. An awareness of these characteristics and associated behaviours helps teachers profile the strengths, learning needs and interests of young gifted learners. More information about the characteristics of gifted learners and their identification is available in *Policy and implementation strategies for the education of gifted and talented students: support package: identification* (2004) <[www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/polsupp.pdf](http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/polsupp.pdf)>.

## The process of curriculum differentiation

The curriculum differentiation process should begin by identifying the outcomes that students are to achieve. The NSW Board of Studies syllabuses outline minimum curriculum requirements and so outcomes can be modified or extended to meet gifted and talented students' needs. If the outcomes are modified, the teaching and learning activities and assessment also need to be modified.

The second element of curriculum design is the *NSW Quality Teaching (QT)* model – a generalised model of pedagogy based on the teacher-effectiveness





research (NSW Department of Education and Training, 2003), available at *About Quality Teaching* <[www.det.nsw.edu.au/proflearn/areas/qt/qt.htm](http://www.det.nsw.edu.au/proflearn/areas/qt/qt.htm)>.

The dimensions of the QT model, *Intellectual quality*, *Significance* and *Quality learning environment*, need to be interpreted in the light of what we know about the strengths, interests and learning needs of gifted Kindergarten students.

The third element of curriculum design is the use of curriculum models such as those of Bloom (1956), Maker (1982) and Williams (1993), which provide ideas for the modification of curriculum content, instruction, students' products and learning environments to develop engaging and challenging activities.



### Curriculum planning

While the *Intellectual quality* dimension is central in the NSW *Quality Teaching* model, all three dimensions are essential for improved student achievement. The model describes the importance of teaching for conceptual understanding and transfer of knowledge by providing students with opportunities for inquiry and real-world problem solving.

A conceptual approach to curriculum planning is explained in a professional learning program initiated by the Australian Government in 2005. The *Gifted Education Professional Development Package* includes specific online modules including curriculum differentiation for early childhood teachers and is available at <[www.dest.gov.au/sectors/school\\_education/publications\\_resources/profiles/Gifted\\_Education\\_Professional\\_Development\\_Package.htm](http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/Gifted_Education_Professional_Development_Package.htm)>.

The planning process should begin with identifying the desired results and then work backwards (backward map) to develop instruction rather than the traditional approach which is to define what topics need to be covered. This method is outlined in the *Understanding by design* model developed by Wiggins and McTighe (2005). The model includes three stages.

#### Stage 1: Identify desired outcomes and results

This stage focuses on desired results and links to the concept mapping process. Core outcomes and differentiated outcomes are formulated.

#### Stage 2: Determine what constitutes acceptable evidence of achievement

This stage focuses on the evidence of learning and the development of a key assessment task and criteria that measure achievement of the core outcomes. The key assessment task is differentiated in line with the differentiated outcomes.

#### Stage 3: Plan instructional strategies and learning experiences

This stage involves planning the sequence of teaching and learning to meet the core and differentiated outcomes. This information feeds into the refinement or development of a unit of learning.

#### Delivering differentiated teaching and learning in the classroom

The process of curriculum planning using the *Understanding by design* process (Wiggins & McTighe, 2005) is shown in Case studies at <[www.curriculumsupport.education.nsw.gov.au/beststart/gats/case/index.htm](http://www.curriculumsupport.education.nsw.gov.au/beststart/gats/case/index.htm)>.

The case studies illustrate how teachers manage real-world, differentiated learning experiences for kindergarten students who vary in literacy and numeracy abilities and skills.

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# Cybersafety in the classroom: looking toward the future



Tagged



Kellie Britnell, Senior Education Advisor, Cybersmart Outreach Section, advocates a whole school approach to dealing with the issue of cybersafety. In this article, Kellie offers cybersafety advice to enable students to minimise risks, and presents the range of resources available for students, teachers and the community.



@CybersmartACMA

## Staying safe online

As Australians are increasingly using technologies and the internet in their everyday lives, schools continue to face the challenge of ensuring their students enjoy the benefits of the online world, while staying safe online.

Our students have never known a world without the internet. Statistics show that primary school students 8 to 11 years old use the internet on average 1.3 hours per day an average 4.1 days per week (2009). The amount of time spent online increases with age with one third of Australians over 14 years spending over 15 hours per week online (ACMA Report, 2010). These statistics also show how central the internet is to the

lives of young people; 91 per cent of 12 to 17 year olds consider the web to be important in their lives (ACMA, 2009).

As the use of online technology increases, so does the possibility of potentially risky behaviour. *Cybersmart* (Figure 1) addresses the need for students to be responsible digital citizens and supports schools in educating students on how to behave responsibly online. Developed by the Australian Communications and Media Authority (ACMA), *Cybersmart* is part of the Australian Government's cybersafety program.



Figure 1 *Cybersmart*  
<[www.cybersmart.gov.au](http://www.cybersmart.gov.au)>

Risky behaviour online can include cyberbullying, jeopardising personal privacy and security, unwanted online contact, downloading of inappropriate content, sexting and excessive internet use.

## Cyberbullying

Cyberbullying is an area of particular concern for young people. It has been widely reported in the media, in academic reports and anecdotally.

Cyberbullying can include abusive texts and emails, posting unkind messages or images, imitating or excluding others online and inappropriate image tagging. It can happen to anyone, anytime, and can leave the person affected feeling unsafe and alone. Cyberbullying differs from face-to-face bullying in that the perpetrators can be anonymous, it can be constant even in the home, and it can travel quickly to a large audience.



*Cybersmart* supports schools with advice for teachers, parents and students on how to prevent and manage cyberbullying.

Parents and teachers can provide students with support and advice if they are being cyberbullied. Let your child or students know that the problem does not need to escalate if it is reported and reassure them that you will not take the technology away.

Other key messages to give to young people include:

- Do not reply to a bullying message.
- Block the bully.
- Change your privacy settings to limit who can see or post to your profile.
- Report it through the abuse button or flag.
- Tell a trusted adult – schools or parents can make a difference.
- Collect evidence – keep mobile phone messages or print emails and social networking conversations.
- Go to <[www.cybersmart.gov.au/teens.aspx](http://www.cybersmart.gov.au/teens.aspx)> for more advice.
- Get help from *Kids help line* <[www.cybersmart.gov.au/report.aspx](http://www.cybersmart.gov.au/report.aspx)>.

## Social networking

Students are increasingly using social networking sites, with 94 per cent of 14 to 15 year-olds having a social networking profile (ACMA, 2009). Educators have an important role in supporting students and promoting the safe and thoughtful use of social networking services.

*Cybersmart* advocates some key messages for teachers and students on appropriate use of social networking sites. Young people can reduce their risk of cyberbullying or other potential issues online by:

- removing flirty photos and nicknames
- removing mobile phone numbers from public view
- removing suburb/town if they have added their surname
- limiting their friend list – only accept friend requests from those they know
- setting their profile to private
- checking before posting personal information about themselves or others
- telling a trusted adult if they come across *bad stuff*
- never meeting online friends without telling a trusted adult first
- visiting <[www.cybersmart.gov.au](http://www.cybersmart.gov.au)>.

## Programs and resources

Technology has changed the role of the teacher and delivery of education. Schools are pivotal in spreading the cybersafety message to students. Since its inception in 2009, *Cybersmart* Outreach has supported nearly 440 000 students, teachers and parents. In recent research conducted by the ACMA, all respondents indicated that they had received some kind of cybersafety education (ACMA, 2011). The same research found that, as students get older, their interest in cybersafety diminishes (ACMA, 2011). Critical in countering this lack of interest is the presentation of information using new perspectives and personally relevant examples.





Figure 2 Interactive cybersafety activities

Cybersmart aims to provide new and interactive activities, resources and practical advice to help young kids, kids, teens and parents safely enjoy the online world (Figure 2).

### Resources for schools

Cybersmart also offers training and resources for schools <[www.cybersmart.gov.au/Schools.aspx](http://www.cybersmart.gov.au/Schools.aspx)> and materials for teacher librarians <[www.cybersmart.gov.au/Libraries.aspx](http://www.cybersmart.gov.au/Libraries.aspx)>.

The Cybersmart website is a tool to help communicate online safety messages to our audiences, and houses the entire suite of resources, information and activities <[www.cybersmart.gov.au/report.aspx](http://www.cybersmart.gov.au/report.aspx)>.

Full day face-to-face *Professional development for educators* workshops are available <[www.cybersmart.gov.au/Schools/Book%20teacher%20professional%20development.aspx#PDE](http://www.cybersmart.gov.au/Schools/Book%20teacher%20professional%20development.aspx#PDE)>. This professional development for educators is accredited by the NSW Institute of Teachers.

*Internet safety awareness presentations* for teachers, students and parents <[www.cybersmart.gov.au/Schools/Book%20teacher%20professional%20development.aspx#PDE](http://www.cybersmart.gov.au/Schools/Book%20teacher%20professional%20development.aspx#PDE)> are offered by ACMA as part of the Outreach program started in 2009.

*Connect.ed* is a self-paced, online professional development program that offers teachers the knowledge, confidence and resources to help students stay safe online (Figure 3). Learning activities include issue-based simulations that replicate a student's experience in social networking sites, attitudinal surveys and interactive case studies that prompt teacher self-reflection. *Connect.ed* is accredited by the NSW Institute of Teachers.



Figure 3 Connect.ed <[www.cybersmart.gov.au/Schools/Book%20teacher%20professional%20development.aspx#PDE](http://www.cybersmart.gov.au/Schools/Book%20teacher%20professional%20development.aspx#PDE)>

*Tagged* (Figure 4) is a short film that encourages students to reflect on topical issues including cyberbullying, sexting and protecting their digital reputation. The film is accompanied by a comprehensive pack of teaching resources, including lesson plans, activities and additional character interviews that further explore the film's themes and promote positive online behavior.



Figure 4 Tagged <[www.cybersmart.gov.au/tagged/](http://www.cybersmart.gov.au/tagged/)>

*How cybersmart are you?* <[www.youtube.com/watch?v=JHj0gKGZfY](http://www.youtube.com/watch?v=JHj0gKGZfY)> is an online video for parents, providing facts, figures and helpful advice on how to keep children and teens safe online.

The *Cybersafety help button* is a downloadable application that gives young people quick, access to online help, just by clicking on the button <[www.cybersmart.gov.au/report.aspx](http://www.cybersmart.gov.au/report.aspx)>.

*Cybersmart networking* is a new online safety resource for students aged 12 to 14 years that educates children about how to stay safe on social networking sites through a practical, engaging game format <[www.cybersmart.gov.au/Schools/Teacher%20resources/Upper%20primary/Interactive%20Shared%20Learning/Cybersmart%20Networking.aspx](http://www.cybersmart.gov.au/Schools/Teacher%20resources/Upper%20primary/Interactive%20Shared%20Learning/Cybersmart%20Networking.aspx)>.

*Cybersmart detectives* (Figure 5) is an online safety resource for students aged 10 to 12 years addressing online grooming and protecting personal information.



Figure 5 Cybersmart detectives <[www.cybersmart.gov.au/Schools/Teacher%20resources/Upper%20primary/Interactive%20Shared%20Learning/Cybersmart%20Detectives.aspx](http://www.cybersmart.gov.au/Schools/Teacher%20resources/Upper%20primary/Interactive%20Shared%20Learning/Cybersmart%20Detectives.aspx)>

Cybersmart hero (Figure 6) is an online safety resource for students aged 10 to 12 years which allows young people to recognise and stop cyberbullying.



Figure 6 Cybersmart hero <[www.cybersmart.gov.au/Schools/Teacher%20resources/Upper%20primary/Interactive%20Shared%20Learning/Cybersmart%20Hero.aspx](http://www.cybersmart.gov.au/Schools/Teacher%20resources/Upper%20primary/Interactive%20Shared%20Learning/Cybersmart%20Hero.aspx)>

Cybersmart access (Figure 7) is a set of games and units of work designed to reinforce key cybersafety messages to children with special education needs. It is designed for use within special schools and mainstream schools.



Figure 7 Cybersmart access <[www.cybersmart.gov.au/Schools/Teacher%20resources/Cybersmart%20Access.aspx](http://www.cybersmart.gov.au/Schools/Teacher%20resources/Cybersmart%20Access.aspx)>

The Pre-service teacher program <[www.cybersmart.gov.au/Schools/Book%20teacher%20professional%20development/Pre-Service%20Teacher%20video.aspx](http://www.cybersmart.gov.au/Schools/Book%20teacher%20professional%20development/Pre-Service%20Teacher%20video.aspx)> is for student teachers in their final year at university. The program is designed to ensure that new teachers are aware of cybersafety issues when they first enter the teaching profession, and to help them more fully appreciate the influence digital culture will have on their teaching.

Cybersmart provides an outline of policies and procedures <[www.cybersmart.gov.au/Schools/Cybersafety%20policies%20and%20procedures.aspx](http://www.cybersmart.gov.au/Schools/Cybersafety%20policies%20and%20procedures.aspx)> that schools may follow to assist them in providing a holistic approach to cybersafety. It outlines a proposed method for establishing a school-wide approach to cybersafety and links to cybersafety policies and procedures provided by the states and territories for use or adaptation by individual schools.

Today's students are early adopters of new developments in technology. The challenge for schools is to support students, their teachers and parents in understanding how these new technologies affect lives and

the world in which we live. Cybersmart's resources for schools ensure students stay safe online today and in the future.

## Research and further reading

The ACMA *Children's and young people's use of social networking services: Qualitative research report*, August 2011 (yet to be published)

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## Coming next issue: more resources supporting cybersafety

In the meantime, you can also visit *Schooltoz* at <[www.schooltoz.nsw.edu.au/technology/cybersafety](http://www.schooltoz.nsw.edu.au/technology/cybersafety)> for support and ideas.



More on digital citizenship at <[www.digitalcitizenship.nsw.edu.au/](http://www.digitalcitizenship.nsw.edu.au/)>.



# Web filtering unpacked

[http://images.brighthub.com/96/7/9677b4202a901fa34ac769b572fb3f5c7c2e5784\\_large.jpg](http://images.brighthub.com/96/7/9677b4202a901fa34ac769b572fb3f5c7c2e5784_large.jpg)



**Elaine Talbert, Manager, Web Filtering, NSW Curriculum and Learning Innovation Centre,** describes how the Department's procedures provide a safe online environment for its students and staff.

## Have you ever wondered how and why the NSW Department's web filter operates?

The Department provides filtered access for the internet to *minimise the risk of students and staff accessing websites that contain inappropriate material.*

The Department's Internet Browsing Service uses internet filtering software that *classifies websites according to the subject matter into various filter categories. Access to these categorised websites is either Allowed or Blocked for staff and students, according to their role, group or year level.* (Figure 1).

**THE DET Internet Browsing Service**

This site provides information and resources to support the NSW Department of Education's Internet Browsing Service.

**Introduction**

The main function of the DET Internet Browsing service is to provide filtered access to websites that contain inappropriate material.

The service uses proprietary Internet filtering software that classifies websites as either "Allowed" or "Blocked" for staff and students.

**Internet Browsing Changes**

August 2011 - The filtered browsing software vendor (bluecoat) has made the following changes:

Release Notes: [New and Renamed Filtered Browsing Categories - August 2011](#)

**Can't find what you're looking for?**

- Update Outlook Details
- Download a T4L\_SQSF?
- Need Antivirus Information?
- Networking Hardware Guide
- DEC Hardware standards

DE  
DET  
EIS  
EM  
Inf

Figure 1 <[https://detwww.def.nsw.edu.au/it/learnsysupport/fib/fib\\_index.htm](https://detwww.def.nsw.edu.au/it/learnsysupport/fib/fib_index.htm)>



## Key features and processes

The key features and processes involved in the web filtering service apply to all Department facilities.

This website provides a wealth of information about the Department's information technology provision, including detailed guidance on the filtering service. Links to *Web filter check* and to the Online request form can be found here.

Information on FAQs, *Filtering categories* and Blocked sites is accessed via the links located below *Internet browsing* on the left menu (Figure 2).

The FAQs section provides answers to web filtering related questions such as, *On what criteria are websites blocked?*

*Filtering categories* provides information on the Department's filtering software and the *Internet filtering matrix* for download.

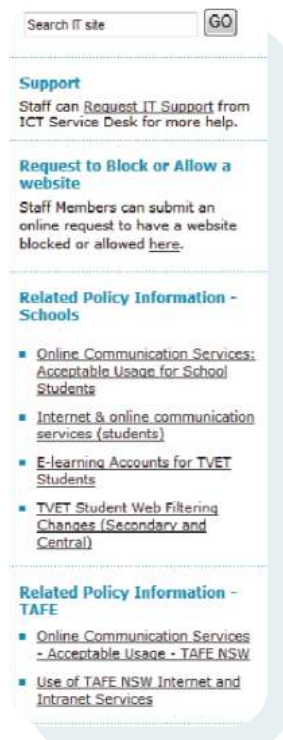
*Blocked sites* provides comprehensive information on:

- the blocked site message for staff and students
- using the *Internet filtering-Web filter check* to check if websites are allowed for staff and students

Figure 3 Right menu <[https://detwww.det.nsw.edu.au/it/learnsysupport/fib/fib\\_index.htm](https://detwww.det.nsw.edu.au/it/learnsysupport/fib/fib_index.htm)>



Figure 2 Left menu <[https://detwww.det.nsw.edu.au/it/learnsysupport/fib/fib\\_index.htm](https://detwww.det.nsw.edu.au/it/learnsysupport/fib/fib_index.htm)>



- accessing the online form to request a website be allowed or blocked. Staff can also access this online form from the *Web filter check*.

The various menus on the right (Figure 3) have links to additional policy information about internet browsing services.

Note that near the top of the list, you can also access the online form to request that a website be allowed or blocked.

## Web filtering matrix

This matrix provides details for each user group about how category *allows* and *blocks* are applied. The matrix is available to download at <<https://detwww.det.nsw.edu.au/it/learnsysupport/fib/filteringcategories.htm>>.

The matrix lists 80+ proprietary filter categories and the Department's custom filter categories. It also shows the level of access that staff and students have to each category. Staff members have few access restrictions to internet resources, while TAFE students over 18 years of age have broader access than school students. Access is most protected for younger students.

Staff members have few access restrictions to internet resources ... Access is most protected for younger students.

## Access via the portal

The *Internet filtering-Web filter check* can also be accessed via the Portal. Under the My Applications tab, select *Internet filtering-Web filter check* (Figure 4).



Figure 4 Internet filtering-Web filter check

This tool allows you to check access to one or multiple websites (Figure 5).

The filter status results for each Year and group appear in a new screen (Figure 6), which also provides a link (Figure 7) to the online form to request a website be allowed or blocked.

## Administration Web Filter Check Cammeray Public School

Enter URL(s):  
http://www.abc.net.au/

You can use the Web Filter Check to check whether or not staff and student the Filter Status as allow or block and any categorisation.

- Enter the URLs to check, for example, www.abc.net.au, http://www.a
- Multiple URLs can be entered (one per line). Press the Enter or Return
- URLs can be copied and pasted.
- A maximum of 50 URLs can be submitted.

Options:  Display Report  Email Report

Email Address:  @det.nsw.edu.au

Figure 5 Web filter check

## Administration Web Filter Check Result Cammeray Public School

Date: 16/02/2012 Time: 07:30 AM

URL: http://www.abc.net.au/ Request to Block/Unblock/Categorise a site  
Category: News/Media

Year/Group	Filter Status
Kindergarten	Allow
Year 1	Allow
Year 2	Allow
Year 3	Allow
Year 4	Allow
Year 5	Allow
Year 6	Allow
Year 7	Allow
Year 8	Allow
Year 9	Allow
Year 10	Allow
Year 11	Allow
Year 12	Allow
STAFF	Allow
TAFE Student	Allow
TAFE Staff	Allow
Lite Portal Student	Allow
Lite Portal Guest	Allow
Lite Portal Staff	Allow

Figure 6 Web filter check result

[Request to Block/Unblock/Categorise a site](#)  
Education

Figure 7 Online request form link

## Effective lesson preparation

Teachers preview resources for students' use as a part of effective lesson preparation. In reviewing internet content and services for student access, teachers confirm that the:

- material is suitable for age and maturity of the intended audience
- website is still available
- content is still located at the link to be provided and still fulfils the purpose of syllabus objectives
- website does not require personal information to be provided via a registration process
- Terms of Service and Privacy requirements protect student safety and are directed at the age of the students being taught. Many interactive website services have age eligibility requirements that need to be adhered to by users across the world
- nature of advertising on the site is appropriate
- full range of features of the site, especially interactive functions that may be a threat to student privacy eg. chat and forums, are appropriate.

The above pointers constitute a basic risk assessment of a website.

Teachers have always conducted professional reviews of resources that are to be used with students of various ages. The *Controversial Issues in Schools Policy Implementation Procedures DN/07/00004* provides assistance in making professional and considered judgements about the suitability of resources. This document references another relevant Department statement, *Audiovisual Material in Schools-Procedures for Use DN/10/00296*, which provides advice for schools regarding the use of audiovisual material including internet content <[https://detwww.det.nsw.edu.au/policies/curriculum/schools/cont\\_issue/implementation\\_1\\_PD20020045\\_i.shtml](https://detwww.det.nsw.edu.au/policies/curriculum/schools/cont_issue/implementation_1_PD20020045_i.shtml)>.

## References and further reading

NSW Department of Education and Communities, *The DET internet browsing service*, IT Services & Support, accessed 7 February 2012, <[https://detwww.det.nsw.edu.au/it/learn-syssupport/fib/fib\\_index.htm](https://detwww.det.nsw.edu.au/it/learn-syssupport/fib/fib_index.htm)>.

Foley, C 2008, 'OASIS Web Enquiry welcomed', *Scan*, vol. 27, no. 1, pp.4-7.



# Share this

## NSW State Library eResources

NSW State Library is now offering free access to some EBL ebooks at <[http://www2.sl.nsw.gov.au/databases/using\\_ebooks.cfm](http://www2.sl.nsw.gov.au/databases/using_ebooks.cfm)>.



## The Maurice Saxby lecture

The NSW Branch of the Children's Book Council of Australia has organised *The Maurice Saxby lecture* as an official National Year of Reading 2012 event. Held on 1 May at the State Library of NSW, the purpose of this event is to honour Dr Maurice Saxby AM and to acknowledge his enormous contribution to the CBCA and the development of Australian children's literature. For detail and to book, go to <<http://nsw.cbca.org.au/userfiles/file/NSW/2012/saxby%20flyer.pdf>>.



## Breakkie with a teckkie

This DER NSW video conference series focuses on using Web 2.0 tools in the classroom. The *Breakkie with a teckkie* VC series is held on Wednesday mornings from 8:00 am to 8:30 am. Register at <<http://hccweb2.org/bt>>.



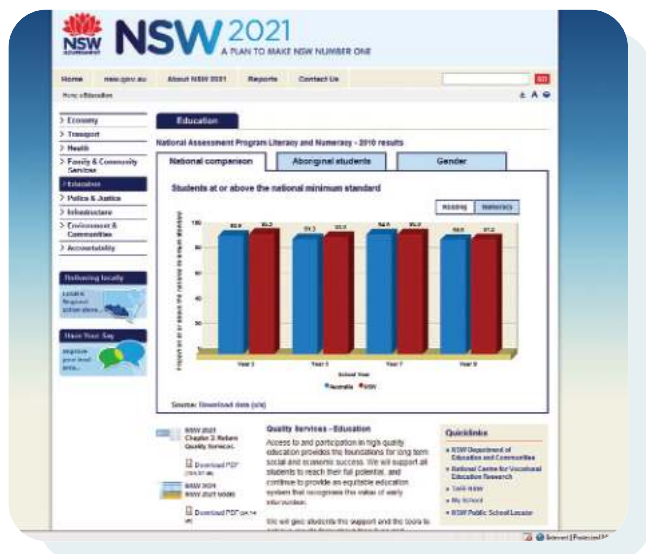
## Year 4 Voki presentations

After learning about the human body, Year 4 students at Broughton Anglican College created research questions and shared their work and information on a wiki. They then used Voki to creatively present their findings, ensuring that their answers were fine tuned to meet the word limitations of this exciting tool. <<http://bacirc.edublogs.org/2011/12/05/voki-presentations>>.



## NSW 2021 a plan to make NSW number one

Read the *Return quality services* PDF. GOAL 15 Improve education and learning outcomes for all students appears on pp. 16–18 <[www.2021.nsw.gov.au/sites/default/files/NSW%202021\\_Return%20Quality%20Services\\_6.pdf](http://www.2021.nsw.gov.au/sites/default/files/NSW%202021_Return%20Quality%20Services_6.pdf)>



## iPads in the classroom

Kathy Shrock's guide to everything offers ideas for using iPads in teaching and learning.



<[www.schrockguide.net/ipads-in-the-classroom.html](http://www.schrockguide.net/ipads-in-the-classroom.html)>

<[www.2021.nsw.gov.au/education](http://www.2021.nsw.gov.au/education)>



# Resource reviews



**Therese Kenny, Assistant Editor, School Libraries and Information Literacy.**

Resource reviews are provided for teachers to support their teaching and learning programs. The views expressed by reviewers are their own and should not be considered as an endorsement of the material by the NSW Department of Education and Communities (DEC).

**Copyright** for reviews is held by the NSW Department of Education and Communities. Permission for reproduction of reviews in part or full for any purpose must be sought in writing. For further information contact <[colleen.foley@det.nsw.edu.au](mailto:colleen.foley@det.nsw.edu.au)>.

Resources are reviewed by teacher librarians, teachers and consultants across NSW. See *Who reviews?* for more information about the reviewers.

#### Access to reviews and resources

The searchable database of resource reviews includes those published in *Scan* and more! Go to the Departmental website <[www.schools.nsw.edu.au/resource-reviews](http://www.schools.nsw.edu.au/resource-reviews)>.

Selected reviews for HSC syllabuses are also available on *NSW HSC online* at <<http://hsc.csu.edu.au>>.

Use *Scan* to select resources and include them in your school collection. For example, use the barcodes of resources to scan your selections into a SCIS order or go to the SCIS *Special order files* for the *Scan* Primary, Secondary and Professional website compilations. DEC users can ensure ready access for teachers and students to the range of online resources through *My Library*.

Classification given in *Scan* for nonfiction material is the 14th Abridged Dewey, although when ordering SCIS cataloguing records, the 23rd may be specified.

KLA and USER LEVEL should only be used as a guide, as many resources transcend age and subject barriers.

**USER LEVELS** are given in Stages as follows:

<i>Early Stage 1</i>	<i>(for preschool/early childhood)</i>
<i>Stage 1</i>	<i>(for lower primary)</i>
<i>Stage 2</i>	<i>(for middle primary)</i>
<i>Stage 3</i>	<i>(for upper primary)</i>
<i>Stage 4</i>	<i>(for lower secondary)</i>
<i>Stage 5</i>	<i>(for middle secondary)</i>
<i>Stage 6</i>	<i>(for upper secondary)</i>
<i>Community</i>	<i>(for community/parent/adult)</i>
<i>Professional</i>	<i>(for teachers)</i>

**Key Learning area (KLA)** abbreviations used:

CA	Creative Arts
English	English
HSIE	Human Society & Its Environment
Languages	Languages
Mathematics	Mathematics
PDHPE	Personal Development/Health/Physical Education
Science	Science
SciTech	Science & Technology
TAS	Technology & Applied Studies
and	
AC	Australian Curriculum
VET	Vocational Education and Training
CEC	Content Endorsed Course
COGs	Connected Outcomes Groups from the Planning and programming framework.

ABSTRACT indicates a resource is described rather than evaluated.

Images for internet sites are from Microsoft clip art and media <[office.microsoft.com/en-us/clipart/default.aspx?lc=en-us](http://office.microsoft.com/en-us/clipart/default.aspx?lc=en-us)> and Open Clip Art Library <[www.openclipart.org](http://www.openclipart.org)>.



The NSW Curriculum and Learning Innovation Centre supports



**National Year of Reading 2012**

## Resources

Resources are listed in Dewey order.

