www.det.nsw.edu.au/schoollibraries

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NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING

# National Literacy Week

## 28 August 2000

Celebrating literacy & numeracy

Helping your child read, write & spell

literacy n. the state of being literate; possession of education.

celebrating

literacy & numeracy

numeracy is the ability use mathematical to make rld ...

Celebrating literacy & numeracy

Helping your child with counting

Ideas to use at home

National Literacy Week

ptember 1 2000

25 ways to celebrate literacy & numeracy

National Literacy Week will be celebrated in NSW in the week commencing 28 August 2000. School communities will be able to spotlight attention on the literacy and numeracy achievements of their schools and demonstrate their commitment to quality learning outcomes for all students.

# SCAN

# From the editor

This **Scan** arrives in the midst of an extremely busy time, with Book Week, National Literacy Week, and pre Olympic Games programs in full swing. I hope you will be able to take some time to enjoy the latest **Scan** articles and reviews.

The issue's feature article is by Lindsay Wasson, Director of Curriculum Support, NSW Department of Education and Training. Based on a recent address Lindsay made to the annual MANTLE conference, this article discusses the strategic role of teacher-librarians in the 21st century, and how teacher-librarians, teachers, school executives and the Department collaborate to drive better student outcomes in the new millennium.

Feedback on the articles from last issue's Reading the future has been extremely positive. Thank you for taking the time to email and telephone your comments. This issue, continuing our series of papers on the literacy demands of visual text, Katina Zammit and Jon Callow provide some highly practical starting points for teacher-librarians and students working with "new learning environments". Katina includes questions to use with students when assessing the visual information in Internet sites. Jon's article deconstructs a web page to examine its visual elements. How these elements interact with each other, and with users of the information, can be crucial to the success of teaching and learning strategies. You and your students may look at CD-ROMs and Internet sites with new eyes after reading Katina and Jon's material.

The last of our reviews of books in the 2000 Children's Book Council shortlist appear in this issue. Perhaps you have discovered the full set online at *School libraries: empowering learning*. Go to www.det.nsw.edu.au/schoollibraries and, from the home page, follow the path: **Teaching and learning**, then Book Week 2000.

The children's publishing arena continues to evolve swiftly; local distributors now import a lot of books and other material that carry older publication dates. As we note in the **Resources** section of each *Scan*, reviews of some less recent print publications are included where they have not been previously available in Australia, or have not been reviewed before and address significant priority areas. You will also notice that due to the introduction of Australia's Goods and Services Tax (GST), prices have not been included with resource reviews in this issue. As new material (with adjusted pricing information) arrives for review from our suppliers, we will again be able to include those details.

It is always a challenge to address the varied interests of *Scan* readers. This issue contains articles about successful teaching and learning in both primary and secondary schools. Our writers include teacher-librarians, teachers, students, curriculum leaders and university educators: a very varied group to meet the many needs of school libraries.

*Ian McLean*

# Currents

**Michelle Ellis**
is Manager
SCIS/**Scan**,
Library and
Information
Literacy

## News and information

The News section of the *School libraries: empowering learning* web site at www.det.nsw.ed.au/schoollibraries provides teacher-librarians with the latest information on important initiatives and issues. Information covers a wide range of areas. These include: the latest book rap; new resources on the site; new initiatives from the Department; and training and development opportunities, such as the School based training course or Teacher-librarianship sponsorship program.

News on important upcoming initiatives, such as the *SCIS subject authority files*, will be provided in both *Scan* and on the web site. Curriculum Support Directorate is currently working with *OASIS* Technology Support and other sections of Information Technology Bureau, and Curriculum Corporation, to ensure that the new *SCIS subject authority file* can be used in NSW government schools. There are still a number of issues to be addressed. When these issues have been explored, information will be immediately posted to the News section of the site. Information on the best approaches for using the authority file will also be posted to the Resources section of the web site and printed in *Scan*.

The News section also points to other updated sections of the site, for example, the Discussion area. Teacher-librarians can take part in a wide range of discussions around a variety of issues. Anne Dowling, Cataloguing Coordinator, New South Wales SCIS agency, is presently seeking feedback and discussion on the issues involved in the cataloguing of web sites. It is the aim of the NSW agency that the cataloguing records produced by NSW, for the SCIS national cataloguing network, reflect the needs of NSW government schools, so it is very important that teacher-librarians engage in this discussion and provide feedback to the NSW agency.

## Book raps

In the last issue of *Scan*, I alluded very briefly to the *My girragundji* book rap. This was another very successful book rap project, with a large number of schools participating. The very large number of participants proved to be another learning opportunity, for both the unit here at Ryde and the book rappers, as we all developed strategies for dealing with the very large number of emails. The success of the rap was further enhanced by the sensitive and thoughtful contributions from the book's authors, Meme McDonald and Boori Prior.

## Rap for the Paralympics

Our next rap will take a slightly different approach. It will not be centred around a single book, but will focus on the Paralympic Games and the Paralympians. A wide variety of resources will be referred to in the rap, and Stage 3 students will be invited to investigate a number of aspects of the Paralympics in order to respond and participate. Resources already in schools, for example the *Set no limits* kit, will be important sources of information. Schools already participating in LEAP (Link Elite Athlete Program) will find that program to be an excellent source of information for responding to the rap points. Students who will be attending the Paralympics will be able to share their experiences with rappers from all over NSW and Australia. The ParaGames rap will commence in the second week of Term 4, Monday 9th October. Join this new and different rap on the Teaching and learning pages of the web site.

## Other teaching and learning activities

At the beginning of next term, the web site will list the online teaching and learning activities proposed for 2001 with their starting dates. The next issue of *Scan* will also list the activities so that teacher-librarians can plan to be involved in a variety of online learning activities with the classroom teachers and the students in their school. Book raps are planned for each Stage, for students K-12, and across a variety of curriculum areas. Other online activities are also planned. We hope you and your school will join us.

# Libraries 2000 – Books and all:
# school libraries in the new
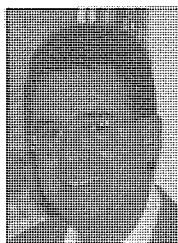
**Lindsay Wasson** is Director, Curriculum Support, NSW Department of Education and Training. This article is derived from a speech delivered by Lindsay at the MANTLE annual conference in Newcastle on 23rd June, 2000. MANTLE provides professional development and networking for teacher-librarians in the Maitland, Newcastle, Taree and Lake Macquarie districts.
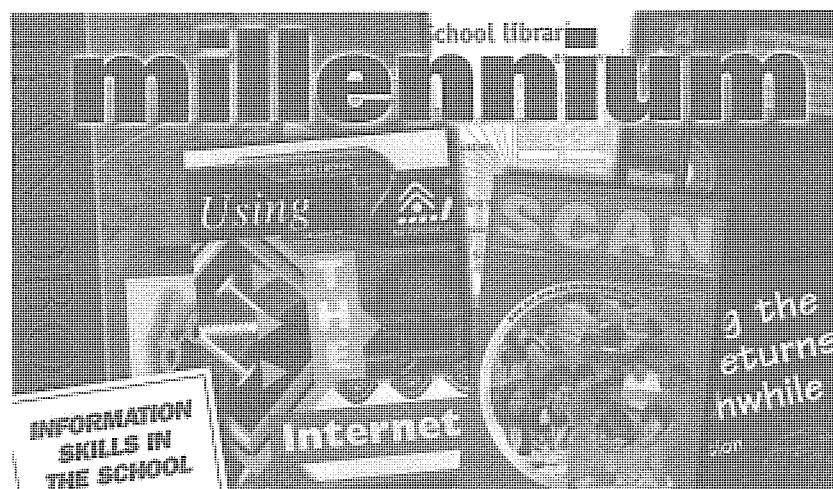
T he title for this article, "School libraries in the new millennium" suggested itself. It gives some latitude – a thousand years, in fact – to be as focussed or broad as needed in a discussion of the issues surrounding the strategic role of teacher-librarians in this new century. These issues are related to some of the biggest picture concerns, and to the highly technical specifics of a teacher-librarian's day to day work.

What I want to outline in this article are the learnings from the past century which may help us, teacher-librarians, executives and bureaucrats together, drive better student outcomes in the new millennium. I will outline some of those curriculum learnings that research suggests will ensure high quality, world class education for all our students in government schools and, at the same time, provide a picture of the school library program in this environment.

## A world class curriculum

I recently attended the Curriculum Corporation Conference in Melbourne (18-19th May, 2000). The theme was *2000 World-Class Curriculum*.

What was the vision of a world class curriculum presented at the conference, and what are the principles that we need to address if we are to ensure that schools, with their school libraries, deliver a world class, top end, quality education for all students?

Let's start with the USA and Judy Codding, Vice President of the National Center on Education and the Economy in Washington. In her impressively frank and perceptive paper, "Building a world-class education system in the United States" (Tucker & Codding, 2000), Judy Codding paints a rather grim picture of education in the United States:

- "...almost everywhere, in the United States, it is possible to get a high school diploma with less than an 8th grade level of literacy"

- "Roughly one quarter of the courses taught in post secondary institutions are actually secondary school courses"

- "two thirds of the students who go to post secondary institutions simply drop out... because they are so badly prepared"

- "a quarter of the students who enter our high schools drop out before they reach 12th grade"

- "about 80% of those who drop out have trouble reading fluently".

(Tucker & Codding, 2000 p 2)

Codding describes it as is "a national education system that expects very little of the bottom half of its students and much less of those in the second quartile than they are capable of, according to every international comparison. A good deal is expected only of those in the top quartile." Codding further describes American education as a "vast sorting system that produces very little cream and a lot of skim milk" (Tucker & Codding, 2000, p 3).

Codding also notes the performance of American students in mathematics and science compared with those from around the world. A comparison of results from the Third International Mathematics and Science Study (TIMSS) showed the US "comparing less and less well to the other nations... until, in high school, only two of the nations studied turned in a worse showing than the USA. This was true not only for American students in the lower half of the distribution, but for the best students as well" (Tucker & Codding, 2000, p 4).

In summing up the failure of American school education, Codding states that:

"It is no longer good enough to produce a wide distribution of achievement, because there is less and less room at the bottom for those at the bottom of the distribution".

(Tucker & Codding, 2000, p 4)

> Teacher-librarians need to examine what they do and what contribution they make to world class student learning outcomes.

She talks of requiring nothing less than a "revolution in student performance" to bring American education into the *A team* of world performance (Tucker & Codding, 2000, p 5).

## World class student learning outcomes

We have known for a long time that economic security in the globalised economy demands a high level of occupational skill and knowledge underpinned by a very strong, high performing education system that makes lots of cream and very little skim milk. Whilst the Australian

situation is not as dire as that which Codding describes in the US, the same important philosophy, "it is no longer good enough", needs to be a focal point for us in examining our performance in schools. Teacher-librarians, as critical members of the school education community, need to examine what they do and what contribution they make, and can make, to world class student learning outcomes, and the development of the high level of skills and knowledge that is required in the globalised economy.

In the United States, in searching for the answer to the question, "how would one go about producing that revolution in student performance" (Tucker & Codding, 2000, p 5), the National Center on Education and the Economy looked abroad and examined the education systems of Denmark, Sweden, Germany, Ireland, Singapore and Japan. All of these countries that were more successful than the USA had certain common features not found in the United States.

What were the features? What produced world class performance? What was missing in the US, but evident in these other countries, was what may be described as an aligned instructional system:

- standard curriculum
- standards for student performance were clear and widely known
- assessment to measure performance against those standards that were matched to the standards
- instructional materials available to the students were matched to the curriculum, the standards and the assessment
- expectations were virtually the same for all students.