Changes happen daily on the internet. Sites may not be permanent or structured as they were when reviewed. Reviews indicate fees, registration or devices as needed. Icons used:

	app for iPad/iPhone/iPod touch; app for Android
	digital authoring tool; learning platform software
	ebook; ejournal; online database
	interactive e.g. game; learning object
	media presentation e.g. podcast; slide show; digital story; video; audio
	website
	must be purchased
	scan selected resources into SCIS Create orders or check SCIS Special order files

## Stellaluna

[www.storylineonline.net/stellaluna/fullscreen\\_lg.html](http://www.storylineonline.net/stellaluna/fullscreen_lg.html)



This **ebook** presentation of Janell Cannon's picture book about the baby bat, *Stellaluna*, offers a memorable reading experience for young students, especially if shared interactively using full screen on an IWB. Students will benefit from Pamela Reed's engaging interpretation of the story by first viewing and listening without the captions. Reed's sensitive reading works well in tandem with zoom effects and simple animation to convey Stellaluna's gamut of emotional experiences, from a frightening attack and separation from her mother to their eventual joyous reunion. Using the **Captions on** function for further reading experiences will assist students to develop decoding skills and will provide opportunities for examining descriptive language. Stellaluna's struggle to survive and adapt to the lifestyle of her foster siblings, three baby birds, makes this resource an appropriate addition for learning about interrelationships and belonging. The descriptions of Stellaluna's attempts to live as a bird offer an amusing way to inform students about the characteristics of bats and could encourage further investigation from sites such as *Bats4kids* <[www.bats4kids.org](http://www.bats4kids.org)>. C. Keane

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; HSIE K-6  
**SCIS SUBJECTS:** Bats – Fiction; Birds – Fiction; Friendship – Fiction; Self-perception – Fiction  
**PUBLISHER:** Screen Actors Guild Foundation, USA  
**REVIEW DATE:** 24/01/2012 [F]

 SCIS 1528797

HATHORN, Libby

## Ghostly ghostly [electronic resource]

Pax, NSW, 2011  
 ISBN 9780646555256



Three decidedly eerie short stories from an acclaimed Australian writer are available in this **ebook** publication. The first tale involves a family moving to the township of Collector in southwest New South Wales. Their old house is foreboding and a malign power impacts tragically on the family. In the second story, *Babyghost*, a delightful infant appeases a ghostly spirit and in the final tale, *Eye to eye*, a young girl's painting becomes the catalyst for the return of a troubled spirit. The book concludes with quiz questions and further activities on each story. Students keen on tales of the supernatural will find these well presented and chilling. This edition is downloadable to reading devices that support the Kindle format. C. Sly

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10  
 \$3.99 (available from <[www.amazon.com](http://www.amazon.com)>) SCIS 1524564

## Wikipanion

[www.wikipanion.com](http://www.wikipanion.com)



Directly linked to the *Wikipedia* servers, this browsing **app** delivers fast search results using auto-completion for speedier typing. It could be helpful as a thinking tool, and as a starting point for research and exploring ideas across a range of KLAs. Once a page is downloaded, the search function allows for intuitive, in-page searching. Up to 100 entries can be stored for instant retrieval. Bookmarked and saved pages are stored in separate lists. Since *Wikipanion* is designed for global use, there is a set of languages to choose from, in addition to the default language. Equally user friendly on the iPhone, iPod touch and iPad, this **app** allows sharing via email or *Twitter* and images can be saved directly to a photo library. The dictionary, *Wiktionary*, is a handy feature, as is the *Ogg Vorbis* formatted audio that delivers pronunciation and other audio content directly from *Wikipedia*. S. Rasaiah

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
 Community Professional  
**KLA:** CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS  
**SCIS SUBJECTS:** Encyclopaedias  
**PUBLISHER:** Wikipanion, USA  
**REVIEW DATE:** 24/01/2012 [030]

 SCIS 1532800

## Text2mindmap

[www.text2mindmap.com](http://www.text2mindmap.com)



Innovative and simple, this web tool has cross-curriculum applications and can be used for converting text to mind maps. Structured word, phrase or sentence lists are entered into the designated text box. The information is interpreted and developed into a mind map. Users may switch to full screen mode if there are many nodes to their mind map. Maps may also be *frozen* to enable users to rearrange the layout if necessary. Fonts, colours and lines may also be defined by the user. Developed maps are easily saved as JPEG images. Simple, yet explicit written instructions facilitate use. An exciting tool, it could facilitate a lively IWB class activity when introducing a topic or consolidating knowledge. Students may also use it to demonstrate understanding of concepts, or when developing research strategies for assignments. Teachers are reminded to examine the terms of use on this site. A. Frost

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS  
**SCIS SUBJECTS:** Thought and thinking; Memory; Visual literacy; Flow charts  
**PUBLISHER:** Text2MindMap, USA  
**REVIEW DATE:** 24/01/2012 [153.4]



SCIS 1522023

### Choose wisely: humane food

[www.choosewisely.org.au](http://www.choosewisely.org.au)



This RSPCA developed website has been designed to provide information about food produced with a focus on animal welfare, in particular eggs, chicken meat and pork. The major part of the website is devoted to listing businesses that serve humanely produced food, such as free range or barn laid eggs and meat from free range chickens and pigs. The site includes a rating system for food outlets (gold, silver and bronze), determined by the extent of humanely farmed produce sold. The information presented in **About food production** is very brief and simplistic, not discussing any of the positives or negatives of each food production system. This site could be used as a stimulus for discussing and raising issues but could not be relied upon to provide in-depth scientific information. S. Bannerman

**USER LEVEL:** Stage 4 Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** Agricultural Technology 7–10; Agriculture Stage 6; Technology (Mandatory) Stage 4; Food Technology Stage 4  
**SCIS SUBJECTS:** Animals – Treatment; Food – Moral and ethical aspects  
**PUBLISHER:** RSPCA, ACT  
**REVIEW DATE:** 24/01/2012 [179]



SCIS 1540000

### State of debate

[www.bbc.co.uk/schools/gcsebitesize/games/english/index.shtml](http://www.bbc.co.uk/schools/gcsebitesize/games/english/index.shtml)



Set in England in 2020, this futuristic game debates societal norms and expectations of dress and behavior. The game requires players to make choices about confrontation and regulations. Through the use of video clips of cityscapes, a player meets *regulators* and others who deal with a range of situations, made more real through advertising. While there is merit in using this medium to invite students to consider alternative realities, decision-making, the law and advertising, some of the responses made when options are chosen are questionable. Players need to restart each segment if the game does not think the choice is appropriate and players are told that they are being judgmental if they criticise. Ultimately, the options are narrowed to a perceived correct answer, which allows players to move forward. For students, as an introduction to using persuasive language for decision making, this game may provide comment on the restrictive nature of dystopian societies. S. Pollard

**USER LEVEL:** Stage 6

**KLA:** English  
**SYLLABUS:** English Stage 6  
**SCIS SUBJECTS:** Personality; Social life and customs; Educational games  
**PUBLISHER:** BBC, UK  
**REVIEW DATE:** 24/01/2012 [306]



SCIS 1532279

### What's the catch?

<http://whatsthecatch.co.nz>



As they learn how to manage a fishery in this interactive game, students are presented with pleasant marine animations and a choice of either a mollusc or a sea bream. Decisions must be made using environmental, economic and business criteria, ranging from recreational fishers' daily limits to stakeholder demands. The decisions are entered, quickly calculated, and the result is presented as written text and images, including graph reading. Students interpret the result to decide if their management decision is feasible. One stakeholder group is local Maori, and this makes the site a useful resource for both the study of indigenous cultures in Aboriginal Studies 7–10 and for comparative cultural studies. **Teacher zone** explains the game and has links to additional marine studies resources and a PDF of teachers' notes. C. Thomas

**USER LEVEL:** Stage 4 Stage 5 Professional  
**KLA:** HSIE; TAS  
**SYLLABUS:** Aboriginal Studies 7–10; Marine & Aquaculture Technology 7–10  
**SCIS SUBJECTS:** Fishing industry – Management; Aquaculture – Management; Educational games  
**PUBLISHER:** NZ Seafood Industry Council, NZ  
**REVIEW DATE:** 24/01/2012 [338.3]



SCIS 1531177

### Department of Primary Industries

[www.dpi.qld.gov.au/home.htm](http://www.dpi.qld.gov.au/home.htm)



Although some of the information presented on this website relates particularly to Queensland, the majority is relevant to other parts of Australia. The information covers a wide range, with **Business & trade, Plants, Animals, Fisheries, Biosecurity** and **Environment** of relevance to students of Agriculture. The information presented on pests and diseases for plants and animals is outstanding and accessible. The layout and formatting for each section varies and navigation is seamless, making research quick and simple. The content is written clearly and should be useful to a range of secondary students. Students should be aware that some information about legislation and agriculture is Queensland specific. S. Bannerman

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** TAS  
**SYLLABUS:** Agricultural Technology 7–10, Agriculture Stage 6, Technology (Mandatory) Stage 4  
**SCIS SUBJECTS:** Queensland. Department of Primary Industries; Agriculture – Queensland



**PUBLISHER:** Queensland Government, QLD  
**REVIEW DATE:** 24/01/2012 [354.5]



SCIS 1034179

## Australian Red Cross Blood Service



[www.transfusion.com.au](http://www.transfusion.com.au)

Developed by the Australian Red Cross Blood Service, this website strongly supports two specific Biology Stage 6 topics and may be of enormous benefit to students. The section about **Blood components** is an outstanding starting point for students completing outcomes pertaining to the use of secondary sources to identify products extracted from donated blood in Topic 9.2 *Maintaining a balance*. Additionally, for students undertaking Option Topic 9.7: *Genetics: the code broken?*, information comparing the inheritance of ABO and Rhesus **Blood groups** will also be of value, and may be found within the **Blood basics** section of this website. Though graphics like photographs, diagrams, and flow charts are used minimally, each section is not cluttered with excess written text either. At times, some information is beyond the scope of NSW syllabuses, so teacher direction may be required when using this site. The resource would be ideal to share interactively on an IWB or to use with student laptops. I. Mavin

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6; Science 7–10  
**SCIS SUBJECTS:** Australian Red Cross Blood Service; Blood; Blood transfusion  
**PUBLISHER:** Australian Red Cross Blood Service  
**REVIEW DATE:** 24/01/2012 [362.17]



SCIS 1165057

## Sparky.org

[www.sparky.org](http://www.sparky.org)



Designed to inform and educate young students on being proactive with fire safety, this website is well supplied with a variety of online activities. **Escape plan grid** includes a house plan and a detailed procedure for students to complete. The **Sergeant alarm** comic focuses on testing smoke alarms. Sparky the courageous canine crusader is the main character in **Crack the code** game where users collect clues and decipher the code. A classroom safety display will be enhanced when students make an **Origami dog** that looks like Sparky. **Fire truck gallery** moves through a display of American fire and rescue vehicles with descriptive sentences. This website will engage young students and could be used to support Stage 1 COGs Unit (D): *Getting along*. D. Johnston

**USER LEVEL:** Early Stage 1 Stage 1  
**SCIS SUBJECTS:** Fire prevention – Problems, exercises, etc; Safety education  
**PUBLISHER:** NFPA, USA  
**REVIEW DATE:** 24/01/2012 [363.37]



SCIS 1533138

## E-learning for kids

[www.e-learningforkids.org](http://www.e-learningforkids.org)



Aimed at primary students, this American website makes it easier to utilise online resources in an interactive manner. Some content could be adapted to aspects of Australian Curriculum, as embedded in NSW draft syllabuses. Each topic is designed as a course which features audio and written text to support students as they work at their own pace to acquire new information about a chosen topic. As well as being divided into suggested grade levels and ages, information is categorised by subject areas, and include courses about **Math**, for example measurement and fractions; **Body parts**, including the brain, blood, muscles, and the respiratory system; **Life skills**, such as bullying, relationships and family; **Language arts**; **English language**, **Science** and **Computer skills**. Significant NSW syllabus expertise is required by teachers to determine appropriateness. A small number of the courses require enrolment and some links do not connect. R. Higginbottom

**USER LEVEL:** Stage 3  
**KLA:** Mathematics; PDHPE; SciTech  
**SYLLABUS:** Mathematics K–6; PDHPE K–6; Science & Technology K–6  
**SCIS SUBJECTS:** Educational games; Elearning  
**PUBLISHER:** E-Learning for Kids, USA  
**REVIEW DATE:** 24/01/2012 [371.33]



SCIS 1531318

## E-learning for kids: free education for children globally. Grade K



[www.e-learningforkids.org/courses\\_grade.html#grade\\_K](http://www.e-learningforkids.org/courses_grade.html#grade_K)

Animated and relevant, this website provides a variety of e-learning activities to engage students. In **About printed books**, an appealing puppet introduces young students to books from the book shelf in the library. Focusing on parts of the book, students are asked to click on front and back covers, spine, title, and author. A magnifying glass draws out the cover illustrations, linking them to the words of the title. The book is then read as the pages are turned by the user. **Sorting and classifying objects** involves dragging amusing monsters into various sized bags. In **Word recognition** there is a brief overview and song at an amusement park about the five vowel sounds. The **Thermometers** link supports an introduction to various extremes of weather. **Playing with plants and animals** includes engaging IWB scenarios. These activities could support aspects of literacy, numeracy and living things by young computer users. D. Johnston

**USER LEVEL:** Early Stage 1  
**KLA:** English; HSIE; Mathematics; SciTech  
**SYLLABUS:** English K–6; HSIE K–6; Mathematics K–6, Science & Technology K–6  
**SCIS SUBJECTS:** Educational games; Elearning  
**PUBLISHER:** E-Learning for Kids, USA  
**REVIEW DATE:** 24/01/2012 [371.33]



SCIS 1531318

## CensusAtSchool Australia



[www.abs.gov.au/censusatschool](http://www.abs.gov.au/censusatschool)

Gathering information for a census of student lives, experiences, attitudes and interests could engage students in learning about statistics. In this nationwide annual project that collects real data, students can refine their statistical literacy as they develop or rework census questions, undertake the census to obtain current and relevant data, and ultimately interpret their results. The free census is open from January to July annually, with statistics available after August. Data from previous years is available. Information for teachers is provided, offering dynamic professional and classroom activities and support materials. An exciting, interactive activity for a class, grade or entire school, this has relevance across the curriculum. It offers an opportunity for students to develop questionnaires and interpret rich demographic data. Annotating and highlighting key information could be done collaboratively using an IWB. It is a useful springboard for higher order thinking activities and student projects. A. Frost

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** HSIE; Mathematics

**SYLLABUS:** Commerce 7–10; General

Mathematics Stage 6;

Geography 7–10; History 7–10;

HSIE K–6; Mathematics K–6;

Mathematics 7–10;

Mathematics Stage 6

**SCIS SUBJECTS:** Censuses; Statistics – Study and teaching; Teaching – Aids and devices; School students – Statistics; Australia – Population

Australian Bureau of Statistics, ACT

**PUBLISHER:**

**REVIEW DATE:** 24/01/2012 [371.802]



SCIS 1216300

## [eworkshop.on.ca](http://www.eworkshop.on.ca): online teaching resource



[www.eworkshop.on.ca/edu/core.cfm](http://www.eworkshop.on.ca/edu/core.cfm)

Designed for primary teachers, this professional development site provides rich resources for Australian classrooms. A straightforward list of topics takes the user to graded modules which are grouped into literacy, numeracy, and physical education choices. Teachers can select and work through these at their own pace. There are modules on topics such as **Media literacy**, **Active learning technology**, **Problem solving** and **Decimal numbers**. Each module is organised under tabs of **Tell me**, **Show me**, **Let me try**. The module is defined and then illustrated with words and visuals. This technique allows teachers to immediately see if the content is applicable to them. There are videos of activities for each grade level, plus tips and PDFs. Tabs lead to lesson plans, video clips of clear and imaginative lesson segments, and suggestions for reflection. The **Daily physical activity** module offers extensive ideas for active lifestyle outcomes in PDHPE K–6. Significant NSW syllabus expertise is required by teachers to determine appropriateness. In **Resources>French immersion**, Languages teachers will find some interesting classroom ideas and practical resources. M. Davis

**USER LEVEL:**

Professional

**KLA:**

English; Languages;

Mathematics; PDHPE

**SYLLABUS:**

English K–6; French K–10;

Mathematics K–6; PDHPE K–6

**SCIS SUBJECTS:**

Teaching – Aids and devices; Classroom activities; Literacy – Study and teaching; Numeracy – Study and teaching

**PUBLISHER:**

Ontario Ministry of Education, Canada

**REVIEW DATE:**

24/01/2012 [372.133]



SCIS 1523585

## Nursery rhymes. Popular nursery rhymes



[www.ngflcymru.org.uk/vtc/nursery\\_rhymes/eng/Introduction/default.htm](http://www.ngflcymru.org.uk/vtc/nursery_rhymes/eng/Introduction/default.htm)

Included in the interactive resources produced by teachers on the *Welsh National Grid for Learning Cymru* interface is this straightforward resource pack that can be downloaded or used online. Students respond by sequencing, ordering and completing engaging matching activities after listening to *Twinkle twinkle little star*, *The grand old Duke of York* or *Baa baa black sheep*. **Teachers' notes**, **Worksheets** and **Background information** can be accessed from the drop-down menu at the bottom of the page. **Teachers' notes** can be printed and **Background information** contains the words to the nursery rhymes. This resource begs to be shared interactively on IWBs although, with its simple format, it could also be used independently by students. G. Maugle

**USER LEVEL:**

Early Stage 1

**KLA:**

English

**SYLLABUS:**

English K–6

**SCIS SUBJECTS:**

Nursery rhymes – Study and teaching; Nursery rhymes – Problems, exercises, etc; Classroom activities

**PUBLISHER:**

NGfL Cymru, UK

**REVIEW DATE:**

24/01/2012 [398.8076]



SCIS 1532012

## Alpha-bot



[www.wordcentral.com/games/alpha-bot.html](http://www.wordcentral.com/games/alpha-bot.html)

Useful as an independent activity during literacy groups or for fast finishers, this interactive game will engage students while testing their spelling skills. While the site uses basic graphics, the audio button reveals the word to be spelt out. Three levels of skill are available and though **Easy** and **Medium** levels are appropriate for upper primary users, the words featured on the **Difficult** level are suitable only for advanced spellers. A **Hint** button provides students with a definition of the word, highlighting its importance. Teachers may ask students to keep a written log book of words used while they are playing and their definitions. Younger students can practise computer skills by manoeuvring the letter tiles to their correct location and double clicking to lock them in. K. McDonell

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English  
**SYLLABUS:** English K–6  
**SCIS SUBJECTS:** English language – Spelling – Problems, Exercises, etc; Word games  
**PUBLISHER:** Merriam-Webster, USA  
**REVIEW DATE:** 24/01/2012 [428.1076]



SCIS 1522705

### Double consonants IWB resource



[www.teacherled.com/resources/spelling/dblcnload.html](http://www.teacherled.com/resources/spelling/dblcnload.html)

Focusing on the use of double consonants, this IWB resource from the TeacherLed site is a challenging and amusing way to enhance students' understanding of the way these combinations are used in spelling. Students race the clock to create as many words as they can from the letters provided. Scoring is automatic and words that are incorrect will score negatively. There are buttons to clear errors or to reset for a new game. Tiles in bright yellow, with large, clear black lettering, are easily identifiable, and the clock begins ticking down from a user determined time allocation when a new game is selected. Users can play against themselves or each other, trying to produce the highest score. Excellent training both in literacy and hand eye coordination, the game will prove a thought-provoking and enjoyable interactive resource for all users. G. Cale

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English  
**SYLLABUS:** English K–6  
**SCIS SUBJECTS:** English language – Spelling – Problems, exercises, etc; Phonetics – Problems, exercises, etc; Word games; Spelling games; Educational games  
**PUBLISHER:** Teacher LED, UK  
**REVIEW DATE:** 24/01/2012 [428.1076]



SCIS 1531461

### IWB spelling activities



[www.teacherled.com/2010/09/17/iwb-spelling-activities](http://www.teacherled.com/2010/09/17/iwb-spelling-activities)

Two spelling activities have been added to this teacher created site, providing individual or group practice with double consonants, specific vowel digraphs such as *oe*, *oa*, *oi*, and a third providing random vowel blends. The designated letter combination is shown at the top of the screen and the student is challenged to make the longest word possible from the variety of letters shown on the given tiles. Points are allocated according to word length, with incorrect answers losing points. Each game is timed with the limit set by the teacher to a maximum of 99 seconds. A minimum four-letter word is always available. The activity is clear and easy to use, with errors able to be rectified. Achievement is indicated simply via a point score, with an error not identified, which reduces the educational effectiveness. This site should be considered in the context of a word game or reinforcement activity. S. Morton

**USER LEVEL:** Stage 1 Stage 2

**KLA:** English  
**SYLLABUS:** English K–6  
**SCIS SUBJECTS:** English language – Spelling – Problems, exercises, etc; Word games; Spelling games; Educational games  
**PUBLISHER:** Teacher LED, UK  
**REVIEW DATE:** 24/01/2012 [428.1076]



SCIS 1529886

### ESL numeracy: Number



<http://lrr.cli.def.nsw.edu.au/MainPages/Download.aspx?resID=12643&v=1&preview=true&target=LMS>

**ABSTRACT**  
Providing supplementary learning activities for ESL students, this digital numeracy resource is aimed at the early stages of numeracy and literacy development. It features the process of seeing numbers and hearing them spoken aloud. The **Start** button takes site users to a demonstration on how to engage with the activities. The tools and directions enable students to complete activities independently. Visual and audio support, and simple written instructions, guide students through the various stages of the matching activities provided. Site users will need to log on to TaLe to access this resource.

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** Mathematics  
**SYLLABUS:** Mathematics K–6; Mathematics 7–10  
**SCIS SUBJECTS:** English as a second language – Problems, exercises, etc; Numeracy – Problems, exercises, etc  
**PUBLISHER:** Centre for Learning Innovation, NSW  
**REVIEW DATE:** 24/01/2012 [428.2]



SCIS 1522942

### Aesop's fables



[www.teacherled.com/2009/08/27/aesops-fables](http://www.teacherled.com/2009/08/27/aesops-fables)

The well-known fables of Aesop have been used to teach morals, ethics and values for many years and, now available digitally, may continue to be used for this purpose in the future. In a 2010 project that uses public domain resources, this website compiles eight fables into a flip page **ebook**, suitable for use on an IWB. The fables are *The dog and his reflection*, *The fisherman and the little fish*, *Two travellers and a bear*, *The goatherd and the wild goats*, *The peacock and the crane*, *The farmer and the stork*, and *The lion and the mouse*. The moral of each fable is concealed until the reader is ready to reveal it, affording opportunities for learners to predict and infer the stories' key messages. The site could be used as a springboard for discussion and would be enhanced with more interactivity or related activities. R. Higginbottom

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
**KLA:** English  
**SCIS SUBJECTS:** Reading – Problems, exercises, etc; Fables, Greek – Problems, exercises, etc; Educational games



**PUBLISHER:** Teacher LED, UK  
**REVIEW DATE:** 24/01/2012 [428.4076]



SCIS 1531442

### Resources tagged as shape space and measure

[www.teacherled.com/category/shapespacemeasure](http://www.teacherled.com/category/shapespacemeasure)

Offering eight activities covering angle, measurement, time and shapes, this is an online, iPad-compatible resource. Three of the activities are found on the **Investigations** link. Each activity is preceded by an explanation for the teacher and further information on the topic. Of particular interest to teachers will be the **Angle measurer** which provides a clear and simple device for measuring angles. **Translation plotter** opens another useful application for translating plane shapes. Clever use of graphics enhances the presentations and makes them interesting and easy to understand. The resources are not IWB specific and can be viewed on a digital projector in the classroom or on student laptops. Suitable for a range of Stages, these mathematics activities are a handy addition to existing IWB classroom applications. P. Hannan

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** Mathematics  
**SYLLABUS:** Mathematics K–6; Mathematics 7–10

**SCIS SUBJECTS:** Mathematics – Problems, exercises, etc; Mathematics – Study and teaching; Educational games

**PUBLISHER:** TeacherLED, UK  
**REVIEW DATE:** 24/01/2012 [510.7]



SCIS 1531920

### IXL

<http://au.ixl.com>

An online interactive maths quiz program, this can be accessed free or by subscription. The content is aligned to the Australian curriculum. Students can access a quiz by choosing a year group and then the appropriate topic. When they submit an answer they receive points for a correct response. If a student responds incorrectly, a corrected answer is displayed along with a concise explanation. The **Awards** link is only accessed by subscription and shows a progress score and available awards. A link to **Reports** gives teachers details on their students' progress and diagnostic information, and again is only available with a class subscription. The **National curriculum** groups activities under appropriate Australian curriculum outcomes. The site is well organised with an effective use of colour and white space. It is easy to navigate and, with over 1500 activities available without subscription, it is a very useful learning and revision tool. P. Hannan

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** AC; Mathematics  
**SYLLABUS:** Mathematics Stage K–6  
**SCIS SUBJECTS:** Mathematics – Problems, exercises, etc; Mathematics – Computer-assisted instruction; Quizzes

**PUBLISHER:** IXL Learning, USA  
**REVIEW DATE:** 24/01/2012 [510.76]



SCIS 1522641

### Resources tagged as algebra

[www.teacherled.com/category/algebra](http://www.teacherled.com/category/algebra)

Five algebra based IWB activities on this site give students an interesting introduction to expressions, substitution and coordinate geometry. Each activity is preceded by an explanation for the teacher and links to further information on the topic. **Interactive white-board resource** loads the application while **Instructions** provides teachers with a PDF file. **Printable resource** provides a hard copy of the activity for students. Clever use of graphics and an uncluttered screen enhance the presentations and make them interesting and easy to understand. *Function machine* is particularly engaging as it allows students to manipulate the IWB like a game to discover relationships between variables. The resources are not IWB specific and can be viewed using a digital projector or on student laptops, although the presentation on coordinate geometry is better displayed on an IWB. Suited to Stage 4 Mathematics, this is another valuable IWB resource in the *TeacherLED* series. P. Hannan

**USER LEVEL:** Stage 4  
**KLA:** Mathematics  
**SYLLABUS:** Mathematics 7–10  
**SCIS SUBJECTS:** Algebra – Problems, exercises, etc; Algebra – Study and teaching; Educational games; Number games

**PUBLISHER:** TeacherLED, UK  
**REVIEW DATE:** 24/01/2012 [512.07]



SCIS 1531918

### Resources tagged as data handling

[www.teacherled.com/category/datahandling](http://www.teacherled.com/category/datahandling)

Three interesting data collecting and tabulating investigations for IWBs are presented on this site. Students collect data which is tabulated and displayed on the screen. Each activity is preceded by an explanation for the teacher and links to further information on the topic. **Learning resource** loads the full screen IWB application, while **Instructions** provides a PDF file of instructions for the teacher. The first activity involves dice and can be used for probability experiments as well as data. The activities are most suitable for Stages 4 and 5 Mathematics but could be used in other Stages as extension or connecting activities. Clever use of graphics and an uncluttered screen enhance the presentations, making them interesting and easy to understand. The resources can be viewed on a projector in the classroom or on student laptops. Engaging and enjoyable, these presentations are useful for teaching and learning data collection and organisation. P. Hannan

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** Mathematics  
**SYLLABUS:** Mathematics 7–10  
**SCIS SUBJECTS:** Statistics – Problems, exercises, etc; Statistics – Study and teaching; Educational games

**PUBLISHER:** TeacherLED, UK  
**REVIEW DATE:** 24/01/2012 [519.07]



SCIS 1531915

## Light and shadows



[www.bbc.co.uk/schools/scienceclips/ages/7\\_8/light\\_shadows.shtml](http://www.bbc.co.uk/schools/scienceclips/ages/7_8/light_shadows.shtml)

A section from the BBC site on science, this webpage looks at light and shadows and the effects of both time and distance between a light source and an object. Students can manipulate the objects, a lamp, sun and moon to create different effects. This activity would be suitable for use with an IWB, with teachers inviting students' predictions and encouraging discussion and critical reasoning. A worksheet is provided to reinforce the key ideas and lesson plans are available in the **Resources for teachers** section. The website would be suitable for lessons in the *Earth and its surroundings* strand of the *Science and Technology K-6 syllabus* and Stage 2 COGs unit (C): *Effects of growth and change*. R. Parnis

**USER LEVEL:** Stage 2  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K-6  
**SCIS SUBJECTS:** Light – Problems, exercises, etc; Shades and shadows – Problems, exercises, etc

**PUBLISHER:** BBC, UK  
**REVIEW DATE:** 24/01/2012 [535.076]



SCIS 1444320

## Magnets and springs



[www.bbc.co.uk/schools/scienceclips/ages/7\\_8/magnets\\_springs.shtml](http://www.bbc.co.uk/schools/scienceclips/ages/7_8/magnets_springs.shtml)

Within a broader BBC site on science, this webpage looks at magnets and springs. In a simulation of an experiment, students try to lift various objects with magnets of different sizes. This would be a good introductory activity using the IWB. Students could then complete the activity individually at their computers. A worksheet is provided to record results and to continue testing other objects with real magnets. Lesson plans are provided in the **Resources for teachers** section. The website could be useful in lessons within the *Physical phenomena* strand of the *Science and Technology K-6 syllabus* and Stage 3 COGs unit (F): *Physical phenomena*. R. Parnis

**USER LEVEL:** Stage 3  
**KLA:** SciTech  
**SYLLABUS:** Science and Technology K-6  
**SCIS SUBJECTS:** Magnetism – Problems, exercises, etc; Springs (Mechanics) – Problems, exercises, etc

**PUBLISHER:** BBC, UK  
**REVIEW DATE:** 24/01/2012 [538.076]



SCIS 1444884

Scan the SCIS barcodes to select resources for your collection.



= must be purchased.

## Interactives: DNA



[www.learner.org/interactives/dna/index.html](http://www.learner.org/interactives/dna/index.html)

For Science teachers examining any unit of work about DNA or genetics, this comprehensive website is worth bookmarking. Some of the most useful sections include **Genetics**, **Discovery of DNA** and the **Human Genome Project**, all of which have relevance for Stage 6 Biology students completing Option Topic 9.7, *Genetics: The Code Broken?* The **Discovery of DNA** section features an interactive timeline, which would present well on an IWB or student laptop, and is ideal for use with Science students in Years 7-10 when exploring the Watson-Crick DNA model. Each section uses minimal written text and attractive graphics which should sustain the attention of most students. The **Ethics questions** section provides a list of common, controversial questions asked in class when completing any genetics unit of work. A **Quiz**, comprising forty multiple choice questions with feedback and prompts can be used for revision. I. Mavin

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6; Science 7-10  
**SCIS SUBJECTS:** Human Genome Project; DNA  
**PUBLISHER:** Annenberg Foundation, USA, 2011

**REVIEW DATE:** 24/01/2012 [572.8]



SCIS 1531100

## Teeth and eating



[www.bbc.co.uk/schools/scienceclips/ages/7\\_8/teeth\\_eating.shtml](http://www.bbc.co.uk/schools/scienceclips/ages/7_8/teeth_eating.shtml)

Part of a broader BBC site on science, this webpage looks at teeth and their role in eating. A colourful interactive activity matching teeth with their owners includes a link to more detailed information on carnivores, omnivores and herbivores and their teeth. It is followed by a quick quiz to test students' understanding of the information provided. This interactive activity would be suitable for sharing an IWB. **Resources for teachers** provides an online and offline lesson plan, worksheet and links to the United Kingdom curriculum. R. Parnis

**USER LEVEL:** Stage 1  
**KLA:** SciTech  
**SYLLABUS:** Science K-6  
**SCIS SUBJECTS:** Teeth – Problems, exercises, etc; Educational games

**PUBLISHER:** BBC, UK  
**REVIEW DATE:** 24/01/2012 [573.3]



SCIS 1531274

## Ecology lab



[www.learner.org/courses/envsci/index.html](http://www.learner.org/courses/envsci/index.html)

Free interactive lessons across a range of Key Learning Areas are the feature of this valuable educational website. A section of the larger site, this focuses on two main areas of ecology – the role of plants, **The producers**, and the interactions of a theoretical **Food web** involving producers and consumers. Each element has step-by-step lessons for students to complete at

their own pace. Users are asked to hypothesise and experiment using simulators. These track changes in plant and animal populations over 100 generations while users manipulate the assumptions. Testing the hypothesis in this way allows experiments to be conducted and then written up without the use of any other equipment. Science teachers will find this aspect of particular interest to their students. J. White

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6; Science 7–10  
**SCIS SUBJECTS:** Ecology – Problems, exercises, etc  
**PUBLISHER:** Annenberg Learner, USA  
**REVIEW DATE:** 24/01/2012 [577]



SCIS 1534017

## Nature

[www.bbc.co.uk/nature](http://www.bbc.co.uk/nature)



Captivating and enjoying various applications, this website provides quality information and interesting trivia about mammals, reptiles, insects, birds and other wildlife from all over the Northern Hemisphere. The **Wildlife** articles are heavily-illustrated with professional colour photographs and some include short documentaries and slow motion videos. The site also has links to **Prehistoric life** (dinosaurs), significant natural **Places** and ecozones, and information about the geological timeline via **The history of life on Earth**. There are also extensive **video collections**, which include narration by David Attenborough. The site's presentation may capture the interest of some disengaged students, as the articles are relatively short and examine fascinating features of these animals. To support students' developing comprehension and literacy skills, some articles contain links which provide definitions or explanations of words. N. Drougas

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6  
**SCIS SUBJECTS:** Animals  
**PUBLISHER:** BBC, UK  
**REVIEW DATE:** 24/01/2012 [590]



SCIS 1529551

## Penguin Island

[www.abc.net.au/tv/penguinisland/default.htm](http://www.abc.net.au/tv/penguinisland/default.htm)



Phillip Island is an Australian icon, with thousands visiting each year to wonder at the Little Penguin colony, their antics and their nightly parade. The island is also home to many other animal species and is a huge breeding ground for many seabirds. Filmed over a year and presented in six 30 minute television episodes, the program is now available for purchase on DVD. Supporting video clips on the site indicate the value of the series. The website reveals the island's biodiversity. Comprehensive material about little penguins provides useful information and the memoir inclusions on the *Penguin parade* page are an interesting concept for recording information. While there is a good deal of

advertising, it remains a useful site for the study of the Stage 2 units *Cycles in our world* and *Mini-worlds*, in the Science and Technology K–6 course. Included maps are beneficial and the *Penguin survival game* allows students to utilise what they have learned and ensure their penguin remains safe. Clearly defined content and ease of navigation make this a worthwhile site for students and teachers. G. Cale.

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K–6; Science & Technology 7–10  
**SCIS SUBJECTS:** Survival; Penguins – Habits and behavior; Wildlife parks – Australia; Phillip Island (Vic.)  
**PUBLISHER:** ABC, Australia  
**REVIEW DATE:** 24/01/2012 [598.47]



SCIS 1521267

## Tiger facts

[www.21stcenturytiger.org](http://www.21stcenturytiger.org)



Colourful photographs and images will engage students as they investigate tigers, tiger habitats, trade and conservation. Tiger facts, news and projects provide scientific data, information on geographical distribution, current topical news stories, and details of conservation projects being undertaken worldwide. A number of fact sheets are easily downloaded and a blog plus links to recommended readings are provided. The website is useful for research relating to the *Living land* Stage 3 COGs unit and HSIE K–6 outcome ENS3.6. A valuable resource for reading in conjunction with other texts, teachers and students may enjoy reviewing conservation efforts on an IWB. The information could provide stimulus for students' writing activities. A. Frost

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K–6  
**SCIS SUBJECTS:** Tigers  
**PUBLISHER:** Zoological Society of London  
**REVIEW DATE:** 24/01/2012 [599.756]



SCIS 1521996

## Our bodies

[www.ngfl-cymru.org.uk/vtc/our\\_bodies/eng/Introduction/whiteboard.htm](http://www.ngfl-cymru.org.uk/vtc/our_bodies/eng/Introduction/whiteboard.htm)



Matching the correct external body parts to the name on a label or a location on the body is the object of this interactive activity. Three simple variations, along with instructions can be accessed via tabs. All activities focus on the recognition and naming of six body parts including head, arm, stomach, hand, leg and foot. Sound reinforcement for correct and incorrect responses is basic and can be turned off. The site is well suited for use with Early Stage 1 as a teacher-directed, introductory class activity using an IWB. It supports the COGs units *Changes* and *Me*. As students become more able, it could be used as part of a suite of short, online individual or small group activities. N. Chaffey

**USER LEVEL:** Early Stage 1



**KLA:** HSIE; PDHPE; SciTech  
**SYLLABUS:** HSIE K-6; PDHPE K-6; Science & Technology K-6  
**SCIS SUBJECTS:** Human anatomy  
**PUBLISHER:** Learnthings, UK  
**REVIEW DATE:** 24/01/2012 [612]



SCIS 1521273

### Who am I?

[www.sciencemuseum.org.uk/whoami/findoutmore](http://www.sciencemuseum.org.uk/whoami/findoutmore)



The ability to navigate topics central to the Stage 4 and Stage 5 PDHPE syllabus about the human body, especially relating to human reproduction, makes this a valuable resource. Information about cell division and subsequent development towards birth are addressed in a way that allows students to opt in or out, with material presented in discrete sections. A component that examines cell division via animation and voice-over commentary should also generate interest. Unfortunately, other areas have not been developed to this degree, though the text and static graphics available in these areas remain beneficial. The inclusion of an A-Z directory offers significant potential for other strands of PDHPE, such as alcohol and drugs, at least in terms of their physical effects. Highly user friendly, this site is specifically targeted to adolescent learners. R. Cox

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE 7-10  
**SCIS SUBJECTS:** Physiology  
**PUBLISHER:** Science Museum, UK  
**REVIEW DATE:** 24/01/2012 [612]



SCIS 1526439

### Neuroscience for kids

<http://faculty.washington.edu/chudler/neurok.html>



Containing a diverse range of information on various aspects of the nervous system, this credible website could be an excellent resource for Science teachers introducing a unit of work about the nervous system. In particular, Stage 6 Biology students completing Option Topic 9.6 *Communication* will find the information presented about the human eye and ear a good starting point when working from the **Sensory systems** section. **The neuron** provides general details about nerves and would be quite useful when examining nerves and related areas within the same topic. Unfortunately, most sections contain only brief information and do not provide significantly deep knowledge or understanding about the topics covered. Nevertheless, sections are often enriched with interactive activities such as quizzes, practical activities, or external websites to provide further information. Most written passages are supported by numerous, relevant colour graphics. I. Mavin

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Biology Stage 6; Science 7-10

**SCIS SUBJECTS:** Nervous system; Brain  
**PUBLISHER:** University of Seattle, USA  
**REVIEW DATE:** 24/01/2012 [612.8]



SCIS 1021370

### Child and youth health: Children, Youth and Women's Health Service



[www.cyh.com/Default.aspx?p=1](http://www.cyh.com/Default.aspx?p=1)

Promoting the health, wellbeing and development of families and young people, this South Australian site delivers practical information and advice using accessible language. Stage 3 students may find answers in **Kids' health** to sensitive questions about **Your safety** and **Your body**. **Teen health** concentrates on the physical and emotional wellbeing of adolescents, in areas including **Relationships** and **Drugs & alcohol**. Contact information in **Links** and **Services** refers readers to local and South Australian agencies. Australia-wide links can be found in **Resources**. Information on this extensive site supports aspects of the *PDHPE 7-10 syllabus*, particularly Strand 1: *Self & relationships* and Strand 3: *Individual & community health*. Stage 6 students undertaking the Preliminary course of Community and Family Studies may also find useful material to support Module 8.3: *Families and communities* S. Rasciaiah

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
Community Professional

**KLA:** PDHPE  
**SYLLABUS:** Community & Family Studies  
Stage 6; PDHPE K-6; PDHPE 7-10  
**SCIS SUBJECTS:** Children - Care and health;  
Adolescents - Care and health;  
Parent and child; Health education

**PUBLISHER:** Women's and Children's Health network, SA  
**REVIEW DATE:** 24/01/2012 [613]



SCIS 1216131

### NSW Association for Youth Health

[www.nayh.org.au/home.html](http://www.nayh.org.au/home.html)



Professionals are provided with links to other agencies and information about issues relating to youth health, from this site. Using these links, PDHPE teachers would be able to source relevant areas for their students to explore for HSC Option 1: *The health of young people*, as well as HSC Core 1: *Health priorities in Australia*. The organisation's health advocacy role links directly to the *Ottawa Charter*, giving students a relevant source to study the Charter in action. The site also has relevant information for CAFS students in associated areas for HSC Core: *Groups in context*. Frequently, the search function locates health information by providing links to health services, in lieu of presenting the specific information about the chosen subject on the Association's own site. R. Cox

**USER LEVEL:** Stage 6 Professional  
**KLA:** PDHPE  
**SYLLABUS:** Community and Family Studies  
Stage 6; PDHPE Stage 6

**SCIS SUBJECTS:** NSW Association for Youth Health; Adolescents – Care and health; Young adults – Care and health  
**PUBLISHER:** NSW Association for Youth Health, NSW  
**REVIEW DATE:** 24/01/2012 [613]  
 SCIS 1533592

### Nutritional properties

[www.bbc.co.uk/schools/gcsebitesize/design/foodtech/compositionproperties\\_act.shtml](http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/compositionproperties_act.shtml) 

In this short, interactive task, students are directed to a game about nutritional properties. Taking a minute to upload and only five minutes to complete, the game investigates the nutritional properties of different types of food. It begins by placing players in a restaurant and asks them to click on the menu, starting with an entrée containing protein. The properties of protein are explained and pictures of food containing protein are displayed. The main meal features carbohydrates, and is followed by dessert, which examines fats. The interactive video concludes with an overview of vitamins. Sliding the icon across the screen reveals audio commentary about various vitamins and their uses, followed by a short quiz. Teachers of Food Technology can use this short activity when introducing students to the nutrients and their properties within the focus area, *Food selection and health*. It will entertain and engage students. Worksheets and related discussion tasks could be developed to make the activity more substantial. M. Timperley

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** TAS  
**SYLLABUS:** Food Technology 7–10  
**SCIS SUBJECTS:** Food – Analysis; Nutrition  
**PUBLISHER:** BBC, UK  
**REVIEW DATE:** 24/01/2012 [613.2]



SCIS 1531607

### Characteristics of materials

[www.bbc.co.uk/schools/scienceclips/ages/7\\_8/characteristics\\_materials.shtml](http://www.bbc.co.uk/schools/scienceclips/ages/7_8/characteristics_materials.shtml) 

Part of a broader BBC site on science, this webpage looks at six different materials, their properties and their suitability for different applications. Glass, rubber, metal, paper, fabric and plastic are subjected to water, light, pressure and weight. A quiz follows as reinforcement of the concepts explored in the activity. Teacher resources provide lesson plans, a worksheet and references to the United Kingdom curriculum. The activity would be useful when introducing the topic using an IWB. Lessons within the *Physical phenomena* strand of the *Science and Technology K–6 syllabus* or the Stage 3 COGs unit: *Physical phenomena* could also make use of this website. R. Parnis

**USER LEVEL:** Stage 3  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K–6  
**SCIS SUBJECTS:** Materials – Problems, exercises, etc; Matter – Problems, exercises, etc

**PUBLISHER:** BBC, UK  
**REVIEW DATE:** 24/01/2012 [620.1]



SCIS 1444889

### Weed Science Group

[www.une.edu.au/ers/weeds](http://www.une.edu.au/ers/weeds) 

Although this site does have a section **For primary & secondary schools**, the most useful part of the site presents summaries and abstracts from **Current research** and **Completed research**. The research described in these sections is very applicable to Stage 6 Agriculture. The weed management content and the description of experimental method and design are also useful for the study of Agriculture. Students may need teacher assistance to ensure full use is made of the research described, as it has been completed by tertiary students and academic staff. Some teachers may glean selected information from **Primary & secondary schools**, though this section lacks real substance and hence is of limited use. Stage 6 students may also wish to go into the University of New England site for career and further study advice. S. Bannerman

**USER LEVEL:** Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** Agriculture Stage 6  
**SCIS SUBJECTS:** University of New England – Weed Science Group; Weeds – research

**PUBLISHER:** Weed Science Group, NSW  
**REVIEW DATE:** 24/01/2012 [632]



SCIS 1540028

### Animal welfare science essays

<http://vip.vetsci.usyd.edu.au/pages/index.php?Page=Animal+Welfare+Essays> 

Students studying Veterinary Science at Sydney University are required to submit an essay for assessment as part of their completion of **Animal behaviour and animal welfare science**. The essay must describe *Animal welfare science* developments, for any single species, that have been published in the previous 12 months. This site hosts the best essays from previous years. The subjects of the essays range from exotic animals, bears, primates and elephants through to livestock, sheep, cattle, pigs and poultry. While the content of some of the essays is very specialised and not directly relevant to any particular school curriculum, the essays discussing welfare issues of **Horses, Sheep, Cattle, Pigs** and **Poultry** contain extremely current scientific information relevant to the Stage 6 Agriculture course. These essays provide valuable examples of student works for secondary students who may have an interest in pursuing this discipline. Teachers would also find the content of many of these essays interesting as they provide up to date information and references. S. Bannerman

**USER LEVEL:** Stage 6  
**KLA:** TAS  
**SYLLABUS:** Agriculture Stage 6  
**SCIS SUBJECTS:** Animals – Research; Animals – Treatment – Research; Veterinary medicine – Research  
**PUBLISHER:** University of Sydney, NSW

REVIEW DATE: 24/01/2012 [636.089]



SCIS 1396270

## Hen Welfare Advisory Group

[www.hwag.com.au](http://www.hwag.com.au)



The information presented on this site addresses the advantages and disadvantages of each of the three recognised systems of egg production in Australia: **Cage eggs**, **Barn laid eggs** and **Free range eggs**. A brief description, a listing of the associated advantages and disadvantages, and a short video illustrating some aspects of the production process are included for each of these three production systems. There is also information about **Speciality eggs** and some **FAQs**. The site presents balanced information in a clear and simple way. It is very suitable for use by teachers of Agricultural Technology. S. Bannerman

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
Professional

**KLA:** TAS

**SYLLABUS:** Agricultural Technology 7–10;  
Agriculture Stage 6; Technology  
(Mandatory) Stage 4

**SCIS SUBJECTS:** Australian Egg Corporation. Hen  
Welfare Advisory Group; Poultry  
industry – Australia; Poultry  
industry – Moral and ethical  
aspects; Poultry – Care and  
health; Eggs

**PUBLISHER:** Helen Welfare Advisory Group,  
NSW

REVIEW DATE: 24/01/2012 [636.5]



SCIS 1398967

## Acidity and temperature

[www.bbc.co.uk/schools/gcsebitesize/  
design/foodtech/acidoxitemp\\_act.shtml](http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/acidoxitemp_act.shtml)



In this brief, interactive video, Bitesize investigates the effect of acidity and temperature on food deterioration. The task uses a game to explain the process and users can click on various food items to learn their pH value, from acidic to alkaline. Enzymatic browning is described, as is the role of acid and pickling in preservation. The video finishes with an engaging activity involving bacteria growing in a fridge. What happens to bacteria at low, warm and hot temperatures? Students can test their hypotheses and will be amused as the bacteria sleep or disco on the screen, depending on the chosen temperature. Stage 6 students studying *Food quality* or *Food manufacture* may find this activity a helpful introduction to food preservation and storage. Teachers of Stage 5 students completing the core unit, *Food preparation and processing*, may also utilise this resource for introductory purposes. M. Timperley

**USER LEVEL:** Stage 5 Stage 6

**KLA:** TAS

**SYLLABUS:** Food Technology 7–10; Food  
Technology Stage 6

**SCIS SUBJECTS:** Food preservation; Food –  
safety measures

**PUBLISHER:** BBC, UK

REVIEW DATE: 24/01/2012 [641.3]



SCIS 1531630

## Functional properties

[www.bbc.co.uk/schools/gcsebitesize/  
design/foodtech/functionalproperties\\_act.shtml](http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/functionalproperties_act.shtml)



This bite-sized interactive video game will help students to gain a basic understanding of the functional properties of various food products. Cake is used as the main example, with students learning about the role of the ingredients, including using sugar for sweetness and caramelisation. Eggs are noted for their role in coagulation, binding, glazing, aeration and emulsification. A quick quiz requires students to match these egg-based functions with various cooked food products, including meringue and mayonnaise. Once the cake is cooked, it may be iced and filled with jam and whipped cream, as students also learn about the functional properties of these embellishments. This tactile and colourful task could provide a simple introduction to the functional properties of food for students undertaking the Food Technology Years 7–10 course. Stage 6 Food Technology students completing the core preliminary strand, *Food quality*, may also find this a useful tool for revising basic food properties. M. Timperley

**USER LEVEL:** Stage 5 Stage 6

**KLA:** TAS

**SYLLABUS:** Food Technology 7–10; Food  
Technology Stage 6

**SCIS SUBJECTS:** Cookery; Food

**PUBLISHER:** BBC, UK

REVIEW DATE: 24/01/2012 [641.3]



SCIS 1531625

## Think draw

[www.thinkdraw.com](http://www.thinkdraw.com)



Best suited to young students, this interactive site allows the user to create many different themed artworks online. Simple and quick to use, it is just a matter of dragging and dropping the selected image onto the page to create a design. Preset backgrounds can be used to enhance the design. There are no options to allow freehand drawing with a mouse and editing is limited to rotating the content. Students will appreciate the instant results this application provides and the easy use of tools to create an image. Work can be submitted to the online gallery and students can view the work created by other users. The site offers a basic introduction to computer generated images. N. French

**USER LEVEL:** Stage 1 Stage 2

**KLA:** CA

**SYLLABUS:** Creative Arts K–6

**SCIS SUBJECTS:** Computer art; Children as  
artists

**PUBLISHER:** thinkdraw.com, USA

REVIEW DATE: 24/01/2012 [700.285]



SCIS 1521361



## SmARTKids

<http://smartmuseum.uchicago.edu/smartkids/home.html>



Directed towards upper primary students, this site explores American artists and their artworks. The use of age appropriate cartoon characters and an engaging interface make the interactive nature of the site interesting. Activities are presented as focus areas that include exploring, looking, speaking, and studying artists. **Sketch book** allows student input and provides opportunities for students to enter written responses and personal opinions. **Artwork of the month** provides an in-depth study of an artwork and art making suggestions. The site encourages students to observe, think, and write about art. N. French

**USER LEVEL:** Stage 3  
**KLA:** CA  
**SYLLABUS:** Creative Arts K–6  
**SCIS SUBJECTS:** David and Alfred Smart Museum of Art; Art – Study and teaching; Art – Computer-assisted instruction; Artists, American; Art, American  
**PUBLISHER:** David and Alfred Smart Museum of Art, University of Chicago, USA  
**REVIEW DATE:** 24/01/2012 [707]

 SCIS 1521403

## Critical failure: visual arts

<http://wheelercentre.com/videos/video/critical-failure-visual-arts>



Art critics, John McDonald, Namoi Cass, Phip Murray and Patrick McCaughey are interviewed regarding the perceived failure of critical writing in visual art. As a panel, each art critic expresses his or her views democratically on a range of questions regarding this topic. Differences have been noted between reviews of an exhibition and art criticism and the decline in critical writing in the mainstream print media. Recent artists, such as Bill Henson and the lack of critical writing on his work are contemplated and reasons behind the decline in reviews in the print media are promulgated. This forty minute debate is suitable for senior Visual Arts students, particularly when studying the roles art critics play in the art world. Some students may find the content quite challenging to grasp, however scaffolding and teacher direction will help students understand the concepts presented. N. French

**USER LEVEL:** Stage 6  
**KLA:** CA  
**SYLLABUS:** Visual Arts Stage 6  
**SCIS SUBJECTS:** Art criticism  
**PUBLISHER:** Wheeler Centre, Vic  
**REVIEW DATE:** 24/01/2012 [709]

 SCIS 1534118

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## Tezuka: The marvel of manga

[http://archive.artgallery.nsw.gov.au/ed/resources/ed\\_kits/tezuka](http://archive.artgallery.nsw.gov.au/ed/resources/ed_kits/tezuka)



An education kit provided by the Art Gallery of NSW, this offers two downloadable PDF documents on Osamu Tezuka and his work. Tezuka has become known as the *father of manga*. Revered in Japan and applauded worldwide, the manga composer is known to the West through characters like Astro boy, Kimba the white lion, and Black Jack. The first document provides biographical information on Tezuka and his engagement with the manga format. Part two displays full page samples of his work and commentaries on each of these. The documents are helpful reference resources for an introduction to the Japanese manga style. They offer useful background for studies of anime, and the large visual presentations offer valuable resources for studies in visual literacy. A number of thought-provoking questions are included to engage students in socio-cultural implications of manga and comic art in general. C. Sly

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** English  
**SYLLABUS:** English K–6; English 7–10  
**SCIS SUBJECTS:** Tezuka, Osamu; Manga – study and teaching; Illustrators, Japanese – Biography; Manga – Biography; Manga – History and criticism  
**PUBLISHER:** Art Gallery of NSW, NSW  
**REVIEW DATE:** 24/01/2012 [741.5]

 SCIS 1526381

## Explore colour with Patrick Heron

[www.artisancam.org.uk/flashapps/explorecolour/index.php](http://www.artisancam.org.uk/flashapps/explorecolour/index.php)



A contemporary British painter explores colour in painting on this interactive website. An opening tutorial explains colour, its effectiveness in artworks, and how particular effects are achieved. Students are asked to combine colours to replicate a Patrick Heron artwork. They also have the option to create their own colour scheme within the outline of the same artwork. These digital pictures can be compared and printed. An informative web tool, this offers an insight into use of blended colours and is very useful for the connected classroom context. N. Roche

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** CA  
**SYLLABUS:** Creative Arts K–6; Visual Arts 7–10  
**SCIS SUBJECTS:** Heron, Patrick; Colour in art; Painting Colour; Art, Abstract  
**PUBLISHER:** ArtisanCam, UK  
**REVIEW DATE:** 24/01/2012 [752]

 SCIS 1445560

## Pictures of the floating world

[www.ngv.vic.gov.au/ngvschools/FloatingWorld](http://www.ngv.vic.gov.au/ngvschools/FloatingWorld)



Showcasing the culture of the Kabuki theatre of the Edo

period in Japanese history, this site features the popular arts of painting, woodblock prints and illustrated books. **Education** includes specific information on **Edo society**, **Kabuki theatre**, **Traditional printmaking** and **Traditional music**. There is also a video showing printmaking techniques and musical instruments. The **Legendary heroes** section provides insight into Japanese myths and legends with related artworks. The story behind each artwork is revealed via a short narrative. Students should find **Tales of the supernatural** engaging. A video introduces **Create your story** which allows students to experiment with the characters and backgrounds of the *Pictures of the floating world* using a simple animation system. Drawing upon these themes and techniques, the information on this site could easily be projected into a range of classroom activities. N. French

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** CA; English  
**SYLLABUS:** Creative Arts K–6, Drama 7–10; English K–6; Visual Arts 7–10  
**SCIS SUBJECTS:** National Gallery of Victoria – Exhibitions; Arts, Japanese; Colour prints, Japanese  
**PUBLISHER:** National Gallery of Victoria, Vic  
**REVIEW DATE:** 24/01/2012 [769.952]

 SCIS 1534077

### The Bushwackers: the Australian band



<http://thebushwackers.com.au>

This website requires registration. Once registered, re-learning the classical bush dances from yesteryear is possible using the free download of the Bushwacker's *Official dance book*. Nine popular bush dances, such as the *Heel and toe polka*, *Strip the willow* and the *Queensland backstep*, are included in the PDF accessed from **Join us**. The detailed instructions are clear and precise, with diagrams to explain more complex movements and specific information on formation. The dances in this book may support outcome DAS2.7 in the *PDHPE K–6 syllabus* and DAS2.1 in the *Creative Arts K–6 syllabus*. A CD can be purchased with the music required for each dance. Information is provided about the band and opportunities are available for the band to perform at schools. N. French

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** CA; PDHPE  
**SYLLABUS:** Creative Arts K–6; PDHPE K–6  
**SCIS SUBJECTS:** Bushwackers Band; Folk music, Australian; Folk dancing, Australian

**PUBLISHER:** Bushwackers Band, NSW  
**REVIEW DATE:** 24/01/2012 [782.42]

 SCIS 1534093

### Cinema: how are Hollywood films made?



[www.learner.org/interactives/cinema](http://www.learner.org/interactives/cinema)

Learning about filmmaking is made easier with this excellent, simple to use site. From the development of screenplays through to the editing phase, each stage of the process is explained in a highly effective manner.