(Tucker and Codding, 2000, p 6)

Drilling further down, the following features were also seen as being fundamental to a world class curriculum delivery system:

- standards were not merely lists of the usual sort, but rather standards that captured the kind of student work that exemplified the standard

- standards could be used to develop a rich curriculum

- standards were based on an understanding of student growth and development.

(Tucker and Codding, 2000, p 7)

## High expectations for all

Much of this will be very familiar to teacher-librarians since these are the features, in general terms, which are at the heart of our own outcomes approach to curriculum design, delivery, assessment and reporting in New South Wales.

Perhaps the most interesting finding is the one that arose from Codding's examination of the bottom 15% of Singaporean students in the TIMSS survey:

- In Singapore the bottom 15% of students had outperformed the median performance of all students in the TIMSS survey.

(Tucker & Codding , 2000, p 12)

Codding identified one significant factor:

- that the standards establishing the floor of performance for students in the lowest stream were far higher than the standards for most students in most other countries.

(Tucker & Codding , 2000, p 13)

Singapore would illustrate what we usually refer to as "high expectations" for all. That is, a powerful and penetrating principle that student performance will not be limited by social disadvantage nor perceived ability. Teachers in Singapore referred to achieving the standards for all as simply "part of the job". And they meant it. In their commitment to ensuring that no student would fail, and that all would meet a certain standard in their learning, teachers in Singapore worked with lower performing students after school, in holidays and on Saturdays (Tucker & Codding, 2000, p 13).

"But that is Singapore!", I hear you say and you are right. But the issue of high level performance of all students is universal. Chris Woodhead, in his paper Advancing a new vision, refers to it through the question: "Can any government anywhere tolerate the bleak determinism that underlies the view that kids from working-class homes in areas of high unemployment are bound to fail?" (Woodhead, 2000, p 36).

## Four world class benchmarks

Dianne Kerr, at the same conference, in her paper National goals, also examines the elements that contribute to a world class education. She establishes four "world class" benchmarks which, when examined, are very similar to those advocated by Codding:

- The goals of education are explicitly stated.

- The groupings or categories of the intended curriculum are agreed to be essential.

- The intended curriculum emphasises what students are to learn, that is what is essential, specific, manageable, focussed on conceptual development, sequenced, supported by shared understanding of what performance at the standard looks like, and assessable.

- The intended curriculum is the focus of systematic testing and reporting. What is actually learnt is the focus of teacher accountability.

(Kerr, 2000, pp 8-9)

Before looking at how we, in New South Wales, stack up against these criteria, I want to consider the current tensions that have emerged as the impact of new technologies, and moves to redefine the basics of what should be taught and how it should be taught, influence the educational scene.

## Battery hens or free range chickens?

Chris Woodhead, Her Majesty's Chief Inspector of Schools, sees an erosion of education through the adoption of new educational orthodoxies that support the development of skills at the expense of knowledge, and that focus on learning at the expense of teaching. Woodhead argues with vehemence, that we must teach

students, that we cannot just be "coaches, mentors, learning facilitators" (Woodhead, 2000, p 37). We have been captured, he says, by "the potency of the new technologies". Education has been grabbed by some muddle headed thinking – by some who have said that education needs to pursue "a holistic, problematised pedagogy", whatever that might mean. By others, like John Abbott, President of the 21st Century Learning Initiative, who have seen the future of education as a resolution of the question: "Do we want our children to grow up as battery hens or free range chickens?" The child in the classroom being, of course, the battery hen (Woodhead, 2000, pp 36-37).

Woodhead advocates a similar solution to that proposed by Codding and Kerr:

- "that we need to define, nationally, or state by state, the curriculum which is to be taught to children as they move through school

- "that we should leave it to individual schools to determine how they should deliver it

- "that we should hold the school responsible for its performance", and that

- "the vision must be of the highest possible standards".

(Woodhead, 2000 p 38)

## Enhancing the well being of students

The final element in this discussion of world class curriculum is that of student health and well being. Dr Michael Carr-Gregg, a psychologist working with adolescents in Melbourne, presented some chilling statistics on Australian students and young adults:

- Suicide rates for young men increased by 71% between 1979 and 1997.

- For each of the 453 young people, aged 10-24, who suicided in 1998, there were at least 50-100 who attempted to take their own lives but did not succeed.

(Carr-Gregg, 2000, p 32)

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### Teacher-librarians have a highly specialised expertise that manifests itself in the design of learning activities that can raise the bar of student performance.

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This is the underside of lack of performance, and of a system where some students have disengaged from learning; where to some extent, we have failed. These statistics are frightening, appalling and intolerable.

Carr-Gregg suggests a number of possible approaches that schools can adopt to prevent youth suicide. His strongest message is that:

- "schools need to enhance the emotional well being of all students, and reduce depressive symptoms for all"

(Carr-Gregg, 2000, p 34).

Whilst the issue is very complex, it would seem that one of the antidotes to the problem of youth suicide, and in fact to student performance in general, lies in having:

- welfare processes that are tied to a framework of success in learning, and

- true self esteem for students linked to achievement of the standards.

## A highly specialised expertise

What then is the role of teacher-librarians in all of this, and how can they take on board the approaches and solutions proposed in the various papers?

It would seem to me that teacher-librarians have a highly specialised expertise that manifests itself in the design of learning activities that can raise the bar of student performance. This highly specialised expertise was recognised when I negotiated with my colleague, Michelle Ellis, the statewide subscription to SCIS (Schools Catalogue Information Service). This was, I might say, a strategic move on the part of Curriculum Support Directorate, and one which was supported at the highest level by both the Department and by primary and secondary principals. It was a move designed to release the teacher-librarian from the technical backroom process of cataloguing, to a role more strongly focussed on curriculum design and implementation.

Recent negotiations with Curriculum Corporation should build on this initiative to provide all schools with the SCIS subject headings authority file and the Names authority file on CD-ROM. A number of things still need to come together in this area, but suffice to say that this CD-ROM will enhance student learning in a variety of ways, not least of which is freeing the teacher-librarian from the onerous and very time consuming task of creating the subject reference structure in OASIS Library. Further information will be provided as soon as it is available on the School libraries: empowering learning web site, and in Scan.

If the teacher-librarian is to assume a more significant role in curriculum design and implementation, what are the essential elements that need to be encompassed in the teaching and learning program of the school library? Let's return to Codding's view of the aligned instructional system and add Woodhead's "teach" element:

An aligned instructional system:
- Standard curriculum.
- Standards for student performance are clear and widely known.
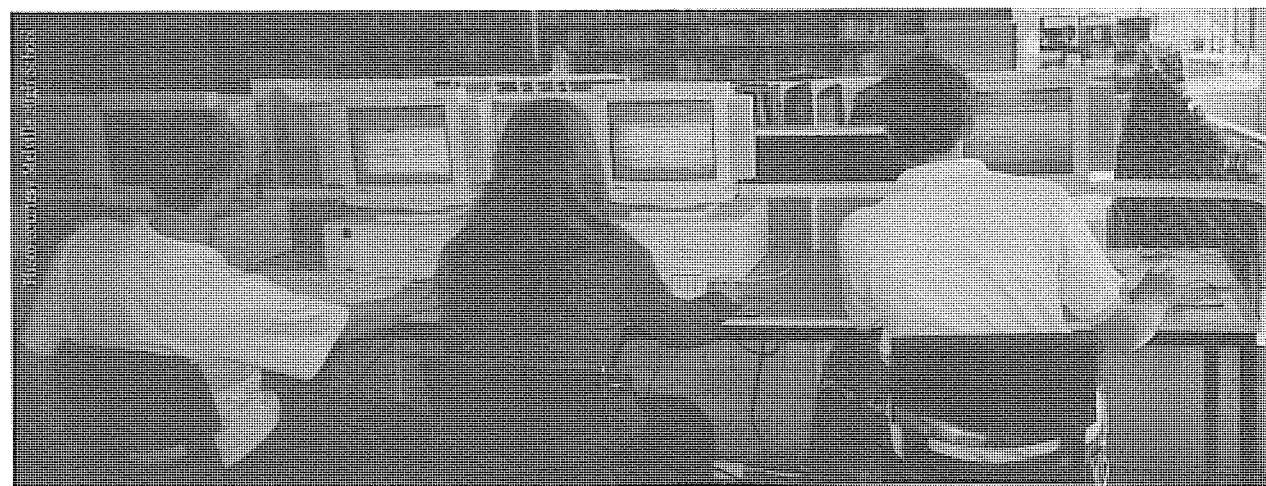
- Assessment to measure performance against those standards that are matched to the standards.
- Instructional materials available to the students are matched to the curriculum, the standards and the assessment.
- Expectations are virtually the same for all students.

(Tucker & Codding, 2000)

- Teachers must teach.

(Woodhead, 2000, p 37)

## Teacher-librarians as collaborative educational leaders

How does this translate to the teacher-librarian's role in a school?

The teacher-librarian's role is broad but if I were to encapsulate its essence, it would centre around the vision of the library as the hub, and the teacher-librarian as manager of what might be seen as the academic powerhouse of the school. I see the teacher-librarian as a dynamic and collaborative educational leader, matching, selecting and building a collection of instructional material to the curriculum, the standards and the assessment. The material would be varied and range from books to the electronic, digitalised curriculum, riches now increasingly available and accessible: Books and all.

I see the teacher-librarian foremost as a teacher, bringing her or his expertise to the design and implementation of learning activities. Where do I see this expertise applied? It must start with the syllabus and the outcomes of the syllabus. It cannot mean, for instance, that teacher-librarians have separate information skills outcomes. Rather, teacher-librarians need to look at the syllabus outcomes and recognise those outcomes that are information based outcomes. Let me exemplify this.

The new Higher School Certificate (HSC) syllabuses provide an excellent starting point. A very brief look at an example from the *Biology Stage 6 syllabus* outcomes shows that they, like nearly all the Stage 6 syllabuses, contain outcomes which are concerned with information:

> H12.3 Gather information from secondary sources by:
>
> a) accessing information from a range of resources, including popular scientific journals, digital technologies and the Internet
>
> H12.4 Process information to:
>
> e) assess the accuracy of scientific information presented in mass media by comparison with similar information presented in scientific journals.
>
> (*Biology Stage 6 syllabus*, 1999, p 41)
>
> 9.2 Students:
>
> - gather, process, analyse and present information from secondary sources to report on progress in the production of artificial blood and use available evidence to propose reasons why such research is needed.
>
> (*Biology Stage 6 syllabus*, 1999 p. 45)

Similar examples can be found in Stages 4–5 secondary syllabuses, and in primary syllabuses which include outcomes, such as *Human society and its environment K-6: syllabus* (1998).

## Students achieving outcomes

Teacher-librarians do not rewrite these outcomes into information skills outcomes; rather they provide an information skills framework which can help students to achieve the outcomes. Woodhead would suggest, very strongly, that these skills should be taught, not just facilitated. For teacher-librarians, this can be the sea change that ends the learning activities exemplified by the instruction to students to "research China".

The new HSC assessment focuses on a standards framework where the assessment and learning activities are clearly aligned to the achievement of the syllabus outcomes. Indeed, all our new syllabuses are outcomes based and these outcomes, along with stage statements, indicators and student work samples, define the standard of learning achievement expected of all students at each stage. Learning activities undertaken in the library need to be developed by teacher-librarians with this very clear focus.

Now what about support for teacher-librarians? Among many projects focusing on support for teacher-librarians is an online professional development package to show the way in which an information skills framework can help to achieve syllabus outcomes. The package will be developed in a number of primary and secondary syllabuses. The online package will be trialed in late 2000, and be more widely available in 2001. Watch the web site and *Scan* for details.

## A shared understanding of outcomes, standards and assessment

What else do we have in store? A training and development package has been specifically developed for secondary teacher-librarians based on the 1999 Assessment Local Interest Group (LIG). This package, now available on *School libraries: empowering learning*, can be used at both a school and district level. Whilst the package specifically looks at the new HSC, those who undertake the program will see its applicability from Kindergarten to Year 12.