**Screenwriting** provides a comprehensive, yet concise history of this aspect of filmmaking. By clicking on the clapperboard icon on this page, students are challenged to write their own comedy. Helpful glossaries, ideal for lesson use, are available on the **Directing**, **Acting** and **Editing** pages. Particularly appealing is the interactive activity on the **Producing** page and students can try their hand at producing a film. The results of their choices are then documented in a review. An array of **Related resources** is also included if further information is required. This informative site fosters creativity and problem solving, and would be a great resource for film study in Stages 4 and 5. H. Gardiner

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** English  
**SYLLABUS:** English 7–10  
**SCIS SUBJECTS:** Film industry  
**PUBLISHER:** Annenberg, USA  
**REVIEW DATE:** 24/01/2012 [791.43]



SCIS 1136766

### Film criticism



<http://wheelercentre.com/videos/video/critical-failure-film>

One in a series of five panel discussions on the arts in Australia, this resource focuses on film. The panel is led to interrogate the role of the film critic in today's cultural context, and to consider whether or not critics are failing this popular arts medium. Intelligent, lively discussion highlights a number of interesting issues, including differences between reviewing, criticism, and opinion. Concern about the lack of serious regard for film in relation to other creative and performance arts is voiced, and the staid nature of print media criticism is compared with the diversity afforded by online media. Apart from its value in terms of examining the importance of astute analysis of film, the 40 minute video is a fine example of experts sharing and refining their ideas and can be used with students in relation to its content, context and mode of delivery. C. Sly

**USER LEVEL:** Stage 6  
**KLA:** English  
**SYLLABUS:** English Stage 6  
**SCIS SUBJECTS:** Films – History and criticism; Arts, Australian  
**PUBLISHER:** Wheeler Centre, Vic  
**REVIEW DATE:** 24/01/2012 [791.43]



SCIS 1531531

### Witness by Peter Weir



<http://wheelercentre.com/videos/video/texts-in-the-city-witness>

In a series that focuses on senior high school texts, this 38 minute video involves an interview with Australian screen writer, Mac Gudgeon, speaking about Peter Weir's 1985 film, *Witness*. Gudgeon applauds the finely crafted film and highlights a number of its qualities. He explores contributions made by various members of the production team and the elements involved in making this film. Aspects such as characterisation, theme, symbolism, genre and cinematography are considered

during the discussion. An informative critique, this resource provides valuable support for students studying *Witness* as an option in the HSC Standard English course. E. Sly

**USER LEVEL:** Stage 6  
**KLA:** English  
**SYLLABUS:** English Stage 6  
**SCIS SUBJECTS:** Witness (Film); Films, American – History and criticism  
**PUBLISHER:** Wheeler Centre, Vic  
**REVIEW DATE:** 24/01/2012 [791.43]



SCIS 1533149

## Film Street

[www.filmstreet.co.uk](http://www.filmstreet.co.uk)



Exploring and enjoying the increasing exposure and reliance on visual media and its supporting technologies in education is at the heart of this site. The site introduces its users to aspects of films, filmmaking and media literacy, supporting and encouraging users to explore traditional and contemporary techniques and processes. Students can apply these techniques creatively while building an understanding and appreciation of what is involved and developing skills with digital media and technologies. Online games, activities and software allow teachers and students to experiment with animation, film and image making techniques and processes. Tabs facilitate easy navigation, simulations give immediate feedback and creations can be uploaded and shared. This site has applications across the curriculum, supporting the development and integration of a range of meaningful ICT skills. N. Chaffey

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Professional  
**KLA:** CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS  
**SCIS SUBJECTS:** Films – Study and teaching; Film industry – Study and teaching; Visual literacy – Study and teaching  
**PUBLISHER:** Dept. for Culture, Media & Sport, UK  
**REVIEW DATE:** 24/01/2012 [791.43071]



SCIS 1444816

## Critical failure: theatre

<http://wheelercentre.com/videos/video/critical-failure-theatre>



The role of theatre reviewers is examined in this 43 minute panel discussion. Panellists include a director and theatre historian, two theatre critics and a playwright. They raise a number of significant issues such as the importance of ongoing collaboration between critics and the theatre industry, the impact of online reviewing, and the need for a blend of intellect and emotion when commenting on theatre productions. Part of a series set to evaluate the role of critics in relation to contemporary arts, this episode presents some thought-provoking arguments. Teachers and

Stage 6 Drama students will find that this video raises a number of issues worthy of further discussion. E. Sly

**USER LEVEL:** Stage 6 Professional  
**KLA:** CA  
**SYLLABUS:** Drama Stage 6  
**SCIS SUBJECTS:** Dramatic criticism; Theatre – Australia  
**PUBLISHER:** Wheeler Centre, Vic  
**REVIEW DATE:** 24/01/2012 [792.9]



SCIS 1533142

## Brooks running: men's and women's running shoes



[www.runhappy.com.au/runner\\_resource.php](http://www.runhappy.com.au/runner_resource.php)

The viewpoints presented on this commercial website need to be considered when advocating the use of the information. **Runner's resource** is quite a good section that looks at **Training tips**, **Sports medicine**, **Injury prevention** and coaching. The information is straightforward and the question and answer approach to several items is a positive way of eliciting involvement. Students studying PDHPE in the *Sports medicine* and *Improving performance* options would appreciate the quality of the information. The lack of graphics detracts from the overall effect. **Technology** contains some interesting points relating to temperature control, which could shed light on *environmental considerations* in *Sports medicine*. This section also explains **Fabric technologies** which may be helpful for students investigating the *use of technology* in *Improving performance*. R. Cox

**USER LEVEL:** Stage 6  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE Stage 6  
**SCIS SUBJECTS:** Brooks Sports (Firm); Running; Sporting equipment industry – Australia  
**PUBLISHER:** Brooks Sports, Inc. Vic  
**REVIEW DATE:** 24/01/2012 [796.42]



SCIS 1533585

## CloudReaders pdf, cbz, cbr



<http://itunes.apple.com/au/app/cloudreaders-pdf-cbz-cbr/id363484920?mt=8>

A free book and comic viewer, this **app** is optimised for iPhone, iPod touch and iPad. Functions for this useful **app** include the ability to switch between Western style left to right reading and Eastern style, right to left reading. This facilitates the reading of traditional Manga stories and demonstrates the versatility of this e-reader. Teachers will appreciate being able to present comics or books by converting *PowerPoint* slides to zipped JPEG files, and then importing them into *CloudReaders* for use on a compatible mobile device or IWB. An interesting addition to this **app** is the cloud bookshelf from which books and comics, freely available in the public domain, can be downloaded. The selection of material in this bookshelf is growing. S. Rasiaiah

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Community Professional



**KLA:** English  
**SYLLABUS:** English 7–10; English Stage 6  
**SCIS SUBJECTS:** Literature – Collections; E-books  
**PUBLISHER:** Cloud Readers, Japan  
**REVIEW DATE:** 24/01/2012 [808]



SCIS 1532804

### **Finish the story: boat disaster: assessment [electronic resource]**



<http://tff.dlr.def.nsw.edu.au/learningobjects/Content/L9767/object/index.html>

#### **ABSTRACT**

Using this interactive learning object, students become involved in editing a comic book adventure story, where a couple spends a day fishing from a boat before they become stranded. Students are required to look closely at the narrative and make it more exciting and complete. They can select an ending and improve the story by adding adjectives, choosing verbs and linking sentences using text connectives. Each relevant part of speech is explained and examples are given. When the editing is complete, students choose a title and image for the cover of the story. Site users will need to log on to TaLe to access this resource.

**USER LEVEL:** Stage 4  
**KLA:** English  
**SYLLABUS:** English 7–10  
**SCIS SUBJECTS:** Writing (Authorship) – Problems, exercises, etc; Plots, storylines, etc – Problems, exercises, etc; Adventure stories; Comics – Problems, exercises, etc  
**PUBLISHER:** Le@rning Federation, Vic  
**REVIEW DATE:** 24/01/2012 [808]



SCIS 1413832

### **Finish the story: bushfire: assessment [electronic resource]**



<https://fuse.education.vic.gov.au/pages/View.aspx?pin=QUQ5G9>

#### **ABSTRACT**

One in a series of four, this interactive learning object encourages students to edit a comic book story to make it more exciting and complete. Students need to look closely at a narrative about an adventure where a couple driving home are trapped by a bushfire. Students then choose an ending. They are guided to improve the story by adding adverbs, choosing verbs and changing nouns to pronouns. Each relevant part of speech is explained and examples are given. Finally, students can choose a title and image for the cover, thereby completing the story. This resource is also available via TaLe and user login is required if accessing the activity via this alternative pathway.

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English  
**SYLLABUS:** English K–6; English 7–10  
**SCIS SUBJECTS:** Writing (Authorship) – Problems, exercises, etc; Comics – Problems, exercises, etc; Plots, storylines, etc – Problems,

**PUBLISHER:** Le@rning Federation, Vic  
**REVIEW DATE:** 24/01/2012 [808]



SCIS 1399953

### **Online referencing generator**



[www.slasa.asn.au](http://www.slasa.asn.au)

Produced by the School Library Association of South Australia, this quality citation generator assists students to create Harvard (author-date) references, making referencing manageable, even for young students. Divided into **Junior school**, **Middle school** and **Senior school** sections, the website produces reasonably accurate citations for a comprehensive range of sources, including websites, books and ebooks, journals, digital media, images (including Creative Commons content), government reports, and dozens of other special publications. After generating a new citation, students simply copy and paste the entry into their reference list before finally sorting the list alphabetically. While citations sometimes deviate slightly from current Harvard style, the results are more than adequate for non-tertiary referencing purposes. Previously free, the service is now available to schools outside South Australia for an annual subscription of \$60–\$100, depending on enrolments. When subscribing, it would be advisable to obtain the confidential direct URL and embed this link in the school library website, in order to minimise the need for students to memorise passwords. Covering a diverse range of sources, the differentiated structure of this worthwhile tool will assist students of all ages to produce consistent and accurate Harvard style reference lists. T. Kenny

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS; VET  
**SCIS SUBJECTS:** Bibliography  
**PUBLISHER:** School Library Association of South Australia, SA  
**REVIEW DATE:** 24/01/2012 [808]  
SCIS 1531292

### **Read book online: literature books, novels, short stories, fiction, non-fiction, poems, essays, plays, Pulitzer prize, Nobel prize**



[www.readbookonline.net](http://www.readbookonline.net)

A gateway to a huge collection of online **ebooks**, this site includes many works by well known American, English and Irish authors. Works by composers such as Shakespeare, Twain, Dickens, Wilde, Frost, Poe, Pope, Conan Doyle and Austen are available for online access. Books can be browsed by **Author**, title, or in broad genres including **Novel**, **Short stories**, **Poems**, **Essays**, **Plays** and **Nonfiction**. Useful ready reference lists include **Available greatest novels of the 20th century**, **Available works from Nobel prize winners**, and **Available Pulitzer prize winning books**. The materials are readily accessible, making this a valuable online library of significant literature from past eras. C. Sly

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** English  
**SYLLABUS:** English 7–10; English Stage 6  
**SCIS SUBJECTS:** Literature – Collections; E-books  
**PUBLISHER:** Readbookonline.net, USA  
**REVIEW DATE:** 24/01/2012 [808]



SCIS 1522871

### Show and tell: eerie encounter: assessment [electronic resource]



<http://resources.education.tas.gov.au/item/tlf/d90e8181-3762-cb0f-55b1-5965f129bd8c/1/ViewItem.jsp>

#### ABSTRACT

A short cartoon about a close encounter with an alien spaceship is used as stimulus material in this learning object on elements of language. It assists students with creating sentences and building a basic factual recount. An online interactive activity, the site involves students in rearranging elements of a sentence to create the best word order. The addition of adverbs and adjectives can make the recount clearer and scarier. Use of conjunctions to combine simple sentences is another feature of this learning tool. This resource is also available via TaLe and user login is required if accessing the activity via this alternative pathway.

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English  
**SYLLABUS:** English K–6; English 7–10  
**SCIS SUBJECTS:** Writing (Authorship) – Problems, exercises, etc; English language – Comprehension – Problems, exercises, etc; English language – Vocabulary – Problems, exercises, etc; Literacy – Problems, exercises, etc  
**PUBLISHER:** Le@rning Federation, Vic  
**REVIEW DATE:** 24/01/2012 [808]



SCIS 1416091

### Story starters



<http://teacher.scholastic.com/activities/storystarters/storystarter1.htm>

An interesting website, this is described as a resource that offers a quick writing activity to try every day. It could be effective as a stimulus to cultivate creative and divergent thinking. A name needs to be entered and a grade level selected. Spinning the handle selects a subject to write about from a myriad of options. It suggests a main character, their nature, place and activity. Users are given a choice of format, including **Notebook**, **Letter**, **Newspaper** or **Postcard**, and a template is provided for the writing activity. In the younger grades it may be more effective as an IWB activity with the class collaborating to produce a written piece. A drawing tool is available for illustrating a piece of work. The downloadable **Teacher's guide** provides ideas and strategies for using this online learning tool. S. Morton

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2 Stage 3  
**KLA:** English  
**SYLLABUS:** English K–6

**SCIS SUBJECTS:** Writing (Authorship) – Problems, exercises, etc.  
**PUBLISHER:** Scholastic, USA  
**REVIEW DATE:** 24/01/2012 [808]



SCIS 1424326

### Vispo: Langu(im)age by Jim Andrews



<http://vispo.com>

A visual poetry resource, this dynamic site will intrigue teachers and senior students. The combining of poetic arts with computer graphics results in some interesting and curious works. There is plenty of movement in audio, music, and language play; pieces cover the full range of poetry, from the esoteric to the artless. Many works are interactive, and although the required actions are simple, interpretations will involve more thought. There are graphic poems, and creative language activities, such as **Arteroids** a *literary shoot-em-up computer game*. The resource opens with a visual menu of recent additions and these are an excellent introduction to the site's content. Reading **Audio poetics** in **Interactive shockwave audio** will also give teachers an understanding of what the site is about. For those interested in serious works with visual poetry, the site is an excellent and contemporary resource. C. Thomas

**USER LEVEL:** Stage 6 Professional  
**KLA:** CA; English  
**SYLLABUS:** English Stage 6; *Extension 2*; Music Stage 6; Visual Arts Stage 6  
**SCIS SUBJECTS:** Poetry  
**PUBLISHER:** Jim Andrews, USA  
**REVIEW DATE:** 24/01/2012 [808.1]



SCIS 1531160

### A streetcar named desire by Tennessee Williams



<http://wheelercentre.com/videos/video/texts-in-the-city-a-streetcar-named-desire>

The Wheeler Centre serves as a centre for... books, writing and ideas and provides videoed interviews with well known Australian writers, actors and directors. Here, as part of the series, *Texts in the city*, playwright Hannie Rayson, and author Tony Wilson, discuss *A streetcar named desire*. The discussion is enlightening, as Rayson and Wilson are clearly well informed about theatre and the creation of drama as they engage with this text. The largely student audience asks some thoughtful questions, which extend the conversation. This informative discussion would serve any class studying this text as an introduction to the depths of this American classic. S. Pollard

**USER LEVEL:** Stage 6  
**KLA:** English  
**SYLLABUS:** English Stage 6  
**SCIS SUBJECTS:** American drama – History and criticism  
**PUBLISHER:** Wheeler Centre, Vic  
**REVIEW DATE:** 24/01/2012 [812]



SCIS 1532257

## Interactives. Renaissance: what inspired this age of balance and order?



[www.learner.org/interactives/renaissance](http://www.learner.org/interactives/renaissance)

Part of the larger **Interactives** site, this *Renaissance* section is more comprehensive and goes into greater depth than some others in the series. Each sub topic has several links to further information and some external articles including **A selection of Renaissance music** and **Henry the navigator**. Engaging activities such as **Become a spice trader** would enhance the study of *Societies and civilisations of the past* in the *History 7–10 syllabus*. Much of the information on this site overlaps with that of the **Middle Ages** interactive which can be accessed from the drop-down menu on the top tool bar. J. White

**USER LEVEL:** Stage 4  
**KLA:** HSIE  
**SYLLABUS:** History 7–10  
**SCIS SUBJECTS:** Renaissance; Classroom activities; Europe – History – 1492-1789 – Sources

**PUBLISHER:** Annenberg Foundation, USA  
**REVIEW DATE:** 24/01/2012 [940.2]



SCIS 1377170

## Causes of World War One



[www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/causes\\_war1act.shtml](http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/causes_war1act.shtml)

With its catchy music and animations, this website could be used on an IWB or by individual students. It offers a lively overview of the causes of the war, complete with quizzes and a rating at the conclusion of the presentation. The site uses very contemporary allusions, such as soccer teams to describe the alliances, and likening the Kaiser to Vicky Pollard, an actress in a British comedy series. While the Stage 5 History syllabus has an Australian emphasis, this website could be used as an introduction for students in relation to Topic 2: *Australia and World War I*. Stage 6 Modern History students would find this a more useful adjunct to their studies of the Core Study: *World War I 1914–1919*, as an introductory or revision component. B. Hull

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** History 7–10; Modern History Stage 6  
**SCIS SUBJECTS:** World War, 1914-1918 – Causes  
**PUBLISHER:** BBC, UK  
**REVIEW DATE:** 24/01/2012 [940.3]



SCIS 1532114

## The Versailles Treaty



[www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/treatyact.shtml](http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/treatyact.shtml)

A brief overview of the participants and terms of the Versailles Treaty is offered by this interactive website. By completing its quizzes, students gain a ranking as to their diplomacy skills. Using contemporary language and imagery, Wilson, George and Clemenceau are described as *The big three*, and wear modern dress. This website could have limited application in the Stage 5

History topic *Australia and World War I*. It could be used as a brief explanation of the outcomes of World War I. Stage 6 Modern History students would find it useful to their studies of the Core Study: *World War I 1914–1919*, as an introductory or revision component. The site could also be used by students completing Option C: *Germany 1918–1939*, as a brief overview as to some of the reasons for the collapse of the Weimar Republic and the rise of the Nazi Party. B. Hull

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** History 7–10; Modern History Stage 6  
**SCIS SUBJECTS:** Paris Peace Conference (1919-1920); Versailles, Treaty of, 1919, World War, 1914-1918 – Peace  
**PUBLISHER:** BBC, UK  
**REVIEW DATE:** 24/01/2012 [940.3]



SCIS 1532121

## Anzac Day for primary



<http://lrrpublic.cli.def.nsw.edu.au/lrrSecure/Cli/Download.aspx?resID=7697&v=1&pre-view=true&target=PUBLIC>

### ABSTRACT

With links to resources for primary school teachers and students, including video and audio online, this site helps with the understanding of the origins of ANZAC day. Information is provided on symbols and events that relate to its commemoration. Links to interactive puzzles and activities support learning about the different wars that Australian forces have been involved in. There is a link to the **Australian War Memorial** site and to pictures, photographs and information about the role played by animals during various wars. Teacher notes and a wide range of references are provided.

**USER LEVEL:** Early Stage 1 Stage 2 Stage 3 Professional  
**KLA:** HSIE  
**SYLLABUS:** HSIE K–6  
**SCIS SUBJECTS:** ANZAC; Anzac Day – Study and teaching; Gallipoli Campaign, 1915-1916; World War, 1914-1918 – Australia; World War, 1939-1945 – Australia; Australia – Armed forces – History  
**PUBLISHER:** Centre for Learning Innovation NSW  
**REVIEW DATE:** 24/01/2012 [940.4]



SCIS 1526518

## Anzac Day for secondary



<http://lrrpublic.cli.def.nsw.edu.au/lrrSecure/Cli/Download.aspx?resID=7693&v=1&pre-view=true&target=PUBLIC>

### ABSTRACT

A range of online resources, including rare archival film, video clips, and activities, is available for secondary students on this Sites2See webpage. The primary and secondary source materials encourage students to



investigate and understand the historical and contemporary significance of the Gallipoli campaign, Australia's commemoration of World War I, and the creation of the ANZAC legend. Discussion starters and worksheets are available for download from **The spirit of ANZAC** link and **What the day means to you**. These provide research, writing and discussion activities.

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** History 7–10  
**SCIS SUBJECTS:** ANZAC; Anzac Day – Study and teaching; Gallipoli Campaign, 1915–1916; World War, 1914–1918 – Australia; World War, 1939–1945 – Australia; Australia – Armed forces – History  
**PUBLISHER:** Centre for Learning Innovation NSW  
**REVIEW DATE:** 24/01/2012 [940.4]



SCIS 1526524

### Road to World War Two

[www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/war2act.shtml](http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/war2act.shtml)



A simple but effective outline of the causes of World War II is presented in this activity. Using contemporary imagery, the site depicts Hitler as a hippy and driving a red Volkswagen car. After segments of information, quiz questions are asked to review the information given. While the emphasis in the Stage 5 History syllabus is on Australian involvement, this website could be used to explain the reasons for the outbreak of the war as an introduction to Topic 4: *Australia and World War II*. The website would have limited use in the Stage 6 Modern History Option C: *Germany 1918–1939*, as a brief introduction or revision as to the reasons for the outbreak of World War II. It could also serve a similar role in the Stage 6 Modern History Topic: *Conflict in Europe 1935–1945* in *International Studies in Peace and Conflict*. B. Hull

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** History 7–10; Modern History Stage 6  
**SCIS SUBJECTS:** World War, 1939–1945 – Causes  
**PUBLISHER:** BBC, UK  
**REVIEW DATE:** 24/01/2012 [940.53]



SCIS 1532120

## Professional reading

Resources are listed in Dewey order.

BERGER, Pam & TREXLER, Sally

### Choosing web 2.0 tools for learning and teaching in a digital world

Libraries Unlimited, USA, 2010  
ISBN 9781591587064

[025.042]

An accessible blend of evidence based theory and practical application, this convenient guidebook

provides a solid introduction to Web 2.0 applications and their role in supporting effective teaching and learning. Featuring a foreword by Joyce Valenza and aimed at teacher librarians, the resource offers an abundance of inquiry based strategies for learning in a digital setting. Content generally aligns with Barbara Stripling's Inquiry Model and AASL's Standards for the 21st century learner, available at <[www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm](http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm)>. Illustrated adequately with black and white diagrams and screen shots, the book explores topics such as *Social bookmarking*, *Content collaboration*, *Managing and organizing information*, *Digital mapping* and *Social networking*. Inevitably, much of the technical information will struggle to retain its currency and most content is readily available elsewhere, particularly online. Nevertheless, Berger and Trexler successfully collate and simplify the core issues for new, or newly interested, teacher librarians and classroom practitioners. T. Kenny

**USER LEVEL:** Professional  
Paper \$88.50 SCIS 1502080

HARADA, Violet H. & YOSHINA, Joan M.

### Assessing for learning: librarians and teachers as partners

Libraries Unlimited, USA, 2010  
9781598844702

[027.80973]

Primarily targeted at teacher librarians, this American reference work attempts to shed light on the collaborative interaction between teacher librarians, teachers and students in the process of assessment for learning. A strong research base underpins the practical strategies which the book delineates, relevant to involving students in the process of assessing their own learning. For many Australian teachers, the suggested practical strategies will already be familiar. Assessment tools including portfolios, graphic organisers, rubrics and checklists, will not be new. However, the examples of each of the strategies and discussion about appropriate use of each may be helpful to some. The real value of this book is in the insights it brings to the notion of 21st century skills, including reasoning, resilience and responsibility as prerequisites to effective learning in the new century. The authors supplement this with intelligent insights into the related area of 21st century assessment – critical thinking, the use of ICT, and strategies for assessing online discussions. R. Cilona

**USER LEVEL:** Professional  
Paper \$65 SCIS 1509993

### Let's talk about [series]

A&C Black, UK, 2010

The books in this series take a thematic approach to topics covered in the early stages of social and environmental education. They particularly look at the development of talking and listening skills, and include activities to encourage student interaction. Each book contains songs, rhymes, tongue twisters, role play, and story templates based around a theme suitable for students in Early Stage 1 and Stage 1. Resources used are inexpensive and readily accessible. Sections are included that outline teaching tips and suggestions for involving quieter students. Links to the English early learning goals are

noted for each activity, making it easy to link activities to Australian programming criteria. Activities are aimed at children aged between 36 and 60+ months and ideas could easily be adapted to the school setting. R. Parnis

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English K–6  
 Paper \$22.99 each

Titles reviewed in this series:

**Farms** SCIS 1492085  
**Parks** SCIS 1492086  
**Toys** SCIS 1492082  
**Weather** SCIS 1492079

GOTHARD, Jan

### Greater expectations: living with Down syndrome in the 21st century

Fremantle Arts Centre Press, WA, 2011  
 ISBN 9781921361777

[362.196]

As Down syndrome is the most common form of intellectual disability in Australia, teachers are likely to have children with this condition within mainstream classes. Reliable information about what these children are capable of is very important and this book provides such information in a very readable format. It is essentially a history of Down syndrome in Australia, based on more than 60 personal interviews with parents, carers and young people. There is a challenging chapter on schooling which makes the point that when a child with a disability goes to school, the parents have to confront the significance of the disability in terms of friendship, social and recreational opportunities and acceptance. Parents' stories show that they value teachers who have high expectations and are willing to try different ways of reaching the child. There is an interesting interview with the author on the Fremantle Press website. A. Soutter



**USER LEVEL:** Community Professional  
 Paper \$26.95 SCIS 1497723

### Natural hazards children's program [videorecording]

Australasian Fire and Emergency Service Authorities Council, ACT, 2011  
 ISBN none

[363.34]

Developed in partnership with the State Emergency Service (SES), this resource was provided to all primary schools in Australia. The lessons on the DVD raise awareness of the perils inherent in natural disasters such as storms, floods, cyclones and tsunamis. Containing student activity sheets and web links to SES agencies, lessons are supported by short videos developed around a national television campaign featuring the animated cartoon characters, *Li'L Larrikins*. The ten themes of the safety messages include information about *Flash floods*, *Playing in floodwater*, and *Emergency kits*. This resource empowers students with a set of achievable actions to use when dangerous weather conditions prevail. The DVD

supports outcomes found in the *Safe living* strand of the PDHPE K–6 syllabus. The stories can also be viewed online at <[www.afac.com.au/ses\\_natural\\_hazards](http://www.afac.com.au/ses_natural_hazards)>. S. Rasaiah

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
 Stage 3  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K–6  
 Distributed to Australian primary schools SCIS 1504328

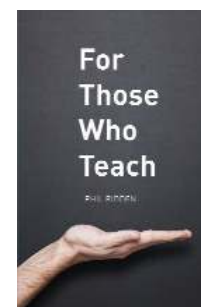
RIDDEN, Phil

### For those who teach

ACER, Vic, 2011  
 ISBN 9781742860176

[371.1]

The underlying theme threaded through the chapters in this book is how to understand and support teachers to change their attitudes and practice in the broader context of educational reform. Drawing on personal teaching and leadership experiences, the author addresses the inevitability of change, explores motivation for teaching and learning, and considers commitment to others. For students in teacher education courses and newly appointed teachers, topics provide an insight into the cultures, contrasts, challenges and communities that reflect the work of teachers. Each chapter concludes with a scenario crafted as an interchange of dialogue, which illustrates contrasting responses to multifaceted and complex debates that occur between teachers in school contexts. F. Whalan



**USER LEVEL:** Professional  
 Paper \$24.95 SCIS 1525028

### Australian Institute for Teaching and School Leadership



[www.aitsl.edu.au](http://www.aitsl.edu.au)

#### ABSTRACT

The Australian Institute for Teaching and School Leadership (AITSL) provides national leadership for all Australian governments in promoting excellence in teaching and school leadership. The site's headings include: **Teachers**, **School leaders**, **Recognising excellence**, **Publications**, and **Professional learning**. In the latter, **Leading curriculum change** is an evidence-based, interactive online professional learning program designed to enhance teachers' leadership of curriculum change, particularly local implementation of the Australian Curriculum. The Institute maintains national professional standards and will implement an agreed system of national accreditation of teachers based on these standards. The website and the AITSL itself take a national perspective in engaging with stakeholders and focusing on quality teaching and school leadership.

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Teachers – In-service education; Leadership; Teaching – Standards; Teacher evaluation

**PUBLISHER:** AITSL, Vic  
**REVIEW DATE:** 24/01/2012 [371.1]



SCIS 1529032

BUTLER, Helen [and others]

### **The critical friend: facilitating change and wellbeing in school communities**

ACER, Vic, 2011  
ISBN 9781742860084

[371.2]

Collectively the authors, through practical experiences in their own schools, share the essence of what it takes to be effective in the role of a critical friend supporting the introduction, implementation and evaluation of change initiatives. The role of critical friend, as outlined in this practical guide, acknowledges points of tension that occur as schools take on the complexities of change for improvement. The book's structure provides a logical progression from explaining the role critical friends play in change initiatives, through to a framework for action that includes a range of activities designed to support the development of an effective critical friend's repertoire. Clarifying, nurturing and facilitating skills for critical friends to manage the important processes, conversations and activities are built into the framework as practical suggestions to ensure that the initiatives develop and mature as sustainable improvements. F. Whalan



**USER LEVEL:** Professional  
Paper \$29.95 SCIS 1525019

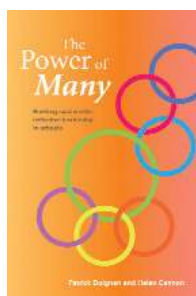
DUIGNAN, Patrick & CANNON, Helen

### **The power of many: building sustainable collective leadership in schools**

ACER, Vic, 2011  
ISBN 9781742860138

[371.2]

The current conceptualisation of the traditional principal leadership is challenged as the authors investigate, *Where have all the principals gone?* Research cited acknowledges the complex and multidimensional responsibilities and workload of a school principal as being factors in making this role less attractive to new applicants. Five models that reconceptualise the design of the principalship are explored as options, which education systems might consider, in order to attract high quality applicants. Derived from research investigating these models, the authors propose a new paradigm of principalship based on shared, flexible and sustainable arrangements for leading learning in educational contexts. As argued in this book, the proposed new paradigm for redesigning sustainable principalship models will challenge education systems to consider what approaches to leadership will best promote and support high quality learning environments for students and teachers. F. Whalan



**USER LEVEL:** Professional  
Paper \$34.95 SCIS 1525023

### **The teacher toolbox**

<http://adrianbruce.com/teacher-toolbox>



This blog linked from the homepage <[www.adrianbruce.com](http://www.adrianbruce.com)> of teacher, Adrian Bruce, describes how Web 2.0 tools can support and extend student learning outcomes and add value to a range of mundane daily activities. Updated blog posts listed under... *I've been writin' about* lead to examples of how to use diverse ICT tools and pose general discussion points about **Homework** and **Thinking skills**. Abundant opportunities for productivity and learning for teachers exist in Bruce's suggested apps for **iPads**. Tutorials are embedded throughout and links to supporting sites provide seamless navigation through the learning curves. Of particular interest to K-6 teachers are the ideas expressed in **Digital video** and **Digital story telling** for the enhancement of literacy development. Beginners and advanced technology users will benefit from exploring this vast toolbox. S. Rasaiah

**USER LEVEL:** Professional  
**SCIS SUBJECTS:** Teaching – Aids and devices; Educational resources

**PUBLISHER:** Adrian Bruce, NSW  
**REVIEW DATE:** 24/01/2012 [371.33]



SCIS 1532077

### **Bullying in a cyber world. Ages 9-10**

R.I.C, WA, 2010  
ISBN 9781741269819

[371.5]

Bullying is not a new problem. Anyone, including teachers, can be bullied. To persist with bullying, students rely on getting a reaction from their targets. By learning strategies to deal positively with bullying attacks, students are empowered to stand up for themselves and others and the likelihood of bullying in the classroom or across the whole school, is diminished. This book provides a set of lessons on bullying prevention, with black line masters for class activities. Material is divided into eight sections including definitions, types of bullying, cyberbullying, targets, effects, reasons, responses and prevention. Each lesson offers a clear outline, teacher information, a black line master and follow up activities. The lesson on false friends is particularly good. There are also bullying incident report forms and a glossary. A. Soutter

**USER LEVEL:** Professional  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6  
Paper \$37.95 SCIS 1494615

WALKER, Kathy

### **Play matters: investigative learning for preschool to grade 2**

ACER, Vic, 2011  
ISBN 9781742860060

[372.139]

At a time when there is strong educational, social and political focus on the importance of constructive



pedagogy in preschool to early years, the content in this resource provides an approach to structured play activities designed as hands-on literacy and numeracy learning experiences. The specific approach, constructed around personalised, investigative play based pedagogies, is known as the Walker Learning Approach (WLA). This approach is based on predictable and rigorously structured core elements that are clearly set out as guiding principles in Chapter 3. Another chapter focuses on establishing the learning environment. Scaffolded activities designed to stimulate children's natural wonder and curiosity, by integrating literacy and numeracy with technology and social skills, are provided. A series of photographs illustrates the sequential approach to a typical day's activities. Of particular note is the high importance placed on strategies for assessing and monitoring students' progress in the emotional, social, cognitive, language and physical domains as an integrated approach to preschool and Early Years students' development. F. Whalan



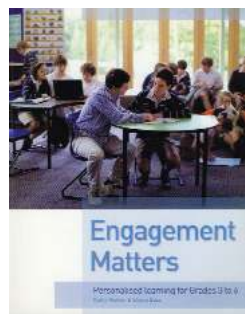
**USER LEVEL:** Professional  
Paper \$49.95 SCIS 1511837

WALKER, Kathy & BASS, Shona

### Engagement matters: personalised learning for grades 3 to 6

ACER, Vic, 2011 [372.139]  
ISBN 9780864318312

As an instructive guide to preparing upper primary students for learning in the 21st century, the pedagogical framework based on the Walker Learning Approach (WLA) suggests that curriculum content alongside project based learning can be used to empower, engage and motivate students. The core pedagogical approach involves the education research project that incorporates the design of a negotiated personalised learning inquiry project, which is linked to specific curriculum frameworks with integrated elements for literacy and numeracy. Significant detail is placed on developing constructive and meaningful assessment and reporting strategies using self and peer assessment, and feedback based on comprehensive rubrics that cover a range of learning outcomes. Included are several case studies that could assist the teacher interested in



designing student negotiated inquiry projects. The case studies provide a scaffold to ensure links with aspects of the relevant curriculum. F. Whalan

designing student negotiated inquiry projects. The case studies provide a scaffold to ensure links with aspects of the relevant curriculum. F. Whalan

**USER LEVEL:** Professional  
Paper \$49.95 SCIS 1511845

Scan the SCIS barcodes to select resources for your collection.



= must be purchased.

### Read to self, to someone and listen to reading



[www.sanjuan.edu/webpages/gguthrie/balanced\\_literacy.cfm?subpage=131176](http://www.sanjuan.edu/webpages/gguthrie/balanced_literacy.cfm?subpage=131176)

Part of a much larger literacy site, this reading resource provides a wealth of links and instantly usable ideas and templates. The site concentrates on English and mathematical reading; the latter making it an unusual reading resource for teachers. The emphasis is on developing independent skills in silent reading, reading aloud and listening to someone else reading. Resources include posters, bookmarks, strategy slideshows, rubrics, and tracking sheets for K-6 students. The items range from familiar grids to imaginative reminders about such things as choosing the right book, all of which provide students with tools to increase their autonomy in reading and thinking about their reading. M. Davis

**USER LEVEL:** Professional  
**KLA:** English; Mathematics  
**SYLLABUS:** English K-6; Mathematics K-6  
**SCIS SUBJECTS:** Teaching – Aids and devices; reading  
**PUBLISHER:** Dyer-Kelly Elementary School, USA  
**REVIEW DATE:** 24/01/2012 [428.4071]



SCIS 1526597

### Whittaker's

[www.whittakers.co.nz](http://www.whittakers.co.nz)



A visual feast with strong olfactory suggestions and seductive sound effects, the site is an excellent model of website creativity. *The making of the world's first chocolate website* film clip explains how this unusual site came to be. Though blocked for students, the 39 clips in **Advertising** are a historical selection that will be especially useful for English analysis using an IWB and the teacher's computer. Food technology students can investigate **Bean to bar** for information on sustainable cocoa bean sourcing and the steps involved in making chocolate. Well written in a tone and style very suitable for student use, the site has excellent photographs, including beautifully shot artistic stills and short clips from the factory. The site showcases the product commercially and also teaches about the product, making it a useful resource to illustrate the potential of e-business marketing. As an example of good website design, this is a solid resource that students will really enjoy critiquing. C. Thomas

**USER LEVEL:** Professional  
**KLA:** CA; English; TAS  
**SYLLABUS:** Commerce 7-10; Design & Technology 7-10; English 7-10; Food Technology 7-10; Visual Design 7-10  
**SCIS SUBJECTS:** Chocolate  
**PUBLISHER:** J.H. Whittaker & Sons, NZ  
**REVIEW DATE:** 24/01/2012 [641.3]



SCIS 1531197

## Tango

www.tangocomms.co.nz



Tango is a marketing agency that builds brands by developing relationships between client and customer. The site illustrates and explains their approach to business in the work shown in **Design**, and in language that students will appreciate. It is a big, ultra colourful site, with a creative flair and unusual layout. Though blocked for students, content and graphics could fruitfully be analysed using an IWB and the teacher's computer. The resource follows good website design principles of multiple headings and short blocks of written text. There are five **Case studies**. In **Elearning**, the St John Ambulance project for youth is explained, showing the strategic planning behind choices made. **Work** with *Holden*, *James Hardie* and *Think Brick Australia* offers illuminating studies of **Ecommerce**. Whether analysing the resource as a business website per se, or investigating its communications work examples, students will enjoy exploring this useful site. C. Thomas

**USER LEVEL:** Professional  
**KLA:** CA; HSIE; TAS  
**SYLLABUS:** Business Studies Stage 6; Commerce 7–10; Design & Technology Stage 6; Visual Design 7–10; Visual Design CEC Stage 6  
**SCIS SUBJECTS:** Marketing – Case studies  
**PUBLISHER:** Tango Communications, NZ  
**REVIEW DATE:** 24/01/2012 [658.8]

 SCIS 1531144

## Digital storytelling

http://digital-stories.wikispaces.com



With multimodal texts having an increased profile in the Australia Curriculum: English K–10, this website provides a good grounding for teachers to explore and use technology. The site concentrates on using readily available software such as *Microsoft PowerPoint* and extending its application into *Photostory* or *Moviemaker*. What each page provides varies, from links to other sites, to method instructions, video explanations and education applications, including downloads or classroom examples. Sections on *Stopmotion* using three different methods, *Podcasting* and **Vodcasting**, **Create comics and cartoons** and animation tools demonstrate the variety of tools available to engage students in text creation. **Thinking skills - digital applications** highlights *Bloom's digital taxonomy* and critical thinking, as does **Thinking skills - dimensions of thinking**. Available to staff and students in Stage 6, this site brings together applications which have been in regular use, with more recent Web 2.0 tools, and effectively demonstrates how teachers and students can create their own digital texts. Teachers are reminded to examine the terms of use and copyright information on this site. S. Morton

**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English K–6; English 7–10  
**SCIS SUBJECTS:** Storytelling – Computer applications; Writing (Authorship) – Computer-assisted instruction

**REVIEW DATE:** 24/01/2012 [808]



SCIS 1529877

WEEKS, Char

## Handy hints for the novice presenter: or how to avoid throwing up, passing out or just having a nervous breakdown in front of a live audience

The Junction, NSW, 2010  
ISBN 9780646533490 [808.5]

As the title suggests, this self-help manual for novice presenters is not a serious, academic tome, yet its messages are clear, informative, and based on a commonsense approach that is scattered with anecdotal scenarios. The opening chapter, *Yes! You can become a good conference presenter*, sets a positive tone and is followed by a sequence of chapters that lead the reader to gain self confidence through careful planning and preparation. The message that you have been asked to present because someone believes that you have knowledge to share is an important one to remember. Tips about writing an abstract for a conference, the nuts and bolts of transport, accommodation and costs are thoughtfully presented. Hints for preparing and presenting a *PowerPoint* are comprehensive. A section on *Operational glitches* is a worthy inclusion, a reminder to have a backup plan when technology has a siesta. This resource would be useful for teachers presenting at staff meetings and network meetings. C. Keane

**USER LEVEL:** Professional  
Paper \$39.95 SCIS 1473918

## Picture books

Picture books are arranged alphabetically by author.

Some books in this section are nonfiction or have relevance to a particular KLA.

LAMONT, Priscilla

## Little Bo Peep (Nursery rhyme crimes)

Frances Lincoln Children's Books, UK, 2011  
ISBN 9781847801548 [821]

Have you ever wondered about the real story behind the nursery rhyme of *Little Bo Peep*? The sheep themselves expose their secrets in this humorous picture book. Supposedly, it was merely a game of hide and seek that saw the hapless shepherdess framed for losing her flock and her sterling reputation. At first, the sheep are not interested in such meaningless pastimes, but they prove to be quite skilled at hiding once they are committed to the activity. The rhyming text is a lot of fun. Together with amusing illustrations, the verse makes it an enjoyable book to read aloud. I. McLean

**USER LEVEL:** Early Stage 1 Stage 1  
\$29.95 SCIS 1517856

FOX, Mem, RAWSON, Olivia & ARGENT, Kerry

### **A giraffe in the bath**

Viking, Vic, 2011

ISBN 9780670072132

[A821]

There is something very whimsical about imagining a giraffe, all neck and gangly legs, relaxing in a bathtub built for humans. But that is only the beginning of this rhyming text picture book. All manner of animals in ridiculous situations, from a sheep in the shower to a roo on the loo, are realised by the artist, creating much mirth for readers. The winning team of creators includes the inimitable Mem Fox, plus a teacher, Olivia Rawson. Kerry Argent contributes the delightful artwork. As a model for students' own creative verse writing, this very appealing book should prove to be inspirational. I. McLean

**USER LEVEL:** Stage 1 Stage 2

**KLA:** English

**SYLLABUS:** English K-6

\$24.95

SCIS 1449805

COX, David

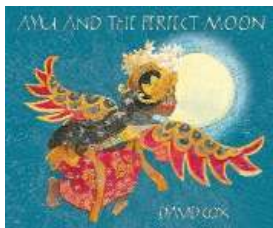
### **Ayu and the perfect moon**

Walker, NSW, 2011

ISBN 9781921720222

[959.8]

David Cox's wash and ink illustrations portray an aspect of the traditional social life and customs in a Balinese village, while capturing the flickering movements of the Legong dance in this simple, elegant, picture book. The preparation and excitement in the build up to a young girl's first performance of the dance on the night of the full moon, are retold by an elderly woman sharing her memories. The story illustrates and explains the Legong dance. It can be enjoyed as a story of excited anticipation of a young performer, in context of dance or Australia's neighbours. It offers a means to appreciate an aspect of another culture. N. Chaffey



**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** Geography; HSIE

**SYLLABUS:** Geography Years 7-10; HSIE K-6

Price \$16.95

SCIS 1510415

ACTON, Sara

### **Ben & duck**

Scholastic, NSW, 2011

ISBN 9781741699142

Friendship can be found in the most unusual places. When Ben feeds the only duck in the pond, it follows him home. At first Ben tries to lose the unwelcome duck but when he catches his bus home he begins to miss his new friend. A welcome tap on Ben's door sees an unexpected visitor. Next morning Ben prepares an elaborate basket of food to share with Duck. The clear line and wash illustrations are appropriate for the early childhood level. An enjoyable little tale, this would be very suitable for shared reading. R. Higginbottom

**USER LEVEL:**

Early Stage 1 Stage 1

\$24.99

SCIS 1510270

BENJAMIN, Floella & CHAMBERLAIN, Margaret

### **My two grandads**

Frances Lincoln, UK, 2011

ISBN 9781847800602

Beautifully presented with bold, bright, larger than life colour illustrations, this picture book is a delightful read. With an underlying theme of multiculturalism that is subtle but very effective, we follow the story of Ashton and his two musical grandads, as Ashton solves a dilemma for his school concerning their summer fair. Far from being a story about race, this is a story about love, cooperation and music. Presented through bold font and easily grasped language, the storyline flows effortlessly and is one that the target audience will easily identify with. The merging of two cultures and two musical styles produces a very entertaining story that celebrates diversity in a most positive way. G. Cale

**USER LEVEL:**

Early Stage 1 Stage 1 Stage 2

\$29.95

SCIS 1503181

BLAND, Nicholas

### **Some dads**

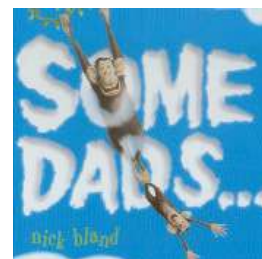
Scholastic, NSW, 2011

Cover reproduced by permission of Scholastic

Australia Pty Limited

ISBN 9781741697933

Bland creates a colourful, amusing picture book about different kinds of dads in this new title. Animals are used to illustrate different interests, from sports to practical jokes that dads share with their children. The short, rhyming, written text is suited to reading aloud and could be used as a model to extend the story, with children adding their own descriptions of their dads. Vibrant double page illustrations tell much of the story and students can exercise visual literacy skills to make inferences about each scenario. This is an enjoyable book that could be used in a lesson about families. R. Parnis



**USER LEVEL:**

Early Stage 1 Stage 1

\$16.99

SCIS 1510215

CALI, Davide & CANTONE, Anna Laura

### **What is this thing called love?**

Wilkins Farago, Vic, 2011

ISBN 9780980607079

In a charming story about what it means to be in love, Emma craves to understand how love feels, but she cannot seem to get a straight and simple answer from those around her. Each person she asks describes





love as they see it, informed by their particular personalities. Mum, a gardener, sees love as colourful and blooming slowly, while Dad, a soccer fan, sees it as similar to the rush from scoring a goal. Emma tries to emulate all her family's suggestions in an effort to bring love out into the open. The ending will leave the reader speculating whether love has indeed appeared and for whom. The playful, caricature style illustrations beautifully support the warm and gentle tone of the written text. S. Morton

**USER LEVEL:** Early Stage 1 Stage 1  
\$24.99 SCIS 1507546

FARRELL, Darren

### **Doug-Dennis and the flyaway fib**

Scholastic, NSW, 2011  
ISBN 9781741697568

The aphorism, *honesty is the best policy*, is reinforced in this tale. While friends Doug-Dennis and Ben-Bobby are at the circus, Doug-Dennis eats Ben-Bobby's popcorn. When discovered, Doug-Dennis denies it and hence the little lie begins to grow until it is bigger than the world. In outer space Doug-Dennis encounters all the lies ever told and decides his should not be out there so returns to admit that he ate the popcorn. Clever satirical cartoon illustrations give the reader many other visual prompts to explore and Ben-Bobby's acceptance of the apology and justification lends itself to an ironic twist. A delightful story, this offers much for class discussion. R. Higginbottom

**USER LEVEL:** Early Stage 1 Stage 1  
Paper \$15.99 SCIS 1497294

FRENCH, Jackie & WHATLEY, Bruce

### **Flood**

Scholastic, NSW, 2011  
Cover reproduced by permission of Scholastic Australia Pty Limited  
ISBN 9781742830728

Author Jackie French grew up in Brisbane, Queensland, the scene of recent, devastating floods. This dramatic picture book shows the events through the eyes of a cattle dog separated from its family. Readers witness a series of tragedies and triumphs as a city reacts to an unanticipated natural disaster. There is a focus on the well publicised tugboat captain, who tirelessly guided huge chunks of severed boardwalks away from the pylons of the bridges over Brisbane River. This resource would be an excellent introduction to the Stage 3 HSIE unit, *Natural disasters*. Artist Bruce Whatley, usually known for whimsical illustrations, used his non-dominant hand to create art that conveys a depth of emotion. The acrylic wash paintings were placed on an easel to encourage a drippy, watery effect. This is a beautifully rendered visual narrative. I. McLean



**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4  
**KLA:** English; HSIE

**SYLLABUS:** English 7–10; HSIE K–6  
Paper \$16.99 SCIS 1516290

HORACEK, Petr

### **Puffin Peter**

Walker, UK, 2011  
ISBN 9781406324600

Puffins Peter and Paul are best friends and, when a storm separates them, Peter sets out to find Paul. He is picked up by a whale that helps him look for Paul by following Peter's description. However, by mistake Peter meets a parrot, penguins and a toucan along the way. Colourful illustrations support the written text which would be very useful in teaching descriptive phrases or as a resource to support visual literacy. As a discussion starter, it could be used as a springboard for looking at differences between bird species. R. Higginbottom

**USER LEVEL:** Early Stage 1 Stage 1  
\$27.95 SCIS 1511296

JORGENSEN, Norman & FOLEY, James

### **The last viking**

Fremantle Press, WA, 2011  
ISBN 9781921888106

Stunning watercolour artwork is a feature of this picture book, enhancing the written text with rich explicit detail and taking readers on a journey to the time of the Vikings. Josh is a young boy with natural fears of the dark, monsters, ghosts, and more. He is also a victim of bullying. This resource seeks to show readers that when we actually face our fears, amazing things can and do happen! These topical themes are treated sensitively and with humour as the tale unfolds. As Josh becomes Knut in his fantasy world, the tale expands and readers will be able to let their imaginations run wild. The use of runes within the illustrations and the fact that readers are able to decipher them using the key provided, adds another layer to the fabric of the book. It is a beautifully articulate tale for emergent independent readers. G. Cale



**USER LEVEL:** Stage 1 Stage 2 Stage 3  
\$24.95 SCIS 1509909

LANDMAN, Tanya & HOLLAND, Richard

### **Mary's penny**

Walker, UK, 2011  
ISBN 9781406330779

Narrated in a second person voice, this retelling of a traditional tale encourages readers to avoid making gender stereotypes. With three grown children, Mary's father constructs a competition to choose which of his two sons should run the farm when he is gone. It does not occur to him to include Mary in his thinking as she is a girl. In this case, the boys' brawn and strength are inadequate. In a feminist twist, Mary quietly applies her brains and problem solving skills and proves to everyone that lateral thinking is what is needed ...and

*the farm prospered and flourished*. Rich language and expressive illustrations work their magic in this *wise and witty tale* and the antics of the cat add a comical layer to the topical picture book. S. Rasaiah

**USER LEVEL:** Stage 1  
Paper \$16.95 SCIS 1510420

MADDERN, Eric & HESS, Paul

### **The king and the seed**

Frances Lincoln, UK, 2011  
ISBN 9781847802071

In this brightly illustrated picture book about the value of honesty, the aging King Karnak seeks an heir to rule his land. He sends out a proclamation for anyone wishing to be his successor to take part in a competition at the palace. To the disappointment of the many knights and nobleman who gather, there is neither sword play, nor jousting. The king distributes a simple seed to all participants, even the young farmer's son Jack, who watches with interest. There is an intriguing twist to the tale, which highlights the benefits of being honest. Large, vibrant illustrations adorn the pages of this fairytale-like picture book. Capturing the atmosphere of the medieval era, they support the storyline and will readily capture and sustain student interest. N. French

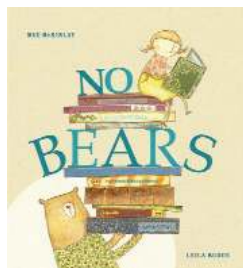
**USER LEVEL:** Stage 1 Stage 2  
Paper \$17.95 SCIS 1503172

McKINLAY, Meg & RUDGE, Leila

### **No bears**

Walker, NSW, 2011  
ISBN 9781921529924

Ruby does not like stories with bears in them so she creates her own story. She starts by adding the usual bits like *Once upon a time* and then goes on to relate a story within the book. The intricate illustrations show the book inside the book, page by page, and behind each page is the bear she has exiled. Comments from Ruby add to the story telling, setting a scenario for students to present their own oral recounts. Younger readers will enjoy finding the detail in each illustration and discussing Ruby's comments. A quirky idea, it results in a delightful picture book that readers will enjoy. Some interesting teaching ideas for this publication can be found at <[www.walkerbooks.com.au/statics/dyn/13\\_07\\_331044229/No-Bears-Classroom-Ideas.pdf](http://www.walkerbooks.com.au/statics/dyn/13_07_331044229/No-Bears-Classroom-Ideas.pdf)>. R. Parnis



**USER LEVEL:** Early Stage 1 Stage 1  
\$27.95 SCIS 1511299

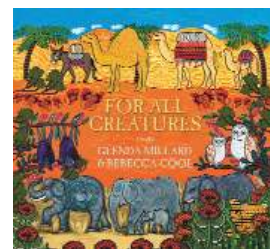
MILLARD, Glenda & COOL, Rebecca

### **For all creatures**

Walker Books, NSW, 2011  
ISBN 9781921529818

Bursts of colour and wonderful alliterative written text celebrate many of the world's creatures in a reverent tone. Each double page spread pays homage to a habitat and its dwellers with rich vocabulary such as *quackers and quagmires*, stimulating the reader into

further explorations of word meanings and animal characteristics. One can only wonder at the beautiful word combinations, which convey profound descriptions so elegantly. The bright and imposing illustrations demand equal weight in the book's message of gratitude for natural diversity, and as such play much more than a minor supporting role. There is a subtle encouragement to look past appearance and focus on the positive qualities beneath, which could provide an excellent springboard into self-esteem and personal development activities. S. Morton



**USER LEVEL:** Stage 1 Stage 2 Stage 3  
\$29.95 SCIS 1516305

NILSSON, Eleanor & NORLING, Beth

### **Aussie dog**

Omnibus, SA, 2011 (Mates)  
ISBN 9781862918689

After learning about farm life and working dogs at school, Sophie has decided that a kelpie is what she wants for Christmas. Her parents' attempts to deflect her from this goal are all swept aside and she persists with her request. In her mind she has already named it and can imagine its place in the family. Surprisingly, when the family helps a neighbour by looking after her dog, Sophie refuses to have anything to do with it because it is not the wished for kelpie. The breaking down of this intransigence and an agreeable resolution for all involved is done realistically and with gentleness. Newly independent readers will appreciate the short chapters and accompanying illustrations. Part of the *Mates: great Australian yarns* series, this book concludes with some interesting information about kelpies. S. Morton

**USER LEVEL:** Stage 1 Stage 2  
Paper \$11.99 SCIS 1498334

PANCHERI, Jan

### **Brother William's year: a monk at Westminster Abbey**

Francis Lincoln Children's, UK, 2011  
ISBN 9781847802408

Brother William's simple monastic life, governed by the annual cycle of the seasons and the religious calendar, is portrayed in images reminiscent of medieval artworks. This biographical picture book brings to life the details of Brother William's cloistered world including recipes, a menu, and some uses of herbal medicines. The beginning and end of Westminster as an abbey, the Westminster monks' contribution to their community, living conditions, attitudes to washing, and daily and annual rituals are simply explained, highlighting a way of life in a society of the past. Since the format illustrates and details the sequence of the months, seasons, and Christian religious customs, the book is suitable as a resource supporting units of work relating to time and celebrations. N. Chaffey

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2

**KLA:**  
**SYLLABUS:**

Stage 3 Stage 4  
HSIE; Mathematics  
History 7–10; HSIE K–6;  
Mathematics K–6  
Paper \$16.95 SCIS 1510469

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**Pearson picture books [series]**

Pearson, Vic, 2011

A medley of titles by different authors and illustrators, this series of picture books covers a variety of topics. Each is 16 pages with large, colourful illustrations and, for the majority of titles, minimal text. As some have greater literary merit than others, individual titles would need to be checked to support a wide reading program. Titles that focus on familiar events in students' lives, including dealing with disappointments, decision making and interacting with family members, could be used as literature links for several KLAs. A variety of text formats provide opportunities for discussion about grammatical features such as quoted speech and rhyming words, and repeated passages of text enable students to predict complications and resolutions, as well as providing opportunities for choral reading. *Boring old bed* and *Lion's lunch* have delightfully surprising conclusions. C. Keane

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
**KLA:** English  
**SYLLABUS:** English K–6  
\$19.95 each

*Reviewed titles in this series:*

<b>Answer the phone, Fiona!</b>	SCIS 1501860
<b>Boring old bed</b>	SCIS 1501859
<b>Cat and Rat fall out</b>	SCIS 1504156
<b>Goal!</b>	SCIS 1501865
<b>Hullabaloo at the zoo</b>	SCIS 1505315
<b>Jasmine's duck</b>	SCIS 1509607
<b>Jolly hungry Jack</b>	SCIS 1504158
<b>Lion's lunch</b>	SCIS 1509603
<b>No running!</b>	SCIS 1504168
<b>Robby in the river</b>	SCIS 1504167
<b>What Dinah saw</b>	SCIS 1501461

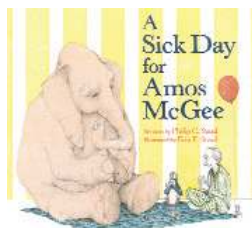
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STEAD, Philip C. & STEAD, Erin E.