One of the principal aims of the package is to demonstrate how the alignment of measurement of performance against the standards can be achieved. It also demonstrates the beginnings of what Kerr describes as "shared understanding" of outcomes, standards and assessment. Teacher-librarians need to have the same understandings as other teachers if we are to have an aligned instructional system at every level.

It is worth noting, at this point, that the NSW *State Literacy and Numeracy Plan* clearly demonstrates the elements, outlined by Codding, Kerr and Woodhead, that are required for a world class curriculum. The plan has defined what needs to be taught and the way in which the curriculum will deliver it. The central mantra of the plan, that literacy teaching and numeracy teaching need to be systematic and explicit, clearly aligns with Woodhead's view that teachers need to teach. Teacher-librarians who have always argued that the information skills framework needs to be explicitly taught can draw support from the *Literacy and Numeracy Plan*, and use the strategies modelled in the literacy support documents as exemplars for their own systematic and explicit teaching.

## Raising the outcomes bar

So, finally to return to my earlier question, how do we in New South Wales stack up in the worldwide performance stakes?

In terms of the structural fundamentals we do pretty well. Our curriculum, its translation into learning programs in schools, and its alignment with assessment processes, are well to the fore internationally. We have much in place to meet the international benchmark of Codding's "instructional alignment". Our syllabuses are strong, our system support is focussed on the real fundamentals of literacy and numeracy, on the priority syllabuses which define expected standards so well, and we are gearing up to better support the move to assessment of student learning in a standards framework from Kindergarten to Year 12.

We have much to celebrate in fact. We are at the top of the national tree in literacy and did very well in TIMSS and the recent international literacy sample survey: fifth in the OECD group involved. Our numeracy, through *Count me in too* and the developing *Counting on* for early secondary, literally lead the world.

But our outcomes are not yet inclusive. There remains quite a gap between our top performers and our bottom performers. We still turn out far too much skim milk. Judy Codding defined a successful education system as "one in which the top tenth of the students compare favourably to the top tenth in any nation in the world, and the bottom tenth is very close to the top tenth" (Tucker & Codding, 2000, p 5).

Let's recognise what we have in this state which still eludes the Americans. Let's take faith in our syllabuses and commit to the raising of the outcomes bar which they mandate. It is not too fanciful to suggest that, together, we can bring that bottom ten percent to within performance reach of the top.

Chris Woodhead talks of the virtuous circle of improving student learning. "The better teachers teach, the more children will learn. The more progress children make the more the public values the teaching profession. The higher the esteem of the profession the better, obviously, individual teachers feel about themselves and the job they do" (Woodhead, 2000, p 39). And where are teacher-librarians in this virtuous circle? Why, right at its very centre. ■

> ### References and further reading
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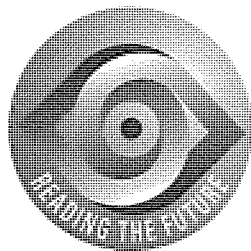
# The literacy demands of visual text:

## working with new learning environments

*Scan's series of articles about the literacy demands of visual text continues. **Katina Zammit** is a lecturer in literacy education at the University of Western Sydney (Bankstown). She has worked in primary and secondary schools, as a literacy consultant with the New South Wales Disadvantaged Schools Program, on national literacy projects and has been a vice president of PETA (Primary English Teachers Association). Katina's current research interests encompass the teaching and learning of literacy in electronic and digital environments, including visual literacy, critical literacy, information literacy and multiliteracies.*

"The book spoke in a lovely contralto, with an accent like the finest Vickys. The voice was like a real person's – though not like anyone Nell had ever met…

"'Once upon a time there was a little Princess named Nell who was imprisoned in a tall dark castle on an island in the middle of a great sea, with a little boy named Harv, who was her best friend and protector. She also had four special friends named Dinosaur, Duck, Peter Rabbit, and Purple. Princess Nell and Harv could not leave the Dark Castle, but from time to time a raven would come to visit them…'

" 'What's a raven?' Nell said.

"The illustration was a colorful painting of the island seen from up in the sky. The island rotated downward and out of the picture, becoming a black dot. The picture zoomed in on the black dot, and it turned out to be a bird. Big letters appeared beneath. 'RAVEN,' the book said. 'Raven. Now you say it with me.'

" 'Raven.'

" 'Very good! Nell, you are a clever girl, and you have much talent with words.' "

(Extract from *The Diamond Age, or, A young lady's illustrated primer* by Neal Stephenson, 1995, pp 95-96)

Although the new learning environments of today do not talk directly to us (as yet), they are, as with Nell's primer, multimodal. They consist of visual, aural and written texts, and are designed for teaching and learning. The texts that students have to 'read' are becoming increasingly complex,
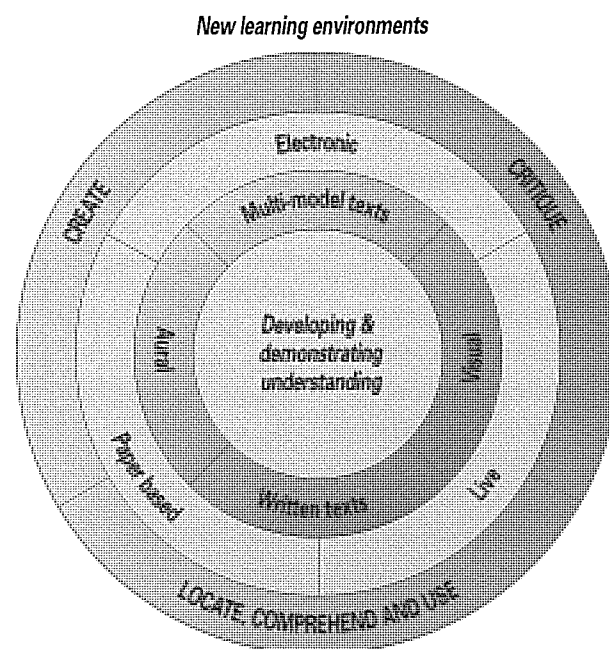
**New learning environments**



*Figure 1. A curriculum model for new learning environments (Downes & Zammit, 2000)*

including diverse modes and ranges of texts. Students today need to be "multiliterate" (Cope & Kalantzis, 2000), able to: 'read' the written text, still images, icons, sound files, moving images, live presentations, and the practices surrounding these texts; and create meaning from them. Literacy is not simply being able to decode the printed word.

*"Literacy is the ability to locate, comprehend, use, create and be critical of a variety of texts and their accompanying social and cultural practices from diverse contexts, using a range of language modes, forms, features and structures"* (Downes & Zammit, 2000, p 8).

But how can we, as teachers, assist students to be literate? Many teacher-librarians refer to the necessity for students to acquire information literacy skills in their use of the electronic and digital texts, such as the Internet. This is more than just locating information. It includes the ability to evaluate and use information from a variety of sources, to derive meaning and to make meaning from them (Haycock, 1999).

It also involves consideration, planning and implementation of strategies that can support students' learning in new environments. Downes & Zammit (2000) propose such a framework, which is undergoing trials in primary and secondary classrooms in 2000 and 2001 (see Figure 1). The framework attempts to integrate the range of texts, mediums of communication, and processes needed for the development of teaching and learning programs, in order to develop multiliterate students who are able to work with new learning environments.

To cover all the areas of the framework is beyond the scope of this article. For this article, I will be focussing on the teaching and learning of the visual mode, presenting a visual language tool students can use to comprehend, use and critique visual

and multimodal (written + visual) texts, in the context of the electronic medium of the World Wide Web.

## The electronic learning environment

Being able to evaluate and critically read texts in an electronic environment relies heavily on visual literacy. It must be acknowledged that images are playing a greater role in conveying information, within educational and technological texts (Kress, 1997). Over the years, there has been a shift in the role of images from just illustrating to showing important elements of information. "Information that displays what the world is like is carried by the

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**Students using electronic learning environments create their own text as they piece together the pages and relevant information.**

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image; information that orients the reader to that information is carried by language" (Kress, 1997: 65).

Even within the public sphere of communication there has been an increasing dominance of the visual medium. The teaching of visual literacy is also gaining some prominence in education with this shift of emphasis to the visual (Raney, 1998; Callow, 1999), and the increasing integration of technology in schools.

Reading in an electronic environment also relies on hypertext, 'hot linked' words and navigation icons, which connect two sections of a program, or two pieces of information, or two web sites. Activating such a link takes the reader to a new screen. Web pages and CD-ROMs are read in a non linear way, with the readers selecting their own path, and predicting directions from visual icons.

Essentially, students using electronic learning environments create their own text as they piece together the pages and relevant information. They are active in the construction of the text (Burbules, 1997). Accessing information, while simultaneously reading links and icons, is extremely important but also problematic (Burbules, 1997). In electronic texts, the writing is as much a part of the visual as the images and graphics.

## The Internet: a visual learning environment

The Internet is vast, with millions and millions of web sites available to the user. Some sites are useful but many are worthless. The World Wide Web consists of a lot of information sites, ranging from extremely relevant and up to date, to useless and biased. Users move through a large number of sites as they search and engage with the Internet. Therefore, a site must attract the user's attention by the use of colour fonts and backgrounds; pictorial navigation icons; flashing icons or moving horizontal bars; and the placement of attention grabbing visuals at the top or top-right section of the screen.

However, because users can 'engage with' such large numbers of complex texts, they must also take a critical stance when reading the different sound, written and visual media. A visual language can provide an avenue for the critical use and critiquing of the Internet.

## A closer look at Internet sites

By looking at a number of sites, and comparing and contrasting them, one can see a variety of ways that the different texts and different elements are placed on the screen. Web sites have a visual voice using elements of visual language to convey their message, both in the writing and the images.
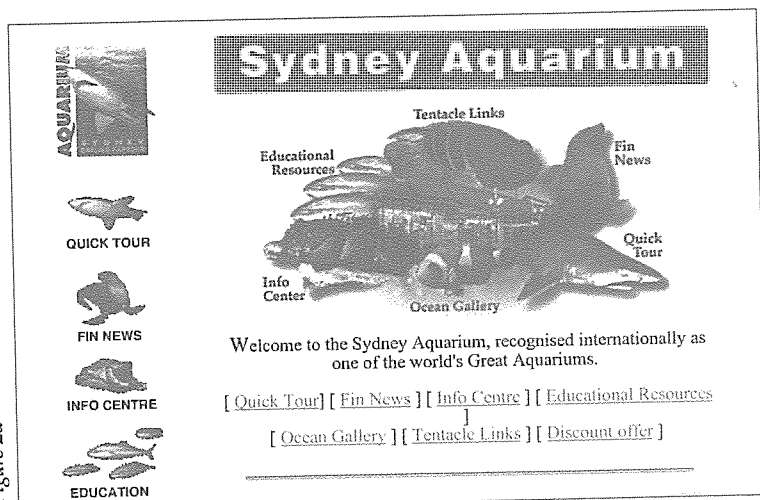
*The original version of Sydney Aquarium's web site (above left) used a white background to highlight the central composite image of its site map. Users could view the complete page on the screen without needing to scroll all the way down to the bottom. Note that this main page has undergone a significant design change (pictured above right) since this article was written.*

The use of visuals to engage the user is one aspect of visual language that can be discussed with students. Other aspects of a visual language, such as layout and composition, are provided in Jon Callow's article, "Deconstructing a web page" in this journal (see pages 15–16).

Screens may 'offer' information to the user, or 'demand' attention by having the eyes of the image looking directly at the user. *Welcome to Sydney Aquarium* (Figure 2a) presents the site as an information resource to the user. There is no direct eye contact with any of the animals. It simply offers the site, and the accompanying information, to the user.