**A sick day for Amos McGee**

Allen & Unwin, NSW, 2011 (Crows Nest)  
ISBN 9781742377797

Readers of this exquisite picture book are in for a rare treat as they follow Amos McGee, a loyal zookeeper, who has a special relationship with his animals. The touching expressions on the animals' faces reveal their deep concern for Amos when he is sick. Gentle humour is engaging as the animals, depicted with human fragilities and displaying unlikely traits, become the carers as roles are reversed. Subtle details in the muted tones of the woodblock printed illustrations almost negate the need for words. Teachers could pluck messages from the book and apply them to teaching moments about caring, responding to needs and overcoming fears. Enjoyable lessons could ensue



on how visual literacy reveals explicit and implicit meaning in stories. S. Rasaiah

**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** English  
**SYLLABUS:** English K–6  
\$19.99 SCIS 1513111

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VERE, Ed

**Bedtime for monsters**

Penguin Books Ltd, UK, 2011 (Puffin)  
ISBN 9780141502397

A picture book that seems tailor-made for youngsters who like a little scare or two before bedtime. This book is a delight for parents to share with their children. It follows the activities of one particular monster, pondering whether he might enjoy eating the tasty humans who are currently reading the book. Bright artwork and variable fonts drive the excitement in the story. Suspense builds with Vere's colourful, amusing illustrations. The end is sure to maximise the giggles and squirms of sleepy children, and other such monsters! I. McLean

**USER LEVEL:** Early Stage 1 Community  
Paper \$14.95 SCIS 1512158

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WATKINS, Ella

**Henry the goat**

Egmont, Vic, 2011  
ISBN 9781921690877

Henry the goat, as a character, was created by the author when she was only eight years old. At the age of fourteen, she wrote and illustrated this picture book. Henry and his closest friends, Oscar and Rufus, are delightfully expressive. The narrative covers a day in their lives, exposing plenty of humour, including hilarious physical comedy and word play, especially when some distraught hens decide to give them some eggs. Colourful visual sequences subvert the written text, giving young readers an introduction to the notion of irony. The enjoyment of meeting Henry and his friends is further supported by a colourful, informative website at <[www.henrythegoat.com.au](http://www.henrythegoat.com.au)>. On this site students are given the opportunity to **Send a letter to Henry**. I. McLean

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
Paper \$16.95 SCIS 1492461

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WHATLEY, Bruce

**Emu & roo**

Koala, NSW, 2011  
ISBN 9780864619839

Two classic Bruce Whatley picture books about Pa Roo and Emu, *The Boing Boing races* and *The flying emu*, are re-presented in one volume for new audiences. Firstly, Emu competes against stiff kangaroo competition. Former race champion, proud Pa Roo, is now sidelined as official starter and trophy presenter. Next, Emu uses wings made of corrugated iron in order to achieve a seemingly impossible dream. The narratives are noisy, with a variety of font sizes, and are perfect for reading aloud. Australian animals with expressive faces are a feature of the illustrations. Sharp eyed viewers may note



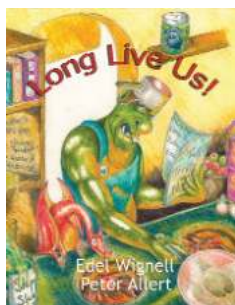
that one particular artwork has been used by Whatley in both narratives, accompanying different written text. This could provide an interesting discussion point about the relationship between illustrations and written text. The author's insightful 1999 introductions, as to the origins of both stories, are preserved in this compilation. I. McLean

**USER LEVEL:** Stage 1 Stage 2  
Paper \$12.99 SCIS 1508776

WIGNELL, Edel & ALLERT, Peter

### Long live us!

IP Kidz, Qld, 2011  
ISBN 9781921479465



In 1997, the original version of the story featured in this picture book won a literary competition for best fractured fairytale. Wignell's tall tale begins with the famous troll from *The three billy goats Gruff* encountering three bears in pursuit of a human intruder named Goldilocks. Before he can complete his plan to help the bears, or to double cross and devour them, three little pigs turn up with similar complaints about a wolf. They are followed by characters from *The frog prince*. Characters divide into two groups at the Goodies' Annual General Meeting. Students will need to revisit the book to discover the jokes depicted in the pictures. On some of the glossy pages, vibrant yellow backgrounds are distracting, with blocks of text superimposed over bold artwork. The clever concept is let down by disappointing book design. I. McLean

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** English  
**SYLLABUS:** English K-6  
\$24.95 SCIS 1498125

YOUNG, Rebecca & DEGENNARO, Sue

### Button boy

Scholastic Press, NSW, 2011  
ISBN 9781741697971

Amusing and approachable, this delightful story about friendship and helpfulness recognises children's pleasure in finding and collecting things. Charming illustrations complement the amusing written text about young Banjo and his button collection. Swirling written words embrace the lively illustrations, clarifying Banjo's quest and exploring themes associated with clothing, kindness and making friends. The repetition of Banjo's daily activities encourages students to predict the storyline and develop stories of their own, relating to collecting items and helping others. Suitable for reading aloud and role play, this pleasant picture book is also useful as a visual literacy resource in Stage 2 COGs unit (H): *Understanding each other*. A. Frost

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
\$26.99 SCIS 1510132

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

## Fiction for younger readers

Resources are arranged alphabetically by author.  
See also eresources

Some of these books are also suitable for lower secondary students.

ABDEL-FATTAH, Randa

### Buzz off!

Omnibus, SA, 2011 (Mates)  
ISBN 9781862918481

The *Mates* series specialises in telling great Australian yarns using distinctive characters from Australia's vast multicultural heritage. Told in the first person, this amusing tale introduces readers to Noor Ibrahim, a young boy with an intense hatred of the annoying flies that regularly ruin his family's picnics, beach outings and sleep patterns. Embarrassed by the hideous souvenir hat his mother wears with its dangling corks to repel insects, Noor sets out to invent the perfect fly remedy, and to end forever the infamous *Australian salute*. After his overly effective secret formula is stolen, en route to some television news reporters, Noor comes to realise that even flies have their unique place in the ecosystem. Colourful cartoon illustrations by Dan McGuinness complement the written text. I. McLean

**USER LEVEL:** Stage 2 Stage 3  
Paper \$11.99 SCIS1504782

ABDEL-FATTAH, Randa

### The friendship matchmaker

Omnibus, SA, 2011  
ISBN 9781862919204

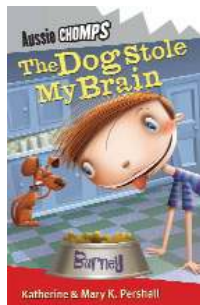
Usually a writer of young adult fiction, Abdel-Fallah makes her first foray into junior fiction and offers a realistic and amusing story of friendship, belonging and being true to oneself. Lara Zany, Potts Court Primary School's official *Friendship Matchmaker*, is a flawed but likeable protagonist, ironically blind to her own loneliness. Pre-teen readers will relate to the pressures of conformity that young people sometimes experience in order to find acceptance and popularity among their peers. For teachers using the novel with a whole class, Scholastic's accompanying teachers' notes offer a range of comprehension, analytical and creative activities based around themes of self-esteem, bullying, and healthy and toxic friendships. These can be accessed at <[www.scholastic.com.au/schools/education/teac\\_herresources/assets/pdfs/The\\_Friendship\\_Matchmaker.pdf](http://www.scholastic.com.au/schools/education/teac_herresources/assets/pdfs/The_Friendship_Matchmaker.pdf)>. Although slightly predictable, the novel's conclusion offers an affirming and hopeful message that the strongest friendships are usually formed when individuals abandon all pretences and commit to being themselves. T. Kenny

**USER LEVEL:** Stage 2 Stage 3  
Paper \$15.99 SCIS 1498593

## Aussie chomps [series]

Penguin Group (Australia), 2011 (Puffin)

Designed to appeal to newly independent readers, these creative paperbacks present engaging and exciting short stories. The subject matter includes family issues, imaginative technology, and school life, with the quirks of teachers and classmates. *Birdie in the sky* features Birdie and her dad on a flying holiday. When spilt fuel ignites and injures her father, the only way to get help is for amateur pilot, Birdie, to fly the plane. Desperately, she flies the plane home safely under the direction of the flight controller on the radio. The crisis seems to reunite the family. Facilitating immediate engagement, the blurb for each child-friendly plot is presented before the title page. D. Johnston



**USER LEVEL:** Stage 2 Stage 3  
Paper \$12.95 each

Reviewed titles in this series:

<b><i>Birdie in the sky</i></b>	SCIS 1510874
<b><i>iHarry</i></b>	SCIS 1507292
<b><i>The dog stole my brain</i></b>	SCIS 1521354

## Deep end. Red [series]

Era, SA, 2011

Although marketed as part of a literacy scheme, with accompanying teacher guide and CD, these books would be welcome as leisure reading. Each book is independent, with storylines that will resonate with students in late primary and early secondary years. In all cases, there is an underlying message which, while not moralising, may guide a reader's future actions. Challenging issues are addressed in a supportive way. *Breakneck Hill* shows a teenage boy dealing with the grief and guilt associated with his role in the death of his younger brother. *Trust a thief* features theft, honesty and trust among its key themes, including the concept of plagiarism. Not all titles are as serious, with some including adventure and mysteries to be solved, and others incorporating interesting factual information. With quality writing and stimulating vocabulary, and at only sixty-four pages in length, these titles may be of interest to less confident readers. S. Morton

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English  
Paper \$10.95 each

Reviewed titles in this series:

<b><i>Breakneck Hill</i></b>	SCIS 1514964
<b><i>Jet-bike</i></b>	SCIS 1514951
<b><i>Odyssey</i></b>	SCIS 1515032
<b><i>Trust a thief</i></b>	SCIS 1515224



DELL, Gaye

## SOS: save our schools from bullying

Interrelate Family Centres, NSW, 2011  
ISBN 9780987126603

An initiative of Interrelate Family Centres to increase bullying awareness, a copy of this book will be sent free to every Australian primary school. The story is an engaging tale of a rural school, under threat of closure, which is saved by community support demonstrated by a musical, in which everyone takes part. Of course, four of the most challenging students are very reluctant to join in and spend their time harassing the others. The teachers cleverly engage them, and their classmates stand up for those being victimised. Eventually, the troublemakers realise that they can have more fun being part of the effort to keep the school open. They no longer need to bully others and they become aware of the hurt they have caused. The book is illustrated with amusing cartoons and is easy to read. Further information is available on the website at <[www.interrelate.org.au](http://www.interrelate.org.au)>. A. Soutter

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6  
Paper \$12.95 SCIS 1523030

FALKNER, Brian & BIXLEY, Donovan

## Northwood

Walker Books, NSW, 2011  
ISBN 9781921529801

Cecilia Undergarment lives in Brookfield in a house made of balloons. Cecilia does not back away from a challenge! Her attempt to rescue a neglected dog results in the upper level of her house detaching, landing her and Rocky, the dog, in a tree in Northwood. This enchanted forest on the edge of Brookfield is home to black lions, and people who enter never return. Cecilia and Rocky discover a hidden castle, complete with a nasty king and his subjects. Cecilia is determined to work out why people never escape Northwood, and to find a way out. What ensues is a fast paced fantasy tale, full of twists and turns. Techniques used are typical of the genre including a hero, villain, quest, good versus evil and a twist at the end, but the narrative is in no way hackneyed or predictable. The whimsical tale, with its quirky characters, belies underlying messages of courage, leadership, responsibility and integrity. Enjoyable to read, the language presents an ideal opportunity for word study and vocabulary building. H. Myers



**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English  
**SYLLABUS:** English 7-10  
Paper \$19.95 SCIS 1519983

FOXLEY, Janet, & WELLS, Steve

### Muncle Trogg

Chicken House, UK, 2011  
ISBN 9781906427030

Readers will happily squirm and chuckle as they read about the revolting habits and appearances of the Trogg family of giants. Muncle is unlike his family as he is small in stature but still able to train and fly dragons. Exploring ideas of belonging, and upturning conventional notions of beauty, the story follows Muncle as he runs away and meets a human girl. After some adventures together, Muncle helps the girl escape, saving her life. Winner of the *Times/Chicken House children's fiction competition* in 2010, the book has also been earmarked by Sony Pictures Animation for development as a motion picture. Using simple language and liberal dialogue, the uplifting narrative may engage young readers and leave them aching for the second in the series. In typical Trogg style, this amusing and imaginative book is marked throughout with scribble and mould. D. Johnston

**USER LEVEL:** Stage 2 Stage 3  
Paper \$12.99 SCIS 1503961

GRIFFIN, Vicki

### Nanna's storm

Black Ink, Qld, 2011  
ISBN 9781863340908

Vibrant artwork enhances a grandmother's interactive tale as she teaches her two granddaughters not to be afraid of storms. Sheltering under towels in a bathtub, they ride out the storm well into the night. The young girls, who have never even experienced rain, love Nanna's game and it gives them a means to manage their fear of some of the more dramatic elements of nature. Readers will discover an interesting twist at the end of the story when their mother comes to collect her children. Two Aboriginal writers have collaborated in the writing and illustrating of an intriguing, brief narrative that demonstrates the importance of love, trust and security in the lives of children. C. Sly

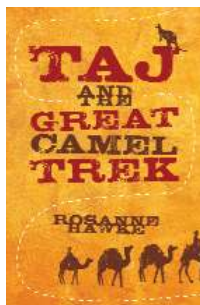
**USER LEVEL:** Early Stage 1 Stage 1  
Paper \$15.00 SCIS 1521037

HAWKE, Rosanne

### Taj and the great camel trek

UQP, Qld, 2011  
ISBN 9780702238772

Narrated by the young Afghan camel handler, Taj, this book relates the 1875 journey of Ernest Giles from Port Augusta to Perth. Finding a route from east to west with water stops was the aim of this adventure and the importance of sustainable water holes dominates the story. The book presents a microcosm of Australian society with the British explorers, Afghan camel drivers and Aboriginal peoples of the desert in the context of the era. The interactions and relationships between these groups could form the basis of discussions on diversity and cultural understandings,



including terminology that may have been used at the time in which the book is set, but which could be regarded as offensive if used in contemporary activities or communities. Taj matures as the journey progresses, discovering secrets of his father's past life and the role of Tommy. The stories told around the fires offer messages about values and life. This book could be enjoyed by readers who like adventure and stories of courage and endurance. B. Hull

**USER LEVEL:** Stage 3 Stage 4  
Paper \$16.95 SCIS 1502934

HUBER, Raymond

### Wings

Walker, NSW, 2011  
ISBN 9781921720208

Able to be read as a stand-alone, this sequel to *Sting* provides an engaging mystery with a strong environmental focus. Bees embarking on a scientific mission might seem a somewhat unusual, even comical, scenario. That one of their number can also communicate with a human is even less likely, yet these aspects are brought together well in this book. Friendship, loyalty and honour are qualities highlighted throughout the scientist's quest to discover why bees have been disappearing throughout Tokyo. The reader gains an interesting perspective from the bees' viewpoint and an increased awareness of animal characteristics and behaviour. A concluding factual section showcases bees and their ecological importance. S. Morton

**USER LEVEL:** Stage 2 Stage 3  
Paper \$15.95 SCIS 1517278



KOWITT, Holly

### The loser list

Scholastic, USA, 2011  
ISBN 9780545240048

Reminiscent of the *Wimpy kid* series, this book relates the tale of Danny Shine and his life in Year 7. He hears about the loser list on the wall of the girls' toilet block. During the story his name is added and he desperately wants it removed, or does he in the end? Students will enjoy the tales of friendship, belonging and peer pressure in this seemingly hand written narrative. Lined pages and black and white cartoon style drawings make the text look like a notebook which will appeal to readers. The overall results of Danny's experiences are positive and may help students suffering similar trials. R. Parnis

**USER LEVEL:** Stage 3 Stage 4  
\$14.99 SCIS 1509772

### Lightning strikes [series]

Walker, NSW, 2011

While these fast moving novels would certainly support students beginning to feel confident with independent reading, the plot of Sally Gould's *Dead certain* has a controversial premise. Max realises that a favourite



young uncle, whose life has been cut short in a tragic accident, is to be cremated against his wishes. Desperate Max manages to open his uncle's coffin and attempts to steal the body. In the science fiction tale, *Spaced out* by Moya Simons, schoolboy Jesse experiences a unique and exciting vacation. His holiday involves travelling to planet Centuria, meeting Robo Rex, a robot salesman and rescuing a Spaceway Robotics android. These titles provide easy reading for the intended audience. I. McLean



**USER LEVEL:** Stage 3  
Paper \$12.95 each

*Reviewed titles in this series:*

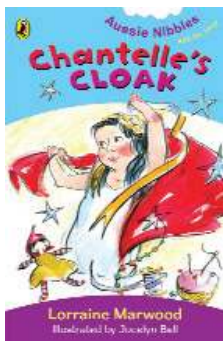
**Dead certain** SCIS 1497428  
**Spaced out** SCIS 1497434

MARWOOD, Lorraine & BELL, Jocelyn

### Chantelle's cloak

Penguin Group (Australia), 2011 (Aussie nibbles; Puffin)  
ISBN 9780143306382

A new baby in the family has perhaps the greatest impact on its siblings, especially those closest in age. When Chantelle realises she will no longer be the youngest and that some of her favourite games are considered babyish, she envies her neighbour, an only child, who has an invisibility cloak. Chantelle feels invisible already as the extended family prepares for the new baby. She decides to make an invisibility cloak. A caring aunt helps her make it very special and it is used to introduce and accept the newborn. The story would be useful to introduce discussion on feelings, when a new baby comes and when different families blend. R. Higginbottom



**USER LEVEL:** Early Stage 1 Stage 1  
Paper \$12.95 SCIS 1520899

MITCHELL, Simon

### Kung Phew!

Penguin Group (Australia), 2011 (Aussie Bites; Puffin)  
ISBN 9780143306368

Another Aussie Bite title that registers with young readers fascinated with scatological humour, this story centres on the World Farting Championships. General Pu tries to take the Beans of Destiny and it is up to Marty and his coaches, Mr Windybottom and Master Pong, to thwart him. Farting jokes and puns are plentiful and there are several twists that will keep readers and listeners engrossed. The humour may not appeal to all readers. R. Parnis

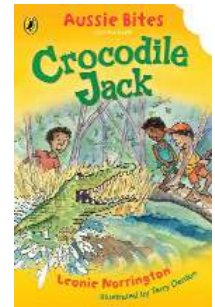
**USER LEVEL:** Stage 1 Stage 2  
Paper \$12.95 SCIS 1517019

NORRINGTON, Leonie

### Crocodile Jack

Penguin Group (Australia), 2011 (Aussie Bites; Puffin)  
ISBN 9780143305958

The Aboriginal author provides an engaging insight into contemporary life for one Aboriginal family who live in crocodile country. Jack is pleased when his big brother asks him to go fishing with him. But Tom wants to fish in crocodile territory and Jack is supposed to be the *croc lookout!* Wisdom from Nanna Clara and respect for the crocodile help Jack stay alive to fish another day. An insight into life in the Northern Territory outback, lessons in safety and listening to adults are subtly included in the story. Short chapters and Terry Denton's lively black and white illustrations will keep beginning readers captivated. The death of a wallaby and Jack's reaction is grippingly portrayed in detail. While the incident may upset some young readers, context and the unfolding story assists students. The author's website, in particular *About me* <[www.leonienorrington.com/aboutme](http://www.leonienorrington.com/aboutme)>, provides support for cultural understandings, and perspectives which would enrich the reading experience, including for high school students exploring how readers are positioned. R. Parnis



**USER LEVEL:** Stage 1 Stage 2  
Paper \$12.95 SCIS 1514014

PARK, Mac

### Boy vs beast: battle of the mutants [series]

Pop & Fizz, Vic, 2011

Reminiscent of *Zac Powers*, and aimed squarely at readers who enjoy science fiction, computer games and customisable card games (CCGs), these books are highly appealing. Each instalment shares a common prologue, reintroducing the human world, Earth, and the secret Beasts' world, Beastium. The humans must use the elements of fire, water and rock to thwart the enemy. The featured character is Kai Masters, one of five young border guards protecting Earth from invasion by newly mutated dragons. With the reader's assistance, Kai aims to become a border captain like his Dad. The swiftly moving stories feature sparse text with very large font, supported by maps, labelled diagrams, new character strengths and battle statistics presented as CCGs, graphic novel action sequences, and fact boxes. They are exciting adventures for young readers. I. McLean

**USER LEVEL:** Stage 2  
Paper \$9.95 each

*Reviewed titles in this series:*

**Flamatoraq** SCIS 1498333  
**Terraserpix** SCIS 1498329

See the Resource reviews database for reviews of more resources.



PEET, Mal & GRAHAM, Elspeth

### Painting out the stars

Walker, UK, 2011

ISBN 9781406324860

In this superb collection, three traditional fables are narrated in a contemporary voice that will resonate with junior and middle school students. Assisted by a tribe of monkeys, on a Himalayan tea plantation, Tashi searches for answers to her mother's illness. Yazul is saved from starvation by dragon kites after being trapped in their fortress by bandits. Meanwhile, the life of the old mountain guide, Issa, is changed forever when he discovers a camel sheltering a baby girl in a desert storm. Charcoal drawings complement the written text that transports students into the mythical world of each story. Common themes of empathy and helping others weave the emotive tales together, providing opportunities for classroom discussion about values, behaviour and compassion. A. Frost

**USER LEVEL:** Stage 2 Stage 3  
Paper \$15.95 SCIS 1516719

TREWIN, Trudie

### Camp croc

Walker, NSW, 2011 (Lightning strikes)

ISBN 9781921720031

Daks and his school friends, Davo, Roly and Matt (soon to be known as Wompoo, or just Poo) have finally arrived at Camp Trib, a much anticipated event in their young lives. *One foot in the jungle and one foot on the beach* is the promise of this coveted school excursion. Seizing an opportunity to foil wildlife smugglers and achieve national fame, instead of just enjoying an orienteering session, or annoying Mr Longbottom, their hapless teacher, the boys risk being kidnapped and encountering dangerous crocodiles. The fast moving chapters make compelling reading. The text is peppered with Daks's facts, humorous asides wherein Daks reinterprets the world and its rules as only adventurous children can see them. It is an enjoyable tale for young readers. I. McLean



**USER LEVEL:** Stage 3  
Paper \$12.95 SCIS 1508065

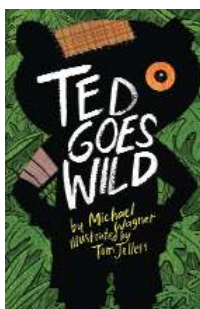
WAGNER, Michael & JELLET, Tom

### Ted goes wild

Penguin Group (Australia), 2011 (Puffin)

ISBN 9780143304227

Cleverly alternating chapters in prose and graphic novel sequences, this humorous story features a one eyed teddy bear, who is sent on a rescue mission to the Wild Forest. The missive arrives in the form of a magical origami pterodactyl. Ted's owner, Oliver, is reluctant to let Ted go, but diligently helps him gather his essential equipment. While Ted's adventures



evoke scenes from *Rambo* and *Toy story* movies, the fretting Oliver must fend off family inquiries as to his favourite toy's whereabouts. Talia, a rescued rag doll, uses her knowledge of science to assist the resourceful Ted to thwart a real grizzly bear. The main characters are engaging and promise to return in sequels. I. McLean

**USER LEVEL:** Stage 2 Stage 3  
Paper \$12.95 SCIS 1517023

YLVISAKER, Anne

### The luck of the Buttons

Candlewick, USA, 2011

ISBN 9780763650667

Twelve year old Tugs Button lives in a small township in Iowa, USA. Her much loved, but eccentric, family has been known over the years for its lack of luck. Tugs sets out to change this pattern. The atmosphere of the late 1920s era in an American Midwestern state is conveyed strongly through the language and quirky characters. Tugs' forthright and inquisitive nature leads her to make an important discovery. A well written historical fiction narrative, this will appeal to more avid readers who are happy to tackle unusual language and warm to an historical period in which state of the art technology is a Kodak Brownie camera. E. Sly

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10  
\$24.95 SCIS 1510361

## Fiction for older readers

Resources are arranged alphabetically by author.

See also eresources

Some of these items are also suitable for upper primary students.

ARENA, Felice

### Whippersnapper

Penguin Group (Australia), 2011 (Puffin)

ISBN 9780143306092

Specky Magee move over – here comes Gus Delfino! Felice Arena tackles many adult themes in this layered story, in which Gus becomes George after a horrific accident. As Gus inhabits George's body, and all that this entails, the plot explores the themes of life and death, and love and loss. Readers are kept in suspense, not knowing what will happen in this humorous, yet sobering, tale. Young teenage readers will identify with the main characters. The story includes thematic elements like sport, danger, romance and intrigue, which will readily engage its target audience and keep them guessing from beginning to end. An entertaining



resource for capable independent readers, the book is written in manageable chapters in clear, well sized font and would be an excellent addition to any personal, classroom or school library. G. Cale

**USER LEVEL:** Stage 3 Stage 4  
Paper \$14.95 SCIS 1516141

BEDFORD, Martyn

### Flip

Walker, UK, 2011  
ISBN 9781406329896

Heavily based on the supernatural phenomenon known as the *evacuation of the psyche*, this novel explores the struggle of waking up inside someone else's body and their life, and may be confronting for some. Issues such as identity, self-perception, belonging and acceptance are explored in a mature manner, which allows the reader to understand the complexities of the problem. The struggle to understand firstly what has happened, and then the protagonist's efforts to recapture his old identity and life, will engross the reader. The nature of Alex's journey, including the frustration of the new, the loss of the old and the emotional struggle between anger, despair, suicide and desperation restricts this to older students. It is a novel which requires teacher input and direction, especially in relation to Alex's eventual course of action, which readers may find challenging. B. Kervin

**USER LEVEL:** Stage 5 Stage 6  
Paper \$16.95 SCIS 1510413

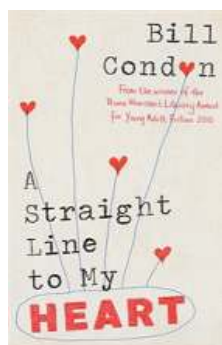
CONDON, Bill

### A straight line to my heart

Allen & Unwin, NSW, 2011 (Crows Nest)  
ISBN 9781742377308

A new beginning after completing Year 12 and the ongoing struggle to create a promising future are the central themes of this novel. Readers will engage with the strong central character as she takes her first steps into the adult world with all of its associated demands. Relationships both old and new, identity, growing up, family and work are all explored as Tiff confronts new life challenges. The narrative is well written and will be relevant to a majority of students as they face similar challenges in their lives. It is well suited to classroom discussion on a number of levels, including school to work, career choices with particular reference to journalism, life and death, friendship and family, and love and loyalty. With a highly emotional and believable storyline, this realistic novel captures the heartaches and challenges of maturing from adolescent to adult in a small country town. B. Kervin

**USER LEVEL:** Stage 5 Stage 6  
Paper \$17.99 SCIS 1518418



DUNNING, John Harris & SINGH, Nikhil

### Salem Brownstone: all along the watchtowers

Walker, UK, 2011  
ISBN 9781406331769

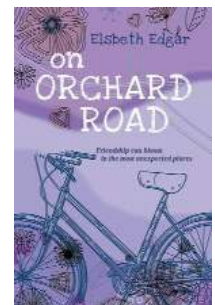
Amazing, densely detailed, black and white artwork drives this eerie graphic novel adventure of Salem Brownstone. Inheriting his mysterious father's old mansion, Salem is drawn into unexpected conflict with dark, supernatural forces. Assisted by bizarre characters from a shady circus troupe, Salem discovers the real legacy left by his father. Using wildly varying panel layouts, the composers create tension and a rapid pace. Foreboding shadows and darkness dominate the visual text, which is grimly Gothic with looping, organic swirls reminiscent of the Art Nouveau style. Interesting panel transitions, including a predominance of *aspect-to-aspect* transitions, engage a reader from multiple angles and points of view. With its visually stunning presentation, close reading and attention to detail will reward students who enjoy the Gothic fantasy genre. C. Sly

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** English  
**SYLLABUS:** English 7–10  
Paper \$24.95 SCIS 1517919

EDGAR, Elsbeth

### On orchard road

Walker Books, NSW, 2011  
ISBN 9781921720291



In a compassionate story about finding friends in unlikely places, Jane experiences a number of life altering events. Changes like her father taking on a new job, moving to a country town, leaving her mother in the city to stay with a newborn baby in intensive care, starting a new school and making new friends, all happen simultaneously for Jane. It is overwhelming. Her struggle with school and bullying, her new friendships, her reassessment of her place in the family, and her longing for the family to be together, are conveyed in a style that readily evokes the insecurities surrounding the need to fit in. The novel explores themes of belonging against a backdrop of family, nature and art. The plausible situations are presented from a teenage girl's point of view in an honest, gentle manner, without resorting to cliché or overdrawn characters. H. Myers

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** English  
**SYLLABUS:** English 7–10  
Paper \$16.95 SCIS 1520304

FENSHAM, Elizabeth

### The invisible hero

University of Queensland Press, 2011  
ISBN 9780702238901

Inspired by the epigram, *one man's hero is another man's villain*, this novel contains the journal reflections of a class of Year 9 students as they investigate their



choice of heroic or villainous figures. Multiple authentic voices are developed in the array of diary entries revealing the personal contexts of each of the class members. Jake (Macca) MacKinnon's investigation into Machiavelli interestingly reveals his father's and his shared admiration of Machiavellian modes of living. The inclusion of Philip Dugan's unedited writing highlights the challenges faced by students with dyslexia. Courageous and resilient Philip battles the traumas of being perceived as the outcast and bullied by Macca. He becomes optimistic about an unrestricted future where he is not invisible. This novel offers cross KLA opportunities with its English and History content appropriate for students in Stage 4 and Stage 5. E. Sly



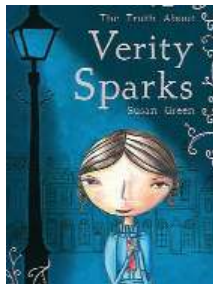
**USER LEVEL:** Stage 4 Stage 5  
**KLA:** English; HSIE  
**SYLLABUS:** English 7–10; History 7–10  
 Paper \$19.95 SCIS 1515365

GREEN, Susan

### **The truth about Verity Sparks**

Walker, NSW, 2011  
 ISBN 9781921720277

A cursory glance at this book indicates that it is a modern day thriller with a female protagonist in grave danger. In essence, the story takes place in nineteenth century London and has all the hallmarks of a Victorian melodrama. Orphaned 13 year old Verity narrates the chilling circumstances that enabled her to metamorphose from an apprentice milliner into an altogether different life. Verity's unusual psychic powers allow her to solve mysteries and locate missing objects and people. These paranormal traits become her ticket from abject poverty to the elite world of the English gentry. Readers of this well substantiated story are transported to a time of harsh realities governed by accidents of birth. Images of place and time are cleverly revealed through the well developed characters and the intricate plot. S. Rasaiah



**USER LEVEL:** Stage 4  
 Paper \$16.95 SCIS 1510404

HEFFERNAN, John

### **Harry's war**

Omnibus, SA, 2011  
 ISBN 9781862919273

Harry ponders the question of what makes a hero in this coming of age novel. A simple remark from his friend, Will, is the catalyst for Harry's search for the truth about his father. Themes of coping, resilience, forgiveness, respect and self-perception are explored in this thought-provoking book. The ramifications of war on Harry's family are sensitively presented. Harry has to reconcile his father's suicide and his grandfather's subterfuge. This

book, with teacher guidance, could be studied as a class text. It could form the basis of a unit on heroes or war. Its positive resolution and strong character development make it a rewarding novel. B. Hull

**USER LEVEL:** Stage 4  
**KLA:** English  
**SYLLABUS:** English 7–10  
 Paper \$19.99 SCIS 1510360

HERRICK, Steven

### **Black painted fingernails**

Allen & Unwin, NSW, 2011  
 ISBN 9781742374598

James is on his way to his first teaching practicum in western NSW. Being a city lad, he feels a great deal of anticipation and tension about travelling so far from home. James's anxiety is exacerbated by an overprotective mother who refuses to acknowledge that her son is a young man. Yet, when James unexpectedly meets the enigmatic Sophie, his life changes forever. In a beautifully crafted narrative, the reader is taken on a poignant journey of self-discovery and love. Issues pertaining to family relationships, trust and betrayal are raised, and there are several references to drug use and sexual activity. This touching young adult novel would be most appropriate for Stage 6 English students seeking a quality related text for the Area of Study: *Belonging*. H. Gardiner

**USER LEVEL:** Stage 6  
**KLA:** English  
**SYLLABUS:** English Stage 6  
 Paper \$19.99 SCIS 1509282

HIGGINS, Jane

### **The bridge**

Text, Vic, 2011  
 ISBN 9781921758331

Exciting and engaging speculative fiction, this title explores prejudice and hatred through the futuristic setting of a London torn apart by class division. The central character, Nik, has grown up in a prestigious school where students await the opportunity to join an elite special force called ISIS. Successful and popular, Nik seems a likely candidate but he is rejected and this drives him to discover his past. When Nik sets out to help a friend he must travel over the bridge, into the heart of Southside, where he is forced to confront the truth. In a world frequently split over issues of identity and belonging, this exciting adventure asks readers to question what they think they know. It will particularly intrigue readers who are drawn to dystopian fiction. S. Pollard



**USER LEVEL:** Stage 4 Stage 5 Stage 6  
 Paper \$19.95 SCIS 1518562

The NSW Curriculum and Learning Innovation Centre supports



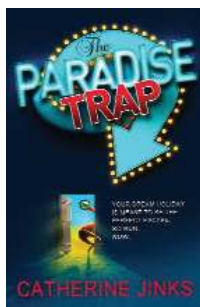
**National Year of Reading 2012**

JINKS, Catherine

### The paradise trap

Allen & Unwin, NSW, 2011 (Crows Nest)  
ISBN 9781742375748

In this story of adventure and fantasy, Marcus, the 11 year old protagonist, declares that the real world is not as good as a fake world. His words are prophetic as the Bradshaws and Huckstepps are drawn into the dangerous world of Miss Mople. With allusions to computer games and Greek mythology, the characters soon realise that dreams and fantasies can turn into nightmares.



This is an action-packed, plot driven story, as the incumbents face a rogue fairground, Diamond Bay, a sinking ship, and an airport terminal, all potentially life threatening environments. For the reader, there are the concepts of reality versus virtual reality, irony, and good versus evil to be explored. The characters themselves are not well developed, but are the vehicles of the action. Readers who enjoy fantasy and action with unexpected plots twists will find this an exciting read. B. Hull

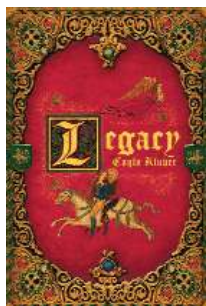
**USER LEVEL:** Stage 3 Stage 4  
Paper \$15.99 SCIS 1512591

KLUVER, Cayla

### Legacy

Allen & Unwin, NSW, 2011 (Crows Nest)  
ISBN 9781742372402

With its Medieval setting, this novel spans the romance and adventure genres. The kingdoms of patriarchal Hytanica and matriarchal Cokya are at war, the reasons for which are long buried in the past. Princess Alera has to face the prospect of marriage to Steldor, as her role in the kingdom requires. She also encounters Kyern, to whom she is attracted. Alera begins to challenge her society's expectations. The book explores the themes of family, duty, loyalty and love. Kluver has established the juxtaposition of two societies' beliefs and customs, and posed questions that will no doubt be answered in the sequels. The plot is suspenseful and the reader is left wondering about the fate of the well developed characters. At times the descriptive passages, such as those of the palace rooms, can be excessively wordy. This is a book that would be enjoyed by readers who have a penchant for historical, romance or adventure novels. B. Hull



**USER LEVEL:** Stage 5  
Paper \$19.99 SCIS 1491765

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

MEAD, Richelle

### Vampire academy: a graphic novel

Razor Bill, Vic, 2011  
ISBN 9781921518997

Based on the first book in an extensive vampire series by Richelle Mead, this richly coloured, glossy graphic novel captures the intrigue and suspense surrounding the inmates of the academy. Feisty Rose Hathaway is a *dhampir*, part human and part vampire, and is dedicated to protecting her best friend Lissa Dragomir from the fierce *strogoi* vampires. This volume reveals the significant characters, their talents, problems, and fears. Conveyed predominantly through skilful artwork and irregular panel layouts, the tale is fast moving. Written text is brief and much of the exposition is embedded in the facial expressions and body language. The use of caption boxes for Rose's inner dialogue is disconcerting as it breaks the fluidity of the visu-verbal text which can be compelling at times. Implicit and explicit sexuality and strong language pitch the publication at mature readers. While there is an interesting blend of manga and Western comic styles in this graphic novel, the story is somewhat clichéd and uninspiring. C. Sly

**USER LEVEL:** Stage 6  
Paper \$16.95 SCIS 1520953

### The Penguin book of Victorian women in crime: forgotten cops and private eyes from the time of Sherlock Holmes

/ edited by Michael Sims. Penguin Group (USA) Inc, 2011  
ISBN 9780143106210

Despite the lack of actual female detectives during the Victorian era, this exceptional collection of eleven short stories places women and their crime fighting exploits at its heart. The stories are products of the late eighteenth and early nineteenth centuries. Each protagonist is a feisty, sassy woman who always manages to solve the crime. Readers can delight in the disguises employed by Loveday Brooke, or revel in the sleuthing of Dorcas Dene, Violet Strange and others. Alongside the stories, a comprehensive introduction offers insight into the emergence of detective fiction and the role of women within it. A helpful list of suggested readings, including websites, is an interesting addition. This versatile anthology would be a most worthy reference for Extension English 1, particularly in support of the *Crime writing* elective. H. Gardiner

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** English  
**SYLLABUS:** English 7–10; English Stage 6  
Paper \$19.95 SCIS 1497638

PIERCE, Tamora

### Tortall and other lands: a collection of tales

Omnibus, SA, 2011  
ISBN 9781862919167

For those who enjoy the fantasy genre, this collection of eleven new and old tales set in the land of Tortall is sure to please. Fans of the author's previous works will recognise a number of the characters in these stories.

The magical world that unfurls includes an apple tree turned into a man and a dragon's tumultuous existence. Each narrative is carefully crafted with saga like plotting, strong characterisation and vivid descriptions. The eclectic mix of human and non-human protagonists adds further appeal. Although set in far off realms, universal themes of justice, tolerance, selflessness and survival resonate within each story. Readers seeking a challenge are sure to enjoy this excellent collection. H. Gardiner

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** English  
**SYLLABUS:** English 7–10  
 Paper \$22.99 SCIS 1498604

RUNDELL, Katherine

### **The girl savage**

Faber and Faber, UK, 2011  
 ISBN 9780571254316

The exuberance of Wil's character and idyllic life in South Africa are reflected in the vibrant prose of this book. Her life is shattered with the death of her beloved father and she is sent to an English boarding school. Here, her characteristics of resilience, resourcefulness, strength and independence stand her in good stead as her individuality makes her a target for the other school girls. Her adventures on the streets of London confirm for her the value of friendship, and that asking for help may not be a sign of weakness. This book, with its positive outcomes, or as Wil says *cartwheeling in thunderstorms*, would be enjoyed by readers with an interest in people and relationships, or belonging and alienation. B. Hull

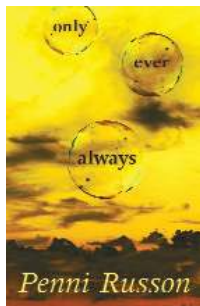
**USER LEVEL:** Stage 3 Stage 4  
 Paper \$15.99 SCIS 1495545

RUSSON, Penni

### **Only ever always**

Allen & Unwin, NSW, 2011  
 ISBN 9781741750447

An intriguing narrative, this centres on the entwined lives of Claire and Clara, two girls existing in alternative universes. Claire inhabits the world we think of as our own and her parts are written in the little used second person voice. This serves to suggest that Claire's world is less real than Clara's, in which the first person voice is used. Clara's world is disintegrating; a ruined model of Claire's. They intersect via objects that allow entry to the alternate universe. Both girls have lost someone important to them – Claire, her beloved Uncle Charlie, and Clara, her protector and friend, Andrew. The story is rich in imagination, describing place and language, people and incidents with depth and raw emotion. For strong readers, who recognise changing voice and setting, this novel introduces fascinating challenges. Teacher notes and student activities to support a study of this narrative can be found at <[www.allenandunwin.com/\\_uploads/BookPdf/TeachersNotes/9781741750447.pdf](http://www.allenandunwin.com/_uploads/BookPdf/TeachersNotes/9781741750447.pdf)>. S. Pollard



**USER LEVEL:** Stage 4 Stage 5

**KLA:** English  
**SYLLABUS:** English 7–10  
 Paper \$16.99 SCIS 1517849

SALIBA, Sue

### **Alaska**

Penguin Group (Australia), 2011  
 ISBN 9780143206118



Mia is running away from Melbourne and her sick, alcoholic mother. She is going to Alaska to be with her sister, Em. The two girls were extremely close as children and Mia hopes to recapture this, creating a new life for herself at the same time. Written in the third person, the story is told from Mia's point of view, the absence of capital letters highlighting the flow of her thoughts and feelings. Mia finds love with Ethan, but even this has complications. The beauty of the Alaskan landscape is central to the narrative which claims *you can't have beauty without danger*. As Mia's connection to the natural world strengthens, so too does her personal conviction. She makes choices at the end of the book that she never could have made at the beginning. The layers of complexity in this novel make it a worthy supplementary text to support the HSC English Area of Study: *Belonging*. H. Myers

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** English  
**SYLLABUS:** English 7–10; English Stage 6  
 Paper \$19.95 SCIS 1513464

SILBERBERG, Alan

### **Milo and the restart button**

Simon and Schuster, UK, 2011  
 ISBN 9780857071903

Reading this novel feels like an intrusion into the world of 13 year old Milo, grieving silently over the death of his adored mother. The cheery cover of this book belies the underlying theme of a boy grappling with adolescence and trying to fit in while suppressing deep feelings of loss. Milo's family is falling apart, yet for fear of upsetting the shaky status quo, no-one admits that they are sad or even that their mother existed. Milo restarts his life with a dramatic decision that will wrench his father and sister out of their denial and bring the spirit of his mother back to life. The poignancy of the novel contrasts with the humour of everyday school life, making this genre readily accessible to readers. S. Rasaiah

**USER LEVEL:** Stage 4  
 Paper \$12.99 SCIS 1496654

THURNER, Zoe

### **Dress rehearsal**

Fremantle Press, WA, 2011  
 ISBN 9781921696671

Familiar, day-to-day high school dramas are embellished in this novel as the characters become embroiled in a bank robbery and abduction, while trying to meet the challenge of producing an original, thought-



provoking school drama production. Honest personal reflections and a conversational style give Lara Pearlman's narrative voice an engaging and believable quality. Her method of coping with the pressures of her school experiences and social life is to indulge in obsessive amounts of unhealthy food. Young adult readers will relate to the characters portrayed as typical adolescent personalities, such as *the popular*, *the quirky* and *the outcast*. The emotional trials presented in the story are realistic and will engage students interested in exploring adolescent relationships and the difficulties involved in maturation. E. Sly



**USER LEVEL:** Stage 4 Stage 5  
Paper \$19.95 SCIS 1459134

WALLENFELS, Stephen

### POD

Allen & Unwin, NSW, 2011 (Crows Nest)  
ISBN 9781742375663

Two people, two different locations, but both facing the same confronting scenario that life, and the world that they know, is ending very, very soon. This dual tale of Josh and Megs' quest to survive captures its readers and takes them through the processes of action and reaction. The mental and physical journey of both characters explores the emotional rollercoaster of panic, anger, loss, despair, isolation and choice. Readers will engage with the themes of unfulfilled relationships, survival and sacrifice. The novel will particularly appeal to readers who enjoy alien fiction. While some aspects of the narrative, such as the sudden ending and the shallow connection between the characters, are too simplistic, the ideas are well developed. Its scope for inference and prediction gives this science fiction novel value as a classroom text. B. Kervin



**USER LEVEL:** Stage 4 Stage 5  
Paper \$19.99 SCIS 1513127

## Information, poetry and drama

Resources are in Dewey order

### Dealing with bullying

/ edited by Justin Healey. Spinney, NSW, 2011 (Issues in society 330)  
ISBN 9781921507533 [302.3]

Much has been written on bullying and this volume of *Issues in society* is useful as a compilation of relevant articles. The articles are divided into three sections, including *Bullying at school*, *Cyberbullying* and *Bullying at work*. The section on school provides definitions,

things parents can do if their child is either bullying or being bullied, and strategies for students. There is an informative article on findings from the Australian Covert Bullying Prevalence study. Cyberbullying articles include information from *Parentline* and *Cybersmart* websites, and advice on legal aspects from *YouthLaw*. Workplace bullying information is useful for students going on work experience. The book has worksheets, website references for further information, and a page of handy *Fast facts*. A. Soutter



**USER LEVEL:** Stage 4 Stage 5 Stage 6  
Community Professional  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE 7-10; PDHPE Stage 6  
Paper \$24.00 SCIS 1521694

TOUSSAINT, Jonathan

### How to talk to girls

Allen & Unwin, NSW, 2011  
ISBN 9781742371948

[305.2]

Just when adolescents want to make an impression, they may find themselves completely tongue tied. This book suggests that talking to the opposite sex is a skill that can be taught. *How to talk to girls* systematically explores key aspects of communication between the sexes. It includes information on cybersafety and netiquette in relation to texting and social networking. There is a chapter on same sex attracted teens and a helpful survival guide for involvement in school dances and formals. Myths and stereotypes are exposed for what they are, and there is positive encouragement towards appreciation of and respect for self and others. This book and its companion, *How to talk to boys*, are worthy resources as these will help students to learn valuable lessons for life. A. Soutter

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6; PDHPE 7-10  
Paper \$19.99

Reviewed titles:

**How to talk to boys** SCIS 1495995  
**How to talk to girls** SCIS 1496004

CLARKE, John Dennison

### Why choose democracy?

Era, SA, 2011  
ISBN 9781741205145

[321.8]

An easy to read, clear overview of the process of democracy and selected political systems is presented in this book. Beginning with the analogy of three stages of one's life, three forms of government are introduced: monarchy; oligarchy and democracy. The reader is offered an historical view of governments, from the ancient Greeks to contemporary dictatorships. A global perspective is achieved through maps and tables. Concepts and terminology are clearly explained in snippets throughout the book. The Australian and American political systems are explained in some

detail. This book could have limited use in the Stage 3 HSIE units *Australian democracy* and *State and federal government*. Various sections could also be used by Stage 4 History students. The websites listed would have to be assessed for curriculum relevance. B. Hull

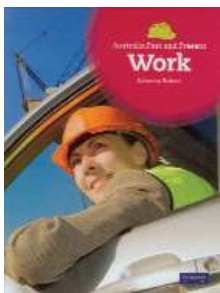
**USER LEVEL:** Stage 3 Stage 4  
**KLA:** HSIE  
**SYLLABUS:** History 7–10; HSIE K–6  
 Paper \$13.95 SCIS 1515292

ROHAN, Johanna

### **Australia past and present [series]**

Pearson Australia, Vic, 2011

Each double page spread in this useful series showcases a pair of highly contrasting photographs. A black and white photograph from the 1950s is juxtaposed with a full colour, more familiar, modern image. *Play* covers toys and recreational areas. *Work* displays eleven different careers including **Farmer, Shop assistant, Factory worker** and **Teacher**. The books share the common element of **A quick look**, which is a fact matrix summarising the main points of each photograph. Students are encouraged to look at the pictures as they read, and consider the similarities and differences. Teachers could use the books as discussion starters. The book series is enhanced with recommended websites, located by selecting **Library place** at <[www.pearsonplaces.com.au](http://www.pearsonplaces.com.au)>. I. McLean



**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** English; HSIE; SciTech  
**SYLLABUS:** English K–6; HSIE K–6; Science & Technology K–6  
 \$29.95 each

Reviewed titles in this series:

**Play** SCIS 1517990  
**School** SCIS 1517976  
**Work** SCIS 1517939

### **Employment and the law**

Legal Information Access Centre, NSW, 2011 (Hot topics)

ISBN none [344.9401]

The State Library of NSW produces an excellent series on contemporary legal issues. This title is an updated edition on *Employment and the law*, an area of the law that is contentious and frequently changes. The format and content are pitched at Stage 6 students and teachers, with an extensive range of in-depth information, including legislation and case studies, and the regular addition of *hot tips* aimed at students about to enter the workforce. This title concludes with a comprehensive listing of further information including LIAC's own *Find Legal Answers* website <[www.legalanswers.sl.nsw.gov.au](http://www.legalanswers.sl.nsw.gov.au)> and a range of government and non-government agencies. Included in the listings are brief reviews and the contact details of each agency. This feature, among others, makes this title a useful resource for careers advisors as well as classroom teachers and students. J. White

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Business Studies Stage 6; Legal Studies Stage 6; Work Studies Stage 6  
 Paper \$22.00 SCIS 1519922

### **Alcohol and binge drinking**

/ edited by Justin Healey. Spinney, NSW, 2011 (Issues in society 334)  
 ISBN 9781921507618 [362.292]

Alcohol is the most widely used recreational drug in Australia. The number of young people consuming dangerous levels of alcohol has increased markedly in recent years so this book's chapters on *Alcohol and your health*, *Binge drinking* and *Alcohol and young people* could provide valuable adolescent reading. It begins with a balanced overview of the health effects of alcohol use, acknowledging the positive impact of moderate drinking and showing the effects of heavier drinking on all parts of the body. Comprehensive information regarding alcohol related violence is included, together with a fact sheet from *Reach out* about helping alcohol affected friends. Parents may value the guidance offered for talking to teenagers about alcohol and young people could learn something from the FAQs about reducing health risks related to drinking. Teachers may find the worksheets provided for brainstorming, research activities and discussions useful. An **ebook** version of this issue is available as a PDF file and can be purchased via the Spinney Press website at <<http://spinneypress.com.au/books/EditionType/digital>>. A. Soutter



**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** Community  
**SYLLABUS:** HSIE; PDHPE  
 Community and Family Studies Stage 6; PDHPE 7–10; PDHPE Stage 6  
 Paper \$24.00 SCIS 1521699

DELL, Gaye

### **The listeners change homes**

Interrelate Family Centres, NSW, 2010  
 ISBN 9780977510986 [362.73]

Part of the *Listener sock puppet series*, this booklet deals with issues that arise for children faced with moving from home to live with a foster family. It is a picture book designed to appeal to children throughout the primary years. It highlights important issues such as the guilt children feel about being in care and the fact that children already in the fostering family may not welcome a newcomer. It offers an encouraging message that is designed to empower and reassure children that learning how to adapt to change makes them stronger. The focus is on finding the hero inside oneself. Children will enjoy working with the secret code at the end of the book. There are accompanying

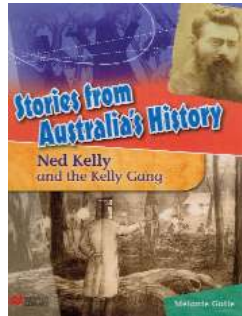
resources and activity books on the Interrelate website at <[www.interrelate.org.au](http://www.interrelate.org.au)>. A. Soutter

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6  
Paper \$6.95 SCIS 1523026

### Stories from Australia's history [series]

Macmillan Library, Vic, 2011

Eye-catching full colour comic pages are an engaging feature of this series on Australian history. Three titles are reviewed here, though there are twelve in total. Each title focuses on a particular event or personality, such as *Ned Kelly and the Kelly Gang*. A standard template is applied to all titles in the series, enabling students and teachers to use them for a range of purposes, from garnering basic facts to developing a deeper knowledge and understanding of the background and social context of the era. Primary teachers will appreciate the inclusion of activities at the end of each title. These require historical investigation and use of empathy to gain a deeper understanding of the motivations of the various people involved. J. White



**USER LEVEL:** Stage 3 Stage 4  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
\$31.99 each

Reviewed titles in this series:

**Burke and Wills' expedition to cross Australia**  
SCIS 1499178

**C. Y. O'Connor and the goldfields pipeline**  
SCIS 1499072

**Ned Kelly and the Kelly Gang**  
SCIS 1499045

LAIRD, Elizabeth & ADL, Shirin

### Pea boy: and other stories from Iran

Francis Lincoln Children's, UK, 2011  
ISBN 9781847802637 [398.2]

In this collection of folk tales from Iran, the reader is drawn into a richly drawn world with universal appeal. The tales are a mixture of fantasy, fable, mischief and morality. Motifs are universal in traditional folk story style. Bright, colourful illustrations depict Iranian culture with easily recognisable themes. These tales give an insight into a rich and ancient culture, and show that the fundamentals of human nature are very similar, regardless of country or culture. Although the format and cover illustrations have the look and feel of a picture book, there is a large amount of written text, making the book better suited to more able readers or for sharing by reading aloud. H. Myers

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; English 7-10; HSIE K-6  
Paper \$18.95 SCIS 1510486

CLARKE, John Dennison

### Small planet: big universe

Era, SA, 2011 (Deep end)  
ISBN 9781741205121 [520]

History, science and astronomy are woven together in this clearly presented book that showcases our place in the universe. Each chapter is enriched with fascinating fact boxes and labelled graphics, which create a visually appealing collection of knowledge of the universe. Students and teachers will find this a valuable teaching resource. The chapter on the **Solar system** is most interesting and relevant, with the information presented in a style that is easy to understand. The linking of historical events to current understanding of astronomy is extremely well presented. A very useful resource for considering how different cultures have contributed to scientific understanding throughout history, it includes a glossary and a list of useful online references. I. Mavin

**USER LEVEL:** Stage 4  
**KLA:** Science  
**SYLLABUS:** Science 7-10  
Paper \$13.95 SCIS 1515289

### Plate tectonics [videorecording]

Cambridge Educational, USA, 2006  
ISBN none [551.1]

For completing a unit of work on plate tectonics, this 25 minute DVD offers a valuable teaching resource. Topics relevant for Science students include areas such as continental drift, earthquakes, volcanoes, faults and plate boundaries. The content is divided into four chapters, each enhanced with colourful graphics and supported by the use of appropriate metalanguage. Information presented about earthquake waves is particularly useful for Science 7-10 students when learning about the relationship between primary and secondary earthquake waves and earthquake focus determination. Although lacking specific Australian examples, the resource could be a valuable teaching tool and has application to aspects of the Geography and Earth and Environmental Science courses. I. Mavin

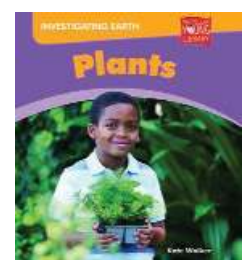
**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE; Science  
**SYLLABUS:** Earth and Environmental  
Science Stage 6; Geography  
7-10; Science 7-10  
\$103.50 SCIS 1382875

WALKER, Kate

### Investigating Earth [series]

Macmillan, Vic, 2011 (Macmillan young library)