## Graphic appeal

The use of cartoon like images may be used to attract users, or to appeal to younger audiences, and/or to make science less threatening. The *Kids@nationalgeographic.com* (see Figure 3) web site uses cartoon faces at the top of the screen (under the sponsor's advertising banner). The faces look directly at the user, catching his or her eye. The lines of these faces draw the user towards the contents of the page placed below them, directing the user to look at the page.
Other images on the page also look at the user, again drawing them to the

image and encouraging the user to read the information in that section.

Alternatively, web designers may choose to use photographs to make the information (and hence the whole site) credible or realistic, and/or support a particular view of the topic. *The Greenpeace International homepage* (see Figure 4), uses photo-

> Web designers may choose to use photographs to make the information (and hence the whole site) credible or realistic.

graphic images and shows reality to the user. The colours used are representative of the earth and environment: blue frame; green frame; green words. The shell background reinforces the environmental message. These engage a reader's attention, both emotionally and cognitively.

Of course, the selection of images, what images are (and are not) included, or might have been included, are also important to consider. All of these aspects, combined together, are but a few ways that the learning environment of the Internet positions the user in relation to the information, and influences their reading.



*Figure 3. The home page of Kids@nationalgeographic.com uses cartoon faces to catch the user's eye.*
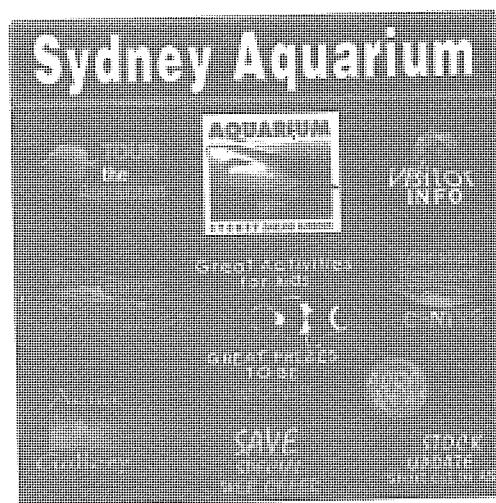


*Figure 4. Photographic images can be used to make information seem more credible.*

## Working with students

Users, when searching the Internet, tend not to read deeply every part of a site or page; they surface read. Your students will view parts of the site, will scroll down, click on a site icon, and even move to a 'related' site via a hypertext link placed on the page by the author/designer. They may revisit a site, or part of a page they think is important or may contain what they require, read a bit and continue on. Web site users are very active constructors of the text they read and view.

Whatever their purpose, working in a new learning environment demands new skills of students. They need to be aware of their actions and what influences them. They need to be critical viewers as they engage in this behaviour, not just be passive, mindless users being acted upon by the texts. Students can be supported to control their learning environment, not be controlled by it. A visual language to discuss and think about their learning environment can assist them to be critical users.

The best way for students to learn to be visually literate is in the context of a program of work under study. Sessions can be planned to discuss the electronic texts they may be using as

viewing as a class or group (see, for example, Zammit, 1999). One way to assist students to "hyperread" (Burbules, 1997) is make them aware of the construction of the site and consider the meanings being conveyed by the images.

To encourage evaluation of the information contained within the site, a critical literacy slant can be taken by asking questions such as:

- What is the purpose of the site? To inform? Explain? Persuade? Entertain?
- What texts (written, visual, sound, moving) are used on the page?
- Who is the intended audience? How do you know this?
- Who is the author of the site? How do you know this?
- Are they the original creator of the information?
- How credible are the authors? Do the authors have any credentials to support their credibility? Are they affiliated with a credible institution/organisation/association?
- When was the information created?
- When was it last updated?
- Where do the links take you?

Of course any lack of information can also provide useful discussion about a site.

To assist students to become more visually literate, teachers and teacher-librarians can focus on the teaching and learning of visual language (Kress & Van Leeuwen, 1996). For example, you can draw students' attention to the layout and composition of the screen by asking the following questions:

- What caught your eye first?
- What is on the left, or "Given", side of the screen? Why?
- What is on the right, or "New", side of the screen? Why?
- Is there a central focus? Is this a written or visual text?
- What is placed at the top and bottom of the screen? Why?
- What elements are most highly valued? (image/written text)
- What type of background is used? Why?

In addition to layout, you can focus on the types of texts presented on the screen, their purpose, function and content. For example, one could ask students:

- What function do the written and visual texts serve?
- What pictures or images have been included? Why?
- What type of images are used? Cartoon like images? Photographs? Diagrams? Does this approach work?
- What do the images represent? What are they about? What is happening? How natural/scientific/abstract are they?
- Why do they choose to present visual information in this form? What impact does it have?
- What images are not used that may have been used? Why not?
- What sort of facts are presented? Are they written? Are they supported by images?
- Can you identify a particular point of view about the topic?

- **Do these reinforce the message or ideology presented by the site? How?**

Students can also consider how the screen attempts to engage the viewer's attention:

- **Is the web site presenting information as fact? As cute? As a message?**

- **Do people or animals look directly at the viewer? How does this affect you as a user?**

- **What sorts of colours are used? How do they make you feel? Why have they been chosen?**

- **Are the colours really bright? Natural looking? Washed out? Why?**

- **Has the author/designer made any text stand out and catch your eye? How? Is it framed? What type of frame is used?**

Examples of the use of this type of visual language to read Internet sites are presented by Tina Sharpe & Elizabeth Dieter (1999), and by Jon Callow (in this journal. See p 15). The above questions can be applied to any electronic or digital text, including PowerPoint presentations and CD-ROM programs.

## In conclusion

Having control, or developing control, over these new learning environments cannot be taken for granted. Some students may learn the skills seemingly by osmosis but the majority of students, especially those from disadvantaged backgrounds, will need assistance with learning about the languages of the different modes and other skills. Learning environments in schools will continue to change, students and educators will continu-

ally be adapting to new learning environments. At the rate of social, cultural and technological change, new learning environments and

complex texts will continue to emerge at an ever increasing rate, challenging all of us who use them. ▦

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### Editor's note

As if to reinforce the reality of the ever changing nature of the World Wide Web, some web sites discussed in this article, and the one following, recently underwent revamps of design and content. Some of these changes are quite significant. It is enlightening to apply the criteria set out in this article to the current versions of the sites, and then compare them to the frame grabs featured in *Scan*.

Special thanks to the web managers for permission to reproduce their copyright material in this article.

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### Supporting students' learning and new environments

*For further information about the trials mentioned on page 11, please contact Katina Zammit or Toni Downes at*

*UWS-Bankstown. Phone: 02 9772 9200*

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# The literacy demands of visual text:
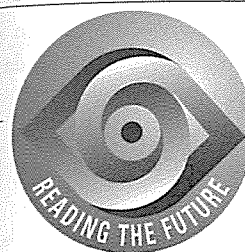# Deconstructing a web page



*Figure 1*

*Last issue, **Reading the future** presented an overview of the literacy demands of visual text, and some implications for teaching and learning. Here, **Jon Callow** explores some strategies for how teacher-librarians and teachers can assist students using and critiquing visual information in web pages to achieve literacy outcomes. Jon is a lecturer in literacy education at the University of Western Sydney.*

A s with written texts, time needs to be taken to explore images with students, in order to understand, appreciate and critique them. This exploration should take place across the curriculum.

For example, in the context of a science and technology unit, students might be researching insects on the Internet. Consider an image from the *Yucky bug world* web page (Figure 1).

In terms of the visual information being presented, we have a cartoon version of a bug, perhaps a cockroach, waving at the viewer. The single image of the bug is iconic, representing the content of the site, the world of bugs. It is set in the centre of the web page,

attracting our attention with its position and gaze, which looks back to the title above. Set on a chocolate brown background, the web page itself has a left hand menu bar, an advertising banner at the top, a Welcome message from "Wendell Worm" on the right, and a list of topics (Roaches revealed) under the main image. But are we just looking an interesting page, or can we analyse the layout and design in more detail, perhaps with a critical eye?

The act of a cartoon like creature waving at the viewer forces us to consider what type of web site and information this page offers. Interpersonally, we can ask how we are oriented to the image. It is not a highly naturalistic image, such as a photograph, but a cartoon drawing, coloured with bold browns and blues. When we consider the image in the wider context of the web page (Figure 2), there seems to be the juncture of two types of visual and textual orientation presented. One is the busy, more 'child friendly' image and text, where cute bugs wave to us, and a worm (right hand side of screen) introduces himself as our host, using a very friendly tenor to address us: "*Hi! Wendell here. For those of you who don't know me, I'm your host and ace reporter of the Yuckiest Site on the Internet…*"

> **As we explore the site, we find scientific information wrapped in very everyday language and friendly tones.**

The other orientation is the more scientific, which is found in some parts of the text: Roach anatomy; and Glossary. As we explore the site, we find scientific information wrapped in very everyday language and friendly tones. The particular target audience for this page is younger students, from those who may just come across the page while surfing to those who are searching for particular information about bugs.

It assumes a particular notion of attracting younger web users (ie. utilising catchy cartoon images; and the promise of "yucky" facts), and then providing some more scientifically based information via the various sections in the site.

We could pose critical questions about how designers view children. Does scientific information need to be 'dressed up'? Do the images distract from the facts? (Unsworth, 1992). Is there something inherently uninviting about photographs of real cockroaches? (Based on the premise of "yucky", some might argue that photos of cockroaches would be much more effective!)

Combined with the image is the layout of all the elements on the page, which is part of the textual function. Often, one particular part of an image or page is the most salient, and

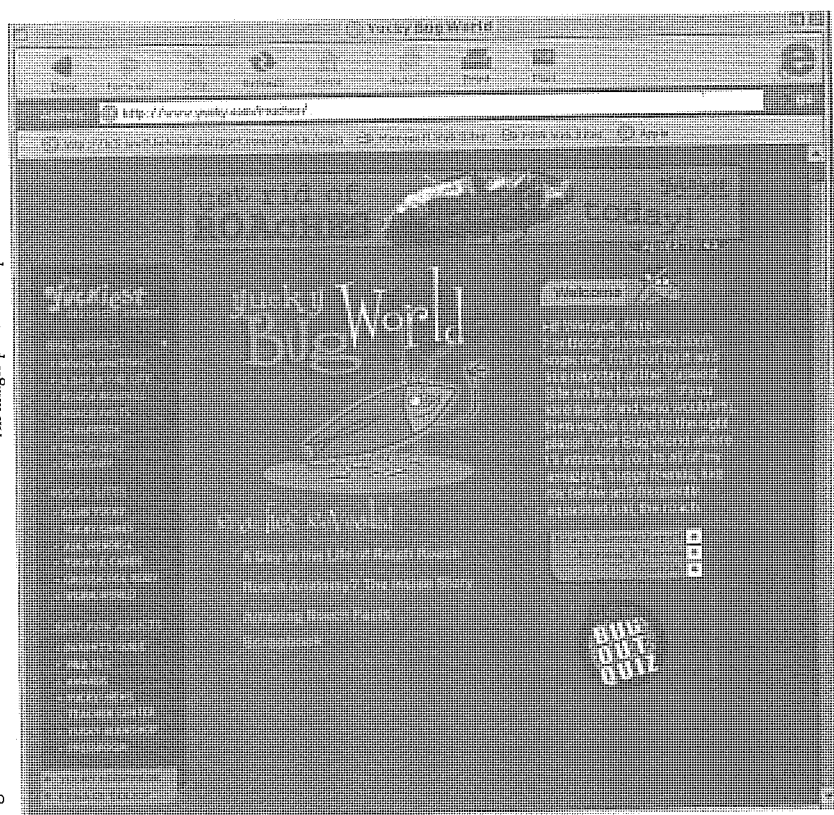All images printed with permission of Parade Publications.