Clear explanations of natural occurrences and phenomena on Earth are given in this well written series. Information is supported by simple diagrams and clear photographs. Explaining both living and non-living features from plants to water, each title stands alone as a reference source and





the various titles operate together as a valuable investigating resource. Each title explains the nature of the natural phenomenon, displays different types, demonstrates why it is important for Earth, and concludes with what individuals can do to preserve or take care of it. This series is supported by photocopiable activity sheets to cultivate thinking skills and various wall charts available from the publisher. R. Higginbottom

**USER LEVEL:** Stage 1 Stage 2  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K–6  
 \$22.99 each or \$137.94 set of six

Reviewed titles in this series:

<b>Air</b>	SCIS 1498886
<b>Plants</b>	SCIS 1498879
<b>Rocks</b>	SCIS 1498926
<b>Soil</b>	SCIS 1498884
<b>Water</b>	SCIS 1498881
<b>Weather</b>	SCIS 1498888

### Weather and climate [videorecording]

Classroom Video, Vic, 2009  
 ISBN none

[551.6]

Nothing affects our everyday lives more than weather and climate. This informative DVD explores the history of weather, instruments previously and currently used, and how these aspects together help forecast weather conditions. Differences between weather and climate are outlined in language that is straightforward and appropriate for Stage 5 and Stage 6 students. Australian made, the 27 minute DVD provides a useful overview and is supported by interviews with key personnel at the Bureau of Meteorology. It is an interesting resource that has application to areas of study in science and geography classes. I. Mavin

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE; Science  
**SYLLABUS:** Geography 7–10; Science 7–10;  
 Senior Science Stage 6  
 \$112.50 SCIS 1427635

PRYOR, Kimberley Jane

### Discovering dinosaurs [series]

Macmillan, Vic, 2011 (Macmillan young library)

Each title in this series begins with an explanation of the term *dinosaur*, a clear table explaining the times in which dinosaurs lived, and a brief description of the two groups of dinosaurs and their characteristics. The species of dinosaur relevant to the title is explored in detail. Throughout, an effort has been made to indicate that many ideas are the theory of scientists based on fossil evidence and, therefore, are not totally reliable. Older readers could discuss these points and develop their scientific reasoning. Younger readers would be fascinated by the lifelike illustrations and labelled in situ photographs and images. Clear tables and flow charts explain diet, life cycle and fossil distribution. This series would be useful in the Stage 1 COGs unit (C): *Growing and changing*, Stage 2 COGs unit (C): *Effects of growth and change*, and Stage 3 COGs unit (C): *Interconnecting growth and change*. Lessons from the *Living things* strand of the Science and Technology

syllabus could also use this series as a reference. It is a great series to introduce younger children to the fascinating world of dinosaurs. R. Parnis

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** SciTech  
**SYLLABUS:** Science and Technology K–6  
 \$22.99 each

Reviewed titles in this series:

<b>Ankylosaurus</b>	SCIS 1498910
<b>Diplodocus</b>	SCIS 1498921
<b>Muttaborrasaurus</b>	SCIS 1498908
<b>Protoceratops</b>	SCIS 1498919
<b>Tyrannosaurus</b>	SCIS 1498923
<b>Velociraptor</b>	SCIS 1498913

### Mighty minibeasts [series]

Macmillan, Vic, 2011 (Macmillan young library)

Following a set format, each title in this series profiles an arthropod. Information is provided on appearance, location, habitat, life cycles, unique features and threats. The content is very clear and includes labelled images, diagrams and maps. Although there is a general exhortation of *look but do not touch* for each minibeast, this is not strengthened for the titles about spiders and bees. The text and layout provide opportunities for teaching information literacy skills, especially with the repetitive aspects of the series. There are a few disappointments in the omission of interesting facts, such as the explanation of a fly's sticky feet. The series could support the Science *Living things* strand of Stage 1 COGs unit (C): *Growing and changing*. S. Morton



**USER LEVEL:** Stage 1 Stage 2  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K–6  
 \$22.99 each

Reviewed titles in this series:

<b>Ants</b>	SCIS 1498896
<b>Bees</b>	SCIS 1498892
<b>Butterflies</b>	SCIS 1498898
<b>Flies</b>	SCIS 1498900
<b>Ladybirds</b>	SCIS 1498894
<b>Spiders</b>	SCIS 1498890

GALLAGHER, Debbie & GALLAGHER, Brendan

### Australian animals [series]

Macmillan Education Australia, 2011 (Macmillan young library)

A second set of books in this series about unique native wildlife is presented with updated text features and extraordinary photographs. Information about the food, lifecycles and habitats of the two species in each book is set out logically on facing pages. The format of the series supports students who are learning through an inquiry approach to compare and contrast information. Further study of these animals would be enhanced by the inclusion of graphic organisers, Venn diagrams or interactive websites to be used with an IWB. A review of the first set of *Australian animals* can be found at the

School Libraries and Information Literacy database of reviews <[www.schools.nsw.edu.au/resourcereviews](http://www.schools.nsw.edu.au/resourcereviews)>. S. Rasaiah

**USER LEVEL:** Stage 1 Stage 2  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K–6 Series \$137.94

Reviewed titles in this series:

<b><i>Bilbies and bandicoots</i></b>	SCIS 1498792
<b><i>Devils and dunnarts</i></b>	SCIS 1498789
<b><i>Dragon lizards and geckoes</i></b>	SCIS 1498773
<b><i>Echidnas and platypuses</i></b>	SCIS 1498795
<b><i>Possums and gliders</i></b>	SCIS 1498783
<b><i>Seahorses and sea dragons</i></b>	SCIS 1498767

MACINTOSH, Cameron

## Agriculture

Pearson Australia, Vic, 2011 (A–Z of inventions and discoveries in)  
 ISBN 9781442546639 [608.794]

Part of a series on inventions, innovations and discoveries, this factual and informative resource examines inventions and discoveries in Australian agriculture. Captioned colour photographs explain contemporary and historical farming practices, while biographies of inventors and small *Did you know?* boxes punctuate the written text, highlighting interesting trivia and supplementary facts. Although the simple, brief descriptions are well suited to an upper primary audience, several chapters support outcomes in Agricultural Technology 7–10 and, therefore, may assist older students undertaking this course. Relevant themes include sustainable practices and water management, disease and pest management (Outcomes 5.3.3, 5.3.4 and 5.6.2), Aboriginal land management practices (5.4.1), agricultural machinery (LS.12), and plant and animal species developed for the Australian environment (5.1.1). T. Kenny



**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** HSIE; SciTech  
**SYLLABUS:** Agricultural Technology 7–10; HSIE K–6 \$29.94 SCIS 1518024

MACINTOSH, Cameron

## Health

Pearson Australia, Vic, 2011 (A–Z of inventions and discoveries in)  
 ISBN 9781442546646 [608.794]

The various areas covered within this volume are interesting in their own right but have less significance to the NSW curriculum. The book considers issues less often covered, such as the bionic ear and outback health services, and also includes more mainstream topics, such as in-vitro fertilisation (IVF), which is a



component of the Community and Family Studies course (CAFS) course. The information presented in the short chapters is concise and hits the key aspect of each health related theme well. It may be useful as supplementary information for aspects of science and could be used to help Year 12 CAFS students generate ideas when formulating their Independent research project. R. Cox

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** Science; PDHPE  
**SYLLABUS:** Community & Family Studies Stage 6; Science 7–10 \$29.95 SCIS 1517998

McDOUGALL, Jill

## Whose bright idea was that? (Deep end. Red)

Era, SA, 2011  
 ISBN 9781741205091 [609]

The author manages to convey a large number of fascinating facts on an eclectic series of familiar inventions and technological innovations, since 1783. Included are prominent inventors who brought many of these items to fruition. From the hot air balloon and the bicycle, through to DVDs and the iPod, the informative written text is supported by photographs, sketches, graphs, maps and diagrammatic patent submissions. Schools might consider this and other titles from the *Deep end* series, covering a variety of topics featured in science and technology units, as part of a graded class reader scheme, or when matching students to specific texts for research activities, such as in the Stage 2 unit on *Inventions*. I. McLean

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** SciTech  
**SYLLABUS:** Science & Technology K–6 Paper \$13.95 SCIS 1514383

## Dietary supplements [videorecording]

VEA, Vic, 2011  
 ISBN none [612.3]

Providing an insightful look into the supplement industry, and incorporating some valuable input from a body builder and a buyer for retail store, VitaminMe, this program assists students to form their own ideas about whether the supplement industry is essential for a healthy body or is largely driven by hype. The documentary furthers the discussion by analysing a healthy diet, defining supplements and examining their effects, benefits and side effects when taken in large doses. It notes that groups who need to take supplements include pregnant women, the elderly, food allergy sufferers and high performance athletes. The program is valuable for HSC students contemplating the value of dietary supplements in a balanced diet within the *Contemporary nutrition issues* topic in the *Food Technology Stage 6 syllabus*. A classroom debate could follow the DVD screening, in which teams argue whether a balanced diet should be sufficient. M. Timperley

**USER LEVEL:** Stage 6  
**KLA:** TAS  
**SYLLABUS:** Food Technology Stage 6 \$125 SCIS 1499853

CALDWELL, Lyndall & DELL, Gaye

### 500+ questions kids have about sex

Interrelate family Centres, NSW, 2010

ISBN 9780977510962 [612.6]

Every question raised in this book was collected from children in NSW aged between ten and fourteen years. The questions are not edited at all. In fact they are typed in with the original spelling. Answers are frank, simple and clear to make sure they are understood. The book is colourfully presented and illustrated with occasional cartoons and pictures of the original questions handwritten on scraps of paper. This book and its companion, *400+ questions kids have about relationships*, will be read by students out of general interest and by those who want answers to particular questions. Significant NSW syllabus expertise and understanding of community sensitivities is required by teachers to determine appropriateness. A. Soutter

**USER LEVEL:** Stage 3 Stage 4 Community Professional

**KLA:** PDHPE

**SYLLABUS:** PDHPE K-6; PDHPE 7-10  
Paperback \$24.95

Reviewed titles:

**400+ questions kids have about relationships** SCIS 1488085

**500+ questions kids have about sex** SCIS 1488094

### No accounting for taste: why we eat what we eat [videorecording]

VEA, Vic, 2011

ISBN none [613.2]

In-depth interviews with nutritionist, Ros Ryan, and members of the British public offer valuable insights within the Food Technology course, introducing students to concepts from the *Factors affecting food selection* topic, within the Stage 6 core unit, *Food availability and selection*. Students will examine the various factors affecting food selection for individuals and groups while watching this 17 minute DVD. The program covers four key areas, with chapters on physiological, psychological, social and economic factors, and provides a thorough summary at the end of each section. Students will also gain an understanding of expenditure patterns and their effect on food choice and can gather background information, supporting them to undertake subsequent investigations into the eating patterns of a selected group. M. Timperley

**USER LEVEL:** Stage 6

**KLA:** TAS

**SYLLABUS:** Food Technology Stage 6  
\$125.00 SCIS 1499850

IVANOFF, George

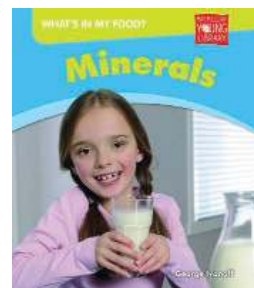
### What's in my food? [series]

Macmillan, Vic, 2011 (Macmillan young library)

ISBN 9781420282184

This hardcover series leads students through an engaging investigation of six nutrients – fats, vitamins, carbohydrates, fibre, minerals and protein. Confusion

may emerge with the inclusion of fibre in this series, since the *Food Technology Years 7-10 syllabus* currently does not regard fibre as a nutrient. Consequently, when using this series to support the Food Technology course, it is important that students are made aware that water, not fibre, is in fact the sixth nutrient.



Each book presents factual information with large fonts, diagrams and colourful photographs, assisting students to acquire a thorough understanding of the core unit, *Nutrition and consumption*. M. Timperley

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** PDHPE; TAS  
**SYLLABUS:** Food Technology 7-10; PDHPE K-6  
\$22.99 each

Reviewed titles in this series:

<b>Carbohydrates</b>	SCIS 1498867
<b>Fats</b>	SCIS 1498868
<b>Fibre</b>	SCIS 1498870
<b>Minerals</b>	SCIS 1498871
<b>Protein</b>	SCIS 1498873
<b>Vitamins</b>	SCIS 1498876

### Improving performance [videorecording]

VEA, Vic, 2010

ISBN none [613.7]

Several areas of HSC Personal Development, Health and Physical Education *Core 2: Factors affecting performance* and *Option 4: Improving performance* are incorporated in this 20 minute DVD. The positive and equal use of male and female athletes is welcome. Short interview snippets from elite, contemporary athletes build interest and the input from international coaches reinforces the quality of the information. Although some points covered in the recording use slightly different terminology from the NSW syllabus dot points, it still has value, encouraging broad and deeper knowledge by students. Generally, the quality of information is high, though while the *Drugs in sport* section is up-to-date, it is not necessarily deep enough to stand alone. The *Technology* section is a welcome addition, as it is an area often neglected in audiovisual resources. R. Cox

**USER LEVEL:** Stage 6  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE Stage 6  
\$112.50 SCIS 1492744

McFADDEN, James

### Escaping to reality

James McFadden, NSW, 2010

ISBN 9780980806502 [616.89]

An anti-drug message permeates this autobiographical account of drug induced schizophrenia. The author has written simply and honestly about his struggles with mental illness over sixteen years. He tells of the fear caused by hallucinations, the boredom of hospitalisation and the squalor of half way houses with other people



recovering from mental illness. His account incorporates many stories of people the author met in treatment centres, including Dean, who used ecstasy and gradually became grimmer and grimmer until he never laughed or smiled, and Stephanie, the speed user who stopped caring about her appearance. A very brave book, it is one that Year 11 and 12 PDHPE students will find particularly helpful. It is a useful supplement for teacher background reading related to aspects of the *MindMatters* program. A. Soutter

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
Professional  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE Stage 6  
Paper \$19.95 SCIS 1522929

### Sports injuries [videorecording]

VEA, Vic, 2010  
ISBN none [617.1]

In this short video about sports medicine and injury management techniques, a youthful voice-over is welcome and elicits immediate interest from high school students. The 19 minute DVD offers interesting information about a variety of sports injuries. Targeted areas are covered clearly and concisely. It contains excellent links between verbal terms and explanation. The visual presentation of athletes performing and identifying specific injury types is convincing. Elite athletes are interviewed and their input reinforces earlier explanations. The inclusion of information about CRP, RICER and TOTAPS techniques for managing injuries is particularly valuable. A well devised resource, this short program is useful to support HSC *Option 3: Sports medicine* in the *Personal Development, Health and Physical Education Stage 6 syllabus*. R. Cox

**USER LEVEL:** Stage 6  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE Stage 6  
\$112.50 SCIS 1490501

### Organ and tissue donation

/ edited by Justin Healey. Spinney, NSW, 2011 (Issues in society 333)  
ISBN 9781921507595 [617.9]

Organ and tissue donation is a topical subject and is the source of much debate across Australian society. This volume in the series of *Issues in society* comprehensively covers the range of issues involved. The myths and reality section, in particular, gets to the heart of the matter, allowing students to gain information from different perspectives. CAFS students may consider targeting this issue in their Independent Research Project. It links explicitly to the syllabus in relation to the *Groups in context* core area, covering *families in crisis* and *the chronically ill*. This sophisticated volume could form a central part of the literature needed to construct a case study with deep knowledge. R. Cox



**USER LEVEL:** Stage 6  
**KLA:** PDHPE

**SYLLABUS:** Community & Family Studies  
Stage 6  
Paper \$24.00 SCIS 1521704

### Mining: from exploration to rehabilitation [videorecording]

Classroom Video, Vic, 2011  
ISBN none [622]

Linking aspects of world history, technological advances and science, this wonderful DVD showcases the various aspects of mining in Australia. Teaching and learning on natural resources will be well supported by this interesting, modern presentation. Using interviews from various industry workers, each chapter explores the many different aspects of mining. Using straightforward language and captivating video footage, the presentation examines economic, environmental and scientific aspects of mining. Earth and Environmental Science students will find this valuable as many course outcomes are explained in the resource. Each section in the 19 minute DVD is supported with a concise summary, which would be ideal for student note taking activities. I. Mavin

**USER LEVEL:** Stage 4 Stage 6  
**KLA:** Science  
**SYLLABUS:** Earth and Environmental  
Science Stage 6; Science 7–10  
\$112.50 SCIS 1497401

BUTTERWORTH, Chris & GAGGIOTTI, Lucia

### Lunchbox: the story of your food

Walker, UK, 2011  
ISBN 9781406310900 [641.3]

A simple explanation of the origins of food in a typical lunchbox is the premise for this bright, colourful book aimed at young students. The production process for bread, cheese, tomatoes, apple juice, carrots, clementines (mandarins) and choc chip biscuits is explained clearly and illustrated with stylised retro style cartoons. Apart from the obvious use of the alternative term for mandarins and only hot house tomatoes being mentioned, the text is suitable for Australian classrooms. This resource would be very useful in the Stage 1 COGs unit (C): *Growing and changing* or Stage 1 COGs unit (E): *Products and services*. R. Parnis

**USER LEVEL:** Stage 1 Stage 2  
\$19.95 SCIS 1497373

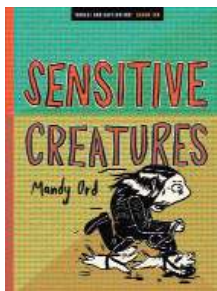
ORD, Mandy

### Sensitive creatures

Allen & Unwin, NSW, 2011  
ISBN 9781742372167 [741.5994]

Dense black ink strokes construct a congested cityscape in which the one-eyed protagonist, Ordy, observes sensitive moments that offer a *glimmer of hope for us crazy humans*. Using the graphic novel format, Mandy Ord presents autobiographical cameos that expose her perceptions of everyday life. The sequential art vignettes are poetically evocative and compelling. Humour and pathos are juxtaposed in impressions of dogs and their owners, dealing with the bureaucracy, teaching, inner city train travel,

restaurant dining, disturbing encounters with email scammers and car hoons, and many other ordinary life encounters. They offer a peephole into some of the darker recesses of the human condition. The heavy brushstroke font dissolves the boundary between verbal and visual text allowing both to communicate simultaneously. A fascinating use of the comic book format, this collection offers intensity and depth for mature readers. C. Sly



**USER LEVEL:** Stage 5 Stage 6  
**KLA:** English  
**SYLLABUS:** English 7–10; English Stage 6  
 Paper \$24.99 SCIS 1517267

### Skill acquisition for sports performance [video-recording]

VEA, Vic, 2010  
 ISBN none [796.07]

As a review of key areas of *Core 2: Factors affecting performance* in the HSC component of the PDHPE course, this DVD is an excellent resource. The oral presentation provides an informative background for the visual sport skills action shots. Narration throughout is interesting and focuses on key elements very well. Description of various skill types, stages of skill acquisition and factors affecting the acquisition of skills is consistently underpinned by concrete examples and credible information from a coaching expert and sports psychologist. The 23 minute length is ideal to watch as a whole, and there is the flexibility to stop the recording to reflect on and discuss specific sections. R. Cox

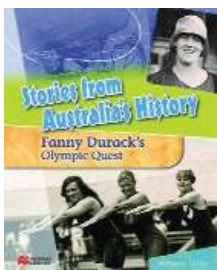
**USER LEVEL:** Stage 6  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE Stage 6  
 \$112.50 SCIS 1493422

GUILE, Melanie

### Fanny Durack's Olympic quest

Macmillan, Vic, 2011  
 ISBN 9781420281101 [797.2]

Since swimming is a popular pastime in Australia, the focus on Fanny Durack's achievements in the sport is particularly pleasing. The use of comic style graphics, in conjunction with photographs from the time, creates an interesting visual presentation of key facts and historical detail. Stylistically, the book has a contemporary look and feel, appropriate for its target audience. Information is clear and concise. A timeline, glossary and website resource list add to the educational value of the book. Students investigating historical figures or events in sport will be intrigued by the representation of swimming in the early 20th century context, and the changes in fashions and social mores over time. R. Cox



**USER LEVEL:** Stage 3 Stage 4

**KLA:** PDHPE  
**SYLLABUS:** PDHPE K–6; PDHPE 7–10  
 \$31.99 SCIS 1499161

HAWTHORNE, Susan

### Cow

Spinifex, Vic, 2011  
 ISBN 9781876756888 [A821]

Drawing on various poetic traditions including Greek lyric poetry and Tamil poetry, this composer has created a unique, sensitive, and sensual suite of verses. Multiple voices of personified cows ruminate on being in the world. Distinctively female voices share impressions of life, love and mysticism. Through mythical and historical allusions, the poet seamlessly blends Eastern and Western cultures, the past and the present. The intriguing bovine monologues offer gentle, insightful commentaries on existence, and blur the margin between temporal and spiritual worlds. A complex collection of poems, rich with allusions and multiple levels of understanding, it will reward readers who enjoy a literary challenge. C. Sly

**USER LEVEL:** Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English Stage 6  
 Paper \$24.95 SCIS 1497629

WILKINSON, Philip

### Titanic: disaster at sea

Scholastic, USA, 2011  
 ISBN 9780545377782 [910.9163]

Visually impressive, this commemorative edition rightfully places the *Titanic* as the benchmark for all great ocean liners past and present. From construction to disaster, the in-depth study is informative and interesting. Using a double page format, life on board from the bridge to boilers is covered through easy to follow information, well supported by photographs and other primary source material. It has value for the classroom because of its inclusion of sections outlining the rediscovery and examination of the wreck in situ. The historical treatment provides a very good comparative link to the cinematic view of the tragedy and consequent legend. As such it could be a worthwhile starting point for the teaching of personal responses using various text forms and contexts. It would be a worthy addition to school libraries as the content and scope of the resource has value across the curriculum. Teachers will value it as a very good starting point for a variety of activities including creative writing, film studies, developing technology and historical research. B. Kervin

**USER LEVEL:** Stage 4  
**KLA:** HSIE  
**SYLLABUS:** History 7–10  
 Paper \$19.95 SCIS 1517971

CORFE, Elizabeth

### Hubert Wilkins: forgotten hero

Era, SA, 2011  
 ISBN 9781741205114 [910.92]

A very readable, well illustrated book, this reveals the adventures and hardships encountered in the remark-

able life of a forgotten hero. From the initial photograph of the fresh faced Hubert Wilkins, the reader is swept along on his excursions to the Arctic and Antarctic, World War I, Russia, and inland Australia. His love of photography and pursuit of an aerial passion, including the race from England to Australia, are well documented with primary and secondary sources. He also attempted sailing under the polar ice in a submarine. The book showcases the role of photography in Australian history and highlights the enthusiasm and stamina of this man. Students with an interest in polar exploration or biographies will find this an uplifting book. B. Hull

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6; History 7-10  
 Paper \$13.95 SCIS 1515280

WOOD, Douglas & MOSER, Barry

### **Franklin and Winston: a Christmas that changed the world**

Candlewick, USA, 2011  
 ISBN 9780763633837 [940.53]

Illuminating a little known historical event, *Franklin and Winston* tells the story of how a genuine friendship between the leaders of the USA and Great Britain helped to forge a crucial alliance between the two nations. The leaders met in the last days of 1941, just weeks after the bombing of Pearl Harbour by the Japanese. The book explains how, under difficult circumstances, the two men created the atmosphere to turn American neutrality and reluctance to enter another European war into wholehearted support by the US Congress. With its compelling narrative approach, this book is suitable for independent reading or for reading aloud to a class. Part of the book's charm is that the author happily describes the men's faults and foibles in detail, an element that will catch the attention of young readers who may not ordinarily be interested in war stories. Skilfully rendered illustrations capture the nature of these statesmen and their historical context. J. White

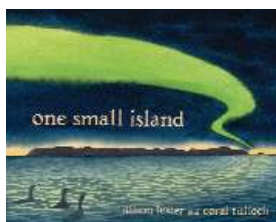
**USER LEVEL:** Stage 3 Stage 4  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
 \$29.95 SCIS 1520398

LESTER, Alison & TULLOCH, Coral

### **One small island: the story of Macquarie Island**

Penguin/Viking, Vic, 2011  
 ISBN 9780670072361 [994.6]

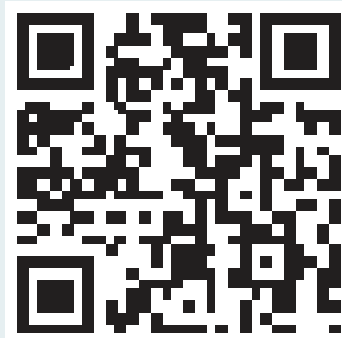
With its lavish illustrations and extracts from diaries, personal accounts and drawings, this book explores the geology, flora and fauna, and history of Macquarie Island. It highlights the impact humans and their activities have had on this environment, particularly the introduction of animals, such as rabbits and cats. The cursive handwritten sections of the book may prove a challenge for



some students to read. Websites listed would have to be assessed for curriculum relevance and suitability. Stage 4 or 5 Science students could incorporate the text into their investigations of ecosystems. It could also be an adjunct to Stage 4 Geography students as they research World Heritage sites. B. Hull

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** HSIE; Science  
**SYLLABUS:** Geography 7-10; Science 7-10  
 \$29.95 SCIS 1517014

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# Library News



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Data Technology  
Hardware • Software  
Design • Consulting

## You've helped create an Australian Barcoding Icon!

The Z4 DataTraq™ (and predecessors such as the ASP portable) is an icon in Australian schools. More than 20,000 units have been sold in the last 20 or so years, with NSW Schools having the largest share. We think this must be some sort of record in Australia for a comparable unit.

It is still a very popular portable scanning solution which we have always and will continue to manufacture in Australia.

We even have some customers still using their original ASP Portable Barcode Reader with Wand 2000 which they purchased in the early '90s (again some sort of record).

We'd like to celebrate this Australian success story by giving back to you, our NSW Schools, with some very special offers. Please read on.

We always like to hear from you, and if you have any stories of your own about your loved ASP Portable Barcode Reader or Z4 DataTraq PBCR, just send me a note at my email robert@asp.com.au

I would like to thank you for being part of this success story - now and into the future.

**Robert Kogoi**  
Joint Managing Director, ASP Microcomputers

Contact ASP for excellent deals on our most popular Bluetooth and corded barcode scanners



ASP's barcode reader products are compatible with most NSW library systems, including: Oasis, Oliver, Alice, Ames, Book Mark, Bibliotech, SirsiDynix

RFID, Receipt Printers, PDAs and more visit [www.asp.com.au/capability](http://www.asp.com.au/capability)



The Z4 DataTraq Portable Barcode Reader continues to be a tried and true all rounder in school libraries.

- Outstanding scanning performance
- Reads worn or poorly printed barcodes with ease
- Ideal for daily use at circulation
- Stocktake anywhere in your school
- Plug & Play USB connectivity
- Two year warranty

## Save Money for Your School!

Z4 DataTraq Portable Barcode Reader Kit, includes USB homebase and Barcode Zapper: **\$895.00 ex GST**  
(normally \$1,004 ex GST)

Or trade in your older ASP Portable Barcode Reader Kit (must include handheld, homebase and scanner) and we will take a further **\$200** off the cost of a new kit, making it: **\$695.00 ex GST\***

\* Conditions apply: you need to quote the serial number of your old ASP PBCR kit (handheld, scanner, and homebase), on your order to get the discount.

## The ASP Loyalty Bonus

At ASP we like to reward our existing and new clients because building long term relationships with all our clients is important. We don't just sell and forget. Our support is renowned throughout all schools and we go the extra step to ensure you are completely satisfied with every aspect of your purchase. These loyalty bonuses are to say thank you. Ask about loyalty pricing every time you purchase.

- Offer valid until end April 2012.
- Please specify code L42 on your Order to receive special offer.
- All offers shown exclude GST and freight.
- Special offers subject to change without notice.

ASP MICROCOMPUTERS is a Division of Grayline Holdings Pty. Ltd. ABN 81 004 940 729. Prices are subject to change. Call for full range and latest pricing. ASP reserves the right to suspend or change the conditions of its Customer Loyalty Bonus without notice. Product names may be Trademarks of ASP Microcomputers or their respective company.