Figure 2

attracts the viewer's gaze. From here, there may be a clear reading path that the image constructs, taking the viewer to different parts of the page or screen.

On the *Yucky bug world* home page, there seems to be two or three salient parts: the main image, due to its size; the advertising banner at the top and perhaps the small worm on the right hand side of the screen.

The reading path from the main image seems to then move either to the worm's Welcome, framed by lines, then the banner and finally the left hand sidebar. Of course, varied paths can be argued, but it is vital to consider why a page has been laid in the way it has, as it influences the meaning of the whole text.

The left and right structures are a good example. In written text, left to right structures can be described in

> What seems like a fairly straight forward web site for children has some quite complex and purposeful design features underlying it.

terms of "*given*" information coming first, followed by "*new*" information (Kress & Van Leeuwen, 1996). For example:

- The Internet is *a global communication network*.
- A picture tells *a thousand words*.

Similarly, visual texts can use left-right structure to organise their information. The *Yucky bug world* screen places its menu bar on the left, in the given position. This bar has links to the entire site, not just this page. The new information is on the right, including a Welcome and also another smaller menu bar, specifically related to roaches. As with directionality in books, the left to right layout choices here lead the viewer further into the new information about cockroaches that this site contains.

In terms of top and bottom organisation of the visual elements, what has

been placed at the top can said to represent the 'idealised' part of the image, while what has been placed at the bottom can said to represent the 'real', more down to earth, or everyday position. Thus, particular elements can be privileged for a purpose.

The *Yucky bug world* page has an advertising banner at the top, in the most important or ideal position. It is no accident that many advertising banners on web pages are in the top half of the screen. Interestingly, given the child focus of the site, the information at the bottom left (or given/real) is **Just for adults**, finishing with the more mundane Privacy policy.

What seems like a fairly straightforward web site for children has some quite complex and purposeful design features underlying it. The target audience is persuaded to engage with the page, not only through the fun, bright images but also to focus on particular parts, which is the information about cockroaches, as well as the advertising banner at the top. At the same time, a viewer who is looking for scientific information will also have to decide whether or not this site actually contains facts (as opposed to cartoons characters), and then extract the factual information from the informal, friendly tenor in which it is embedded. ■

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# Literacy and Numeracy Plus

**Literacy and Numeracy Plus** is a Commonwealth funded project. As one of the initiatives, the Literacy and Numeracy Plus project officer from Curriculum Support Directorate and TAFE (Technical And Further Education) personnel have collaborated to facilitate a TAFE accredited peer tutoring course for senior secondary school students to support junior students in reading.

A pilot program was organised in ten Literacy and Numeracy Plus targeted schools from five districts across the state. Wiley Park Girls High was one of ten schools to participate in this pilot. Other schools were: Granville Boys High; Narromine High; Riverstone High; Blacktown Boys High; Goulburn High; Karabar High; Kyogle High; Yeoval Central; and Woodenbong Central.

The pilot assessed a range of issues including tutor outcomes, delivery methods, administrative procedures, funding arrangements and models of future delivery. The distinctive features of this pilot were the standardised form of organisation, and the attachment of the TAFE credential and its concomitant training requirement. It trialed two models of TAFE/school participation which would provide a consistent approach, and enable all secondary schools to access the TAFE accredited training and program.

As a result of the success of the pilot and the overwhelming response from schools, during the recent Literacy and Numeracy Plus training, the TAFE accredited peer tutoring training and program is being continued and expanded, initially in the pilot and country and metropolitan Literacy and Numeracy Plus schools. The opportunity to participate will then extended to other schools over the next three years.

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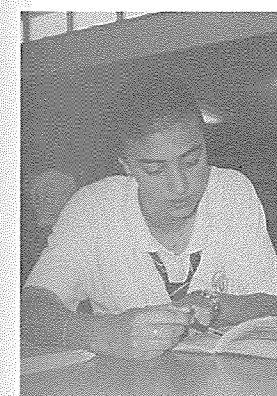
# Peer tutoring at Wiley Park Girls High
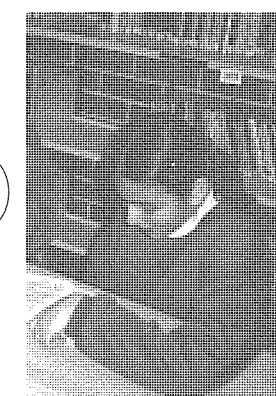
At Wiley Park Girls High School, 98% of the students come from non English speaking backgrounds (NESB). In this article, teacher-librarian **Mary Parkin** reports on the school's participation in the Literacy Plus TAFE accredited **Peer tutor training and program pilot** which took place during Term 4 1999.

Twelve senior students were selected to participate in the *Peer tutor training and program pilot* on the basis of their career choices. The girls had shown an interest in teaching or early childhood study. This information was provided by the students as a result of career counselling and the mentoring that took place as the students were making subject selection choices for Year 11.

The Year 7 students were selected on the basis of the Year 7 ELLA (English Language and Literacy Assessment) results, and the Year 8 students on the basis of the previous year's ELLA results.

## Training the tutors

The TAFE accredited course consisted of two modules: Theory and Fieldwork. The tutors participated in the initial four hour theory session

before starting the fieldwork (tutoring). Additional theory content was provided concurrent with the fieldwork. The module purpose was to develop an understanding of, and sensitivity to, the main issues in literacy development. The training prepared the tutors to support junior students in the development of their literacy skills, specifically in reading. The Program Coordinator, Chris Hammond, organised and supervised the program at the school, and the TAFE Adult Literacy Officer, Claire Wright, provided training and professional support.

The theoretical content of the course included:

- reasons why people may not have the literacy skills required of them in a particular context and at a given point in time
- an outline of successful learning theory
- the reading process
- strategies for tutors to use with students
- assessment strategies.

The initial four hour training session provided the tutors the background knowledge they needed to begin tutoring. The content included:

*Part 1. Why tutors?*
- Why have you been chosen?
- Why do we need to do this?
- What is reading?

*Part 2. The process: Tutors supporting reading*
- Before reading
- During reading; coping with problem words
- Student progress sheet
- After reading.

After successfully completing this initial training session, tutors were matched randomly with their reading partners and began the fieldwork (tutoring).

## When did they tutor?

Students came to the library each day during roll call, where they recorded their attendance and then read for the allotted fifteen minutes. If the tutor was absent, the teacher-librarian or leading teacher was able to fill in so that continuity was maintained.

## What did they read?

The TAFE accredited program is based on the reading of authentic texts that support classroom learning.

Our texts were selected with the reading level and the interest level of the girls in mind, and placed in four different boxes according to reading level of the text. The teacher-librarian provided these resources from the school library collection and assessed them based on lexical density. (See also Hutton & O'Dowd, 1998.)

Neither the books nor the boxes were labelled. Before the students chose their books, the teacher-librarian had:

- provided a brief oral review of the selected texts
- explained why the books were placed in the various boxes
- encouraged the tutors to assist the students to find a text that they would enjoy and would support their classroom learning.

Together, the tutor and student selected the texts to be read during the next ten weeks of the program. The teacher-librarian provided additional selection guidance.

## Assessment and self assessment

During the program, the reading tutors kept a record of their student's progress. Words not recognised or not able to be sounded out were recorded. The strategy of "Pause, prompt, praise" was used when students were reading texts independently, at instructional level (*Programming and strategies handbook*).

At the same time, the tutors themselves were being observed to ensure that they met the outcomes of the course. This assessment was completed by the program coordinator, and recorded on a *Tutor assessment observation checklist*. This was part of the ongoing assessment to ensure that the tutors qualified for the TAFE award. Tutors also completed a *Self assessment checklist*.

## Evaluation

David McRae (1999), who reported that the program had been a "resounding success", evaluated this pilot program. Gains in reading proficiency and enjoyment "were widely reported among those tutored. It was also clear that in many cases they established supportive and satisfying relationships with their tutors. Other gains noted included: an increased sense of responsibility; increased self confidence and the emergence and awareness of operating as a role model; increased self confidence and sense of their own potential worth; effective leadership; the development of patience (the students also commented on this consistently); making judgements, solving problems, developing empathy. The insights gained into the reading process and related issues by tutors were mentioned almost as frequently.

"When the tutors were asked about the main value of the experience for them the answer came almost as a chorus: 'Seeing them (those tutored) improve'.

The study also found that students perceived the granting of a TAFE award on successful completion to be a significant motivational factor. 'It adds a seriousness and formality to the process which should be welcomed'. Other tutors responded that they 'would have done it anyway'." (McRae, 1999.) ▨

> **Students perceived the granting of a TAFE award on successful completion to be a significant motivational factor.**

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# From the students...

" It was a great experience not just for me but for everyone who joined the program. What I liked about this program was when I saw my partner progressing. After the program was over we became friends and we see each other all the time. I would like to thank my two supportive teachers who were there for us every step of the way. I would also like to thank Claire Wright for training us for the program. I would encourage everyone that is thinking of joining the program that it is great fun and I enjoyed every minute of it. It is nice to know that I was able to help someone who was in need of help. " (S.R.)

" I really enjoyed the peer tutoring course that I took part in because my student got something out of it in the end and it was worthwhile. In the beginning of the course my student was very shy and was of lower standard of reading but, as time passed, she built herself to a higher standard with higher self esteem. The course was very beneficial to both of us. I became more familiar with TAFE courses and teaching. My student became familiar with more difficult words and how to use expression while reading. At the end of the course I hadn't just earned myself a TAFE certificate, I had earned myself a friend. My student is now very comfortable being around me now and asking me questions that she is having difficulties in even if it's not about reading. I think that the course is a great idea because both the student and the tutor benefit from it in the end. " (A.A.)

" The reading program was a big success because all the students were willing to learn because we all tried our best in order for these girls to get something out of this program. From what I've heard, I am really pleased because the girl that I was helping has improved a lot and has a lot more confidence in herself and so do I. We have both increased our vocabulary. Other than that we still say 'Hi' to each other. One thing that I would mostly like to mention was that our teachers were really helpful and great. " (M.H.)

" The peer tutoring program has been beneficial for both the tutors and the students. As a tutor, I have developed leadership skills and as a result am more confident. I have learnt a different approach to help peers with problems in not only literacy, as the techniques used can be effective to help with other problems. Helping and encouraging students has made me feel better about myself. I think my student not only progressed in her literacy skills, but she was also more confident by the end of the program. The experience also resulted in friendships between the tutors and student. " (S.J.)

# Achieving literacy outcomes for Kindergarten

## through a science and technology unit
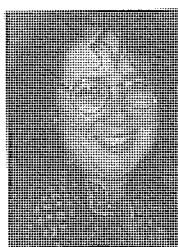
The following article describes a unit of work collaboratively planned and taught at Belmore South Public School.

**Kim Pericles** (pictured) is the Assistant Principal and is currently teaching Kindergarten. Kim leads the school's literacy support team and coordinates its Disadvantaged Schools Program (DSP). **Bronwyn Ingle** is the teacher-librarian.

Situated in the inner south west of Sydney, Belmore South Public School currently has 92.7% students from non English speaking backgrounds. As a result, priority has been given to literacy K-6 to ensure that the students' language skills fully equip them to demonstrate achievements of syllabus outcomes.

> **Students are able to refresh or build upon their prior knowledge.**

## Collaborative planning

During collaborative planning sessions between classroom teachers and support teachers, talking and listening outcomes are identified, planned for and written into the unit. Many of these are small group, cooperative learning activities that actively engage students in talking about their learning. This provides structured opportunities for students to use and practise the vocabulary associated with the unit topic, and address the *Learning about* outcomes in the Talking and listening strand of the English K–6 syllabus.

A writing focus is also chosen to support the theme/unit being studied. Outcomes are identified and learning experiences are designed to develop the students' understandings of the structure and grammar aspects of particular types of text. Other factual writing that might provide appropriate models, or types of text that have been studied before, are identified so that students are able to refresh or build upon their prior knowledge.

## Collaborative teaching

Staff work with the teacher-librarian in a variety of ways that best suit the needs of the individual teacher and class. Grades have usually planned the implementation of units in consultation with Bronwyn, and various collaborative strategies are planned to best suit the units, resources and personnel involved.

Teachers may use the network of computers in the library to team teach skills and strategies for using the Internet or working with CD-ROMs relevant to the topics. At other times they will work together to teach students to research effectively. This approach means that expertise can be shared and interests can be catered for.

Our resource centre has grade sets of book packs which are used in guided reading sessions, and which build upon the students' field knowledge of the topic being studied. Depending on the stage of the students, these books may be of the "learning to read" genre, or may be non fiction titles designed to further develop our students' reading skills of authentic texts. Such texts provide real purposes for reading.

Critical literacy book packs are used in whole class shared reading sessions, and are good quality fiction and non fiction children's literature. We aim to develop our students' critical analysis skills as well as to provide texts and illustrations around which much talking about language and grammar can take place in context. Each unit also has a grammar focus, which relates to the type of text being studied in writing and the critical literacy text for the unit.

## *Animals:* a unit for Kindergarten

We integrate science and technology with literacy through our school based units, where the literacy demands and the science and technology content are clearly identified and programmed for. The units are supported through a variety of book packs, consisting of a range of fiction and non fiction titles.

As an example of how some of these aspects fit together at class level, I would like to share a small part of the unit I am currently working on with my Kindergarten class.

We are studying animals this term, and our focus is on identifying various animals, their body parts and special features. We are focussing on descriptions, both in our talking and listening

*Table 1*

### Kindergarten – Information skills – *Animals*

#### Science & technology outcomes

**LT ES1.3:**
Identifies ways in which living things are different and have different needs.

**INV ES1.7:**
Investigates their surroundings by observing, questioning, exploring and reporting.

**UT ES1.9:**
Identifies and uses a limited range of equipment, computer based technology, materials and other resources when undertaking exploration and production.

#### English outcomes

**TES 1.2:** Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.

**RES 1.7:** Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.

**WES 1.9:** Engages in writing texts with the intention of conveying an idea or message.

**WES 1.14:** Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.

#### Teaching and learning activities

1. Students sort a selection of books into non fiction texts and fiction texts.
2. Guessing game: A student secretly chooses a book on display and says: "I'm thinking of a book about _____"; other students try to *identify an appropriate* book.
3. Students browse through a selection of non fiction titles, and are led *to identify particular features* of these texts: headings, photographs/diagrams, and text.
4. Students help to *label* a sample page from a non fiction resource (enlarged copy, or overhead) using the features identified in Part 3. With a partner, students complete a labeling worksheet (see *Table 2*).
5. Pair work: **Investigating an animal**. Students are to: identify an appropriate text on the subject; decide on a heading; write, retell or have scribed a simple description of their chosen animal; and locate a photograph or picture of the animal to include in their presentation. Work will be presented on a large sheet of paper (see *Table 3*), with a buddy class to help in the typing up of description and heading on the computer.

**Ongoing activity:** Daily animal description game (oral).

#### Information skills

Locating
Selecting

Organising

Defining
Locating
Selecting
Presenting

*Table 2*

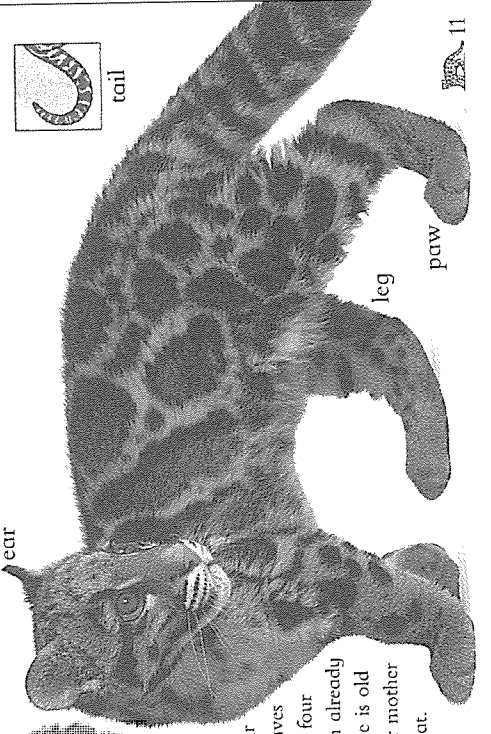## Use these labels to identify parts of this text.

**text**

**heading**

**photograph**

**text**

**heading**

**photograph**

Leopard cub

ear

leg

paw

tail

Leopard cubs are blind at birth. At about six weeks, they can follow their mother when she leaves the den. This cub is four months old. She can already climb trees! Until she is old enough to hunt, her mother brings her food to eat.

10

11

© 1992 Dorling Kindersley. Used with permission.

Sample: This inset featuring a page from Dorling Kindersley's *Baby animals* demonstrates how the large labels can be used with pages from non fiction books to create a matching game for students.



*Students sorting books into "information" texts and "story" texts, and giving reasons for their decisions.*

activities and writing. Instead of daily news sessions, we play a description game where students describe a classroom object (moving on to animals later in the term); others guess and the description is written into a "*Description book*".

Bronwyn and I planned a series of lessons (see *Table 1*) which introduced the students to the concepts of fiction and non fiction texts, providing many opportunities to practise identifying a number of features of factual texts.

During this teaching and learning sequence, the students also worked in pairs to label features of factual infor-mation on a worksheet (see *Table 2*), using books from the Dorling Kindersley *Eye openers* series, such as *Baby animals* by Angela Royston (1992).

Ultimately, the students would present a short description about a favourite animal. The scaffold for this factual writing activity is a pro forma (see *Table 3*), with the published copies typed into a word processing program with the help of the students' buddy class.

## Consolidating learning

The teaching and learning activities described above were not simply one off activities; they needed to be returned to, and built upon, over a number of weeks. Doing so supported the students to refine their ideas and language. In order to achieve the outcomes set at the beginning of the unit, the students needed to practise and consolidate the various skills necessary to demonstrate their under-standings and learning.

The pair work and the presentation needed to be quite open or broad, as we felt it was important that the activ-ities enabled all students to participate at their own level. Whilst some students were able to give their description orally, and have it scribed for them, there were others were able to attempt to write parts of their description themselves. Several students attempted their written description independently.

> **It was important that the activities enabled all students to participate at their own level.**
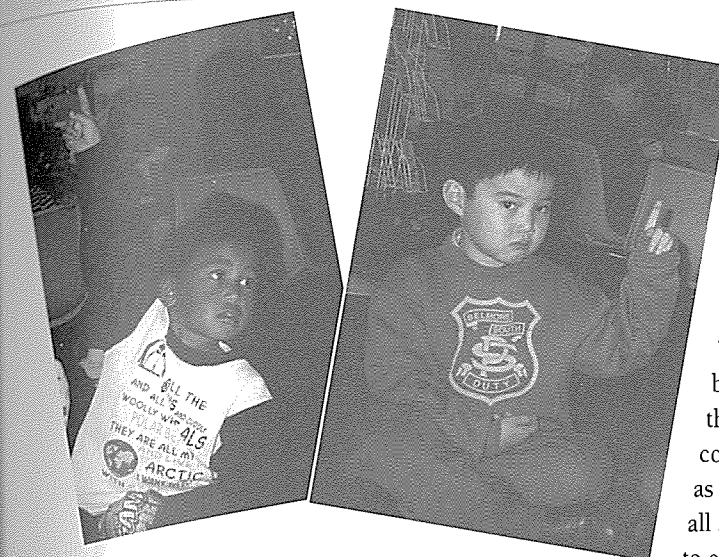
**Planning proforma for presentation**

*Table 3*

**Heading**

**Text: Description**

**Photograph or picture**



Everyone wanted the chance to speak out the front, and the language used by the students was very impressive.

The language used by the students in the written component was not as sophisticated, but all students were able to engage in writing a description. Most students started off with a labeled picture, with some students developing noun groups, such as "long, fluffy tail", "soft, stripy fur". Many students added a complete sentence underneath their labeled picture.

Overall, students have become more familiar with information texts, and some of the features found in them, as a result of this unit. The students are better able to explain how factual texts differ from fiction texts. Orally, the students are using more complex and explicit terminology when talking about animals, and whilst playing guessing, elimination, and barrier games.

The interrelationship of talking and listening outcomes and writing outcomes was important as it allowed all students, regardless of background or language skills, to contribute to the activities and develop their literacy skills within a meaningful context. ■

## Achieving literacy outcomes

All students were able to give an oral description of their animal whilst holding up an appropriate poster as a prompt. Most of these descriptions were more in depth, complex and explicit than the written aspects, as one would expect from Kindergarten.

**References and further reading**

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# three 2000

*I* recently saw the slogan "Talk is cheap because supply exceeds demand". It made me stop and think about professional roles, about words and actions, and about rhetoric and reality, particularly in the context of the "talk" about schools as learning communities. There are some dominant "talks" taking place, centring on ideas such as "shared learning", "communities of learning", "knowledge communities", "authentic learning", "authentic assessment", "learning dilemmas", "active learning", and "constructive learning". The focus is clearly on people, rather than infrastructure. And so I wondered if teacher-librarians are able to engage in the "talk", articulating their professional roles, and day by day professional activities, in terms of the learning goals of the school. I also wondered to what extent teacher-librarians actually "walk the talk", demonstrating not only the power of their roles and responsibilities, but also the impacts and outcomes of these in terms of the learning goals of the schools.

Teacher-librarians need to reflect constantly on the differences their roles have made to the learning profile and learning outcomes of the school, and they need to be able to provide the specific evidence of their impacts. It seems to me that, in order to make the most of their unique positions in schools, teacher-librarians need to reorient from information-as-thing to information-as-process, and to information-as-knowledge (Buckland, 1991).

The information and knowledge resources of a school and its information literacy initiatives provide students with the tools to think and to construct their own knowledge, to be flexible and active learners beyond the school environment. They are the tools that foster effort and motivation, and self observation, self reflection and self evaluation. They are the tools of empowerment. In this issue of *Scan*, Research columns documents action research that provides some strong evidence of that empowering learning role.

Helen Schutz is the Head of Information Services at Loreto Normanhurst, a Catholic independent girls' secondary school in Sydney's north. Helen is clearly committed to developing an information literate school community of engaged and self directed learners through shared learning programs which integrate information and communication technology, and information literacy, into all aspects of the curriculum. She works with teachers and students designing learning tasks which include information literacy outcomes, and teaches collaboratively with subject teachers to develop in students skills of critical literacy, incorporating skills of analysing, evaluating and synthesising information. In addition, Helen runs staff development workshops to encourage a common schoolwide understanding of the importance of developing skills of information literacy.

Helen recently graduated with a Master of Arts in Information from the University of Technology, Sydney, and the research documented here was undertaken as part of her major professional project in her course. R. Todd

**Dr Ross J. Todd** *is Head of Department of Information Studies, University of Technology, Sydney, and referees* **Research columns** *for* **Scan**.

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# Information literacy in action: improving student learning outcomes

*Helen Schutz*

*T* his research reports on an action research project undertaken at a Sydney high school in 1999 in which the teacher-librarian collaborated with the English and science faculties to foster the development of information and critical literacies. The research sought to show that the development of information and critical literacies, through specific instruction integrated into the learning process and centred on information and communication technologies, brings about improved learning outcomes, and leads to the development of an information literate school community.

> **Information literacy skills must be embedded into the curriculum, with measurable outcomes, in order to prepare students for lifelong learning.**

## Background

This research has been underpinned by a number of key assumptions about information literacy. Firstly, there is the recognition that information literacy outcomes should be an integral part of the discourse on pedagogical issues and the design of curriculum materials.

Secondly, inherent in the concept of information literacy are processes of skill development, combined with cognitive and affective understanding, which must be integrated into all areas of the curriculum, modeled by all teachers, and practiced by all students until they become part of the process of learning (Kuhlthau, 1994).

Thirdly, information literacy skill development must become an integrated part of learning programs if students are to become engaged learners and creative thinkers, with the ability to retrieve and manage information, to solve problems, create new knowledge and communicate effectively.

Students must also be exposed to a range of information sources with increasing emphasis on technology in order to become efficient and effective information users. This implies that information literacy skills must be embedded into the curriculum, with measurable outcomes, in order to prepare students for lifelong learning.

Owen (cited in Langford, 1998) recommends that information literacy becomes a "key competency for individual and societal development in Australia" because of its attributes to empower learners to become self directed and independent. For this to occur, information literacy must be embedded in every aspect of the curriculum and must not remain the domain of teacher-librarians. Teachers need to understand the term information literacy if they are to develop in their students, skills and attitudes for independent and lifelong learning.

Moore (1999) argues that the greater the underlying inconsistencies in individual teacher's conception of information literacy, the more difficult it is to implement information problem solving approaches to learning. She suggests strongly that they need strategies to mediate in the information seeking process, and to effectively integrate information literacy outcomes into their programs, particularly a supportive learning environment in which collaboration can be fostered. Moore concludes that a reflective, strategic approach to teaching should be indicative of an information literate school community.

In a study of information seeking behaviour, Pitts (cited in Loertscher & Woolls, 1997) noted that students without information literacy skills, subjected to too much information, were unlikely to access useful information or make progress in understanding or skill development. McGregor's research (1995) showed that students who received no information literacy instruction tended to plagiarise. She suggests that individual instruction between the student and the teacher gives the students an opportunity to identify gaps in their

knowledge of the processes of seeking meaning and making sense of information, and gain skills pertinent to the individual student. She believes this could result in more effective construction of knowledge but requires a paradigm shift in the instructional methods and the redesign of research tasks.

For information literacy skills to be retained and transferred, they must be developed explicitly and systematically within a learning context. Professional literature further suggests that students do not learn to use information technology effectively on their own, even with repeated exposure. There is a considerable body of research now available on the benefits of an integrated approach to the development of information literacy skills. The research to date suggests that information literacy skills foster:

- the development of skills which are transferable
- learning how to learn
- the development of familiarity and a high level of comfort with information and communication technologies
- the development of independent learners who have responsibility for their own learning.

Student learning outcomes from this approach include:

- a positive attitude to information and communication technologies
- enhanced confidence
- collaboration and an exchange of ideas
- a developed structure for learning
- a transfer of learning
- increased application to the task
- knowledge of content achieved in a shorter time
- independent learning (Todd, 1995).

Henri (1999) notes that schools must place a high value on skilling its

community in the process of becoming information literate. Information literate students are competent, independent learners who know their information needs and actively engage in the world of ideas. They confidently solve problems and produce quality products using relevant information accessed through tools of information and communication technology. Information literate students are flexible, can adapt to change, and are able to function independently and in groups. This, in essence, must be the goal of the shared teaching-learning process. The action research sought to explore some of these key ideas.

## Research aims

The project was developed in response to learning dilemmas inherent in current practices and a gap between real and imagined information literacy (often seen as additional to, rather than part of, the learning process). Underpinning the research project were a series of questions:

- How can teaching and learning processes effectively integrate information literacy development?
- How do we make the transition from traditional teaching practices constructed around printed text to pedagogy constructed around digital information?
- How can learning theory inform our role in developing information literacy and therefore independent learners?

## Methodology: action research

Action research, with its dual goals of action and research can have immediate results which can lead to change in teaching and learning practices by combining the research outcomes with planned future action. Action research is, by its very nature, collaborative (Loerke & Oberg, 1997). Because it is practical research, the

results point to real problems that exist in schools.

This action research project was discussed with the Principal, department heads, and the teachers concerned in the project, to ensure commitment to the results. Support from these groups allowed for opportunities to report back to these groups, and to the whole teaching staff on appropriate occasions, ensuring that the awareness levels remained high and the expectation of change remained to the forefront.

There is evidence to suggest that school based research is relevant to students and, therefore, may be more readily adopted by the teaching staff. Action research lends credibility to existing studies. By working together on these projects, teachers and the teacher-librarian are able to: discuss teaching and learning styles and outcomes; and jointly design learning tasks (Harada & Yoshina, 1997). Through the action research cycles of planning, observing and reflecting, the action research team is able to interpret data from surveys, perception questionnaires, learning logs and evaluation forms to isolate themes inherent in the findings.

Students at the school where this action research was undertaken have had access to a networked environment with open Internet access in the library since 1996. The students are encouraged to use the Internet, but it quickly became clear that research tasks were being transferred to the new information and communication technology environment without incorporating any of the skills of information literacy that this new learning environment demanded. As a consequence, various learning dilemmas were identified by the teacher-librarian through a year of curriculum mapping, and through observation. These learning dilemmas were:

- Students are unaware of the differences between search engines

- Students are unable to construct relevant search strings
- Students waste time through ineffective searching
- Students are unable to evaluate web sites effectively
- Research assignments generally encourage plagiarism and discourage creative, independent thinking.

Intervention strategies were used with the test group to give them skills to deal with information. These strategies included:

- Teaching information literacy skills (defining, locating, selecting, organising, presenting and assessing) in context, so students could see their real value (*Information skills in the school*). The skills were constantly reinforced so that, in time, they would become an accepted part of the students' learning strategies.
- Teaching questioning techniques and Boolean logic to help develop a different pattern of thinking about information. Irrelevant 'hits' showed evidence of poor search strategies, or poor choice of Internet search engine.
- "Just in time" intervention is appropriate, as some level of frustration is necessary for authentic learning to occur (McKenzie, 1998).

## The research project: English

The project involving two Year 7 classes aimed to:

- demonstrate the value of an information literacy framework in planning research tasks
- effectively integrate information and communication technologies into the learning process using an information literacy framework
- measure information literacy outcomes
- demonstrate that information

literacy instruction makes a positive difference to learning outcomes.

Two mixed ability Year 7 classes were chosen for this research. One of these classes was chosen as the control group. The other was the treatment group, and was given specific information literacy skills instruction. English was chosen as the discipline in which to present this unit of skills instruction for a number of reasons. Year 7 English classes had not been exposed to information and communication technology as part of their program, and the English staff were, overall, the least enthusiastic users of technology. The unit, entitled *Net language*, was designed by the teacher-librarian to be an authentic learning task for the students and professional development in information literacy skills for the teacher. The unit was designed to be substantially different from regular language lessons while still fulfilling curriculum requirements and having a high level of interest for the students. The teacher-librarian presented the unit of work to the English faculty for discussion before the class work began and the response was positive.

The unit of ten lessons was introduced with an outline of the expected outcomes. Students were required to complete a questionnaire designed to assess their awareness of the Internet, their perceived difficulties and their attitude to a skills based unit on the use of the World Wide Web. An equally important part of the questionnaire was to ascertain their perceptions of the Internet in terms of the use it could serve, and their feelings about using it as a research tool. The students' perceptions of their own abilities was found to be very different to their actual ability. All of the 25 students reported using the Internet at home and at school, and two students described themselves as "experienced users needing no help".

Lesson 2 involved an Internet language quiz of 30 words designed to

establish students' level of knowledge of Internet terminology. Only eight out of the 25 knew the answer to more than five words. Students were then encouraged to locate the meanings from as many different sources (both traditional and non traditional), as they could, by the following lesson. The English teacher's comment, "Gosh, they don't know much do they?", immediately validated the lesson in her mind, which (to the teacher-librarian) was an essential part of the unit.

*Net slang* (Lesson 3) incorporated fun elements using acronyms and symbols, and was designed to teach the skill of emailing, and also tested familiarity with the keyboard, mouse, and word processing program.

Three lessons concentrated on developing search strategies, and were introduced in the context of searching for background information for their set novel on the American slave trade. Functions of different search strategies and different search engines were modeled and practised in context. The students readily accepted the concepts of Boolean operators, truncated searching and other search strategies.

Interpreting iconic language, media, and other visual images involves the understanding of symbols and is an essential skill in analysing web sites if the learner is to become an active, constructive and critical consumer of ideas and information. Therefore, Lessons 7-9 concentrated on the literacy demands of visual text. Activities were designed to encourage students to become discerning viewers of Internet sites. The students were required to evaluate sites for design elements, and then more complex criteria (related to the quality and authority of the content). At the end of each lesson, the teacher-librarian and the English teacher briefly discussed the students' progress and noted any modifications needed.

Lesson 10 consisted of an evaluation questionnaire, which indicated that

all 25 students could identify at least three new skills they had learned. All students were keen to apply these skills to research tasks they were working on in other subject areas. They all reported feeling more comfortable and confident in using the World Wide Web.

The students' comments were tabulated according to the information literacy skills learned. These show quite clearly that the *Net language* experience was an essential one which not only gave students a toolkit of information literacy skills for using the Internet but supported Kuhlthau's research (1994), in which she sees information seeking as a process of construction that begins with uncertainty and anxiety. Students expressed uncertainty at the beginning of the unit due to lack of understanding of the specific skills required to make effective use of the Internet. Their reported feelings of uncertainty, anxiety, lack of confidence, confusion and frustration, were associated with unsuccessful attempts at using the Internet in the past. As their knowledge of the use of the Internet grew, and students became more focused on specific learning skills, their confidence grew and their level of comfort increased. The comments made by the students in their evaluation of the unit *Net language* supports this.

## Follow up research: Science

Science classes were chosen for the follow up research because this discipline lends itself readily to web based units of work, and there was plenty of scope for student centred research tasks. Two Year 7 science classes were taught by the same teacher, so these were chosen because of the likelihood of consistency of teaching and learning methods employed throughout the year. The topic *Volcanoes* was selected by the science teacher because it best fitted the existing assessment and programming requirements. Both classes had been exposed

to an identical program of technical skills in their design and technology classes. However, it became apparent that these technical skills, having been taught in isolation, did not transfer readily to authentic research tasks.

The science unit was entirely web based and is currently available on the school's intranet. The unit was planned collaboratively by the teacher-librarian and the science teacher, with the teacher giving input on the subject content and the teacher-librarian targeting specific information literacy skills.

The students in the control group and the research group were given the same overview of the unit, which was planned to take eight lessons. The unit was designed around a constructivist framework, which allows the learners to adapt to the learning environment according to individual interests. All activities in this web based unit were preparatory for a larger task which was completed in the students' own time and presented digitally. Opportunities were provided, through a process diary and specific information literacy skill requirements, for reflection on the content to be learned and the learning process itself (Jones, 1996).

The focus of *Volcanoes* was on the process of information discovery, which built on prior knowledge established through collaborative learning activities, such as brainstorming and concept mapping, which took one lesson at the beginning of the unit. The unit was designed to test and reinforce knowledge of information literacy skills by developing cognitive processes. This allowed students to select their own path of inquiry through investigation of a given site, and the subsequent construction of five questions (Part A). The activities in Part B were self paced, encouraging frequent student/teacher discussion and small group collaboration. The open ended activities in Part C allowed for various levels of involvement, and critical thinking. The unit

was evaluated in terms of information literacy outcomes according to the rubric (Table 1).

## Results

The sample size for each group was 21. The information literacy skills were measured according to the rubric. The teacher-librarian and the science teacher assessed each individual student according to the given criteria. The "Beginning" level was scored in the range from 1 – 2; the "Proficient" level was scored in the range from 3 – 4; and the "Advanced " level was scored from 5 – 6.

No student scored at Advanced, as the skills being assessed were designed to be measured across Years 7-10. Only a few students in the control group were assessed at Proficient, but there were more at this level in the test group.

Data collection occurred in the following specific areas:

- ability to design strategies for locating information

- ability to use a variety of search engines to access information

- ability to critically evaluate information

- ability to manage information

- ability to transfer information literacy skills from one learning environment to another

- ability to communicate effectively what has been learned.

The results are tabulated in Table 2.

The range of scores in the test and control groups is similar, which was expected since both classes are of mixed ability. The training can be said to be the reason for the increased mean in the test group rather than the raw ability of the students.

The mean scores demonstrate greater proficiency in the test group, who had been exposed to information literacy skills development through the *Net language* unit, than in the control group who had not been exposed to

| Information literacy skills | Indicators | Beginning | Proficient | Advanced |
|---|---|---|---|---|
| DEFINING | • Recognises different uses of information<br>• Relates information needs to prior knowledge<br>• Asks questions<br>• Formulates concept map | | | |
| LOCATING | • Uses keywords<br>• Identifies sources of information<br>• Uses appropriate search engines<br>• Uses advanced search techniques (index; contents; directories; Boolean logic) | | | |
| SELECTING | • Navigates sites<br>• Evaluates sites according to criteria<br>• Interprets information from different formats<br>• Prepares bibliography | | | |
| ORGANISING | • Makes note in own words (uses word processor)<br>• Analyses information in new ways (maps; diagrams; graphs)<br>• Synthesises new information with old<br>• Records experiences in Learning log | | | |
| PRESENTING | • Identifies purpose<br>• Chooses appropriate format (PowerPoint; desktop publishing; email; web publishing) | | | |
| ASSESSING | • Degree to which student meets information need?<br>• Uses search strategies, and variety of resources<br>• Identifies need for further skill development. | | | |

*Table 1. Rubric for evaluating information literacy skills.*

any specific preparation or activities in developing information literacy skills. Information literacy skills instruction made a significant impact on the mastery of content, and the development and the transference of information literacy skills.

When expressed as a graph (Table 3) the results are conclusive, clearly showing the positive differences in the treatment group when compared to the control group.

## Implications of the research

It is evident from this research project that specific information literacy skills instruction, and the integration of this instruction into authentic learning experiences, are essential prerequisites

for successful and satisfying use of digital information sources. Technology, in turn, makes it easier for information literacy instruction to be inbuilt, and to be part of the assessment process (Todd, 1995).

The key to the effective use of information and communication technologies lies in the ability of students to employ skills of digital literacy to analyse problems using higher order thinking skills to define, locate, select, organise and assess, and to integrate the required information in multiple formats. The novice searcher needs assistance in analysing research questions, constructing questions of their own, and in constructing effective search strategies. Methods

have to be devised to "increase students' proficiency in information retrieval". These methods are more effective when they are integrated into the learning task (Nahl & Harada, 1996).

By giving students training in using the Internet effectively, they are empowered to become active learners (Doyle, 1999). Learning is the building of knowledge through the dynamic interaction with information and experience. Students must actively construct meaning from information sources, and create learning products that communicate the new meaning effectively. Developing expertise in accessing, evaluating and using information will promote authentic,

| | Range | | Mean | | SD | |
|---|---|---|---|---|---|---|
| | Test (7E) | Control (7B) | Test (7E) | Control (7B) | Test (7E) | Control (7B) |
| Defining | 8 | 9 | 8.9 | 7.7 | 2.9 | 2.7 |
| Locating | 7 | 6 | 9.2 | 3.7 | 2.0 | 1.7 |
| Selecting | 9 | 7 | 7.2 | 3.3 | 2.9 | 1.4 |
| Organising | 7.5 | 7.5 | 8.9 | 5.7 | 2.1 | 2.4 |
| Presenting | 2 | 2 | 5.6 | 3.6 | 0.8 | 0.6 |
| Assessing | 4 | 4 | 6.1 | 3.2 | 1.1 | 1.1 |

Table 2

lifelong and engaged learning. Information literacy skills must directly relate to the curriculum and be presented in logical, systematic and collaborative ways. Information technology skills take on new meaning when they are integrated into the problem solving process.

The implications for schools, teachers and teacher-librarians are wide ranging. There is a need for all educators to share a common understanding of information literacy. It follows that teachers themselves need to be information literate. Information literacy must be embedded into the curriculum. The skills of information literacy must be planned and taught collaboratively by the teacher-librarian and subject teachers as integrated learning experiences. Furthermore, the information literacy outcomes must be formally documented if the development of an information literate school community is to become more than a lofty ideal. ■



Table 3

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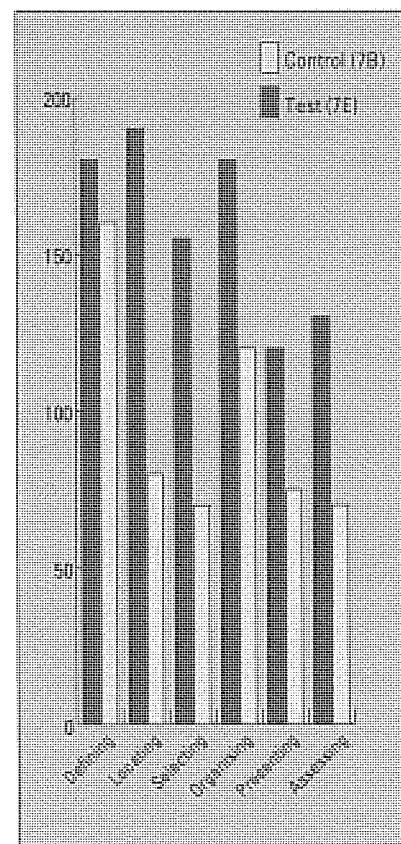Todd, R. J. 'Information literacy: philosophy, principles, and practice', *School Libraries Worldwide*, 1(1), 1995.

# Abstracts

*HIRSH, S. 'Children's relevance criteria and information seeking on electronic resources'*, **Journal of the American Society for Information Science**, *50(14), 1999, pp 1265-1283.*

Hirsh's study is, in my view, one of the most comprehensive studies to date that explores students' interactions with electronic information sources. It sought to explore the relevance criteria and search strategies that primary students applied when searching for information related to a class assignment in a school library setting. It involved ten Grade 5 students using a range of electronic information sources, such as the Internet, CD-ROM, journal indexes, and the school library catalogue. The class assignment was free choice of a sporting identity.

The specific findings provide much food for thought, and highlight the very real need for active information and critical literacies instruction:

(a) Students need to seek assistance from teachers and teacher-librarians in designing and undertaking searches, and improving search strategies.

(b) Motivation for searching decreases when site load time is slow, especially in relation to graphics.

(c) Students have limited patience and will abort searches rather than wait for material to load.

(d) They generally do not record useful URLs, or keep records of search queries, thus are unable to return to previously successful searches or reconstruct them, resulting in the performance of extensive, time consuming searches over again and wasting of time.

(e) Students make active use of detailed notes, descriptions in bibliographic records, and reliance on summaries describing Internet links to help decide whether to follow that link.

(f) Students do not investigate sites in depth; they mainly open a site and scan the first paragraph, not taking time to read the whole.

(g) Students rarely make use of advanced search features and do not generally use navigation features.

(h) They do not engage in in-depth skimming, reading and evaluating textual content.

Generally, students do trust the information, and do not question its source, nor the accuracy of facts. R. Todd

*GILLILAND-SWETLAND, A. 'An exploration of K-12 user needs for digital primary source materials',* **The American Archivist**, *61, 1998, pp 136-157.*

This paper focuses both on the information management role of creating access to digital primary resources in and beyond a school community, and examines some of the teaching and learning issues related to integrating digitised primary sources into the curriculum. The development of networked information technologies (including the establishment of school intranets) is creating many opportunities for the provision of primary sources to students. The author first outlines approaches to the selection, representation, organisation and presentation of digitised and digital primary sources and archival material, and the school library's role in the provision of access to these resources. The paper also reports on research to identify the needs of K-12 teachers and students in accessing primary resources and archival material, and how these can be best integrated into the teaching and learning program. The study identifies some key barriers to integrating digital primary resources into the curriculum, and provides a range of sample student activities to develop specified cognitive objectives. R. Todd

*LAZONDER, A., BIEMANS, H., & WOPEREIS, I. 'Differences between novice and experienced users in searching information on the World Wide Web',* **Journal of the American Society of Information Science**, *51(6), 2000, pp 576-581.*

The authors argue that searching the World Wide Web is like being a detective; in other words, it demands higher order thinking and critical skills for searching, making judgments of quality and relevance, and dealing with impending information overload. This study focused on how experience at searching, or lack of it, impacts on the searching behaviour and search outcomes. 24 high school students, all fifteen years of age, participated in the study. Though three questionnaires to ascertain extent of web based experience, students were identified as either novice or expert. Three assignments were administered to examine students' web searching behaviour and searching effectiveness. The study provides evidence that carefully planned learning experiences, underpinned by information and critical literacies development, enhances students' searching performances. Explicitly identified are skills associated with selecting and working with search engines, developing browsing strategies, and developing strategies for refining searches. R. Todd ■

# Information networking:
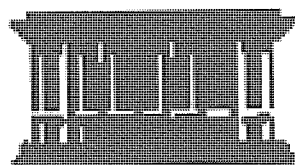
## the PANDORA Archive and the National Library of Australia

*The resources available from school and local public libraries can be extended via information networks. Many teacher-librarians have introduced their schools to the educational programs and services of their state libraries, such as Infocus and Picman at the State Library of NSW.*

*The National Library in Canberra is another useful source for Australians wishing to access Australian and international documentary material. The Internet has changed and enhanced the way the National Library supports the community. **Victoria Edmonds** reports on some recent initiatives.*
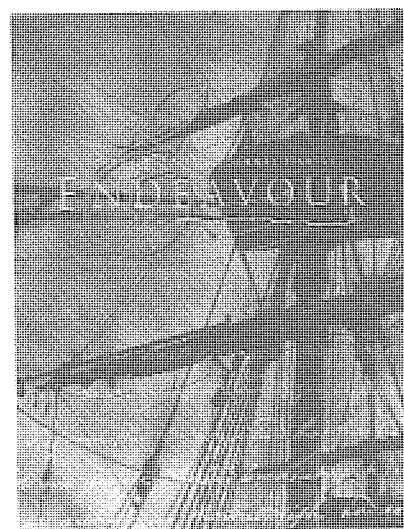
What do dancing Vegemite jars, Captain Cook's journey and approximately six million documentary heritage items have in common? They are all at the National Library of Australia! The National Library of Australia is the largest library in the country with over six million items in its collection. The collection includes far more than just books: there are magazines and journals, paintings and photography, oral history, manuscripts, maps, music, newspapers, ephemera, and electronic and multimedia material.

The emergence of the Internet, and the consequent increases in electronic publishing and communication, has had a profound impact on the way libraries operate and is a key challenge for the National Library. To address the challenges of the electronic information environment of the future, the Library has undertaken a range of initiatives including the *PANDORA Archive*, and providing Internet access to collections held nationally and internationally through Australian libraries gateway.

The National Library's goal is for all Australians to have access to an extensive collection of Australian library material and international documentary resources. To achieve this, the Library builds and maintains a broad collection of Australian materials and provides an effective gateway to national and international sources of information. The result is a comprehensive, though not exhaustive, collection of material capable of supporting in-depth research in Australian studies. Although the school library is the primary source for school students' information gathering, the National Library can also play a role in guiding students towards mature research techniques and valuable information sources, particularly through the Library's web site at: www.nla.gov.au

The Library's web site has been designed to better meet the information needs of both remote and on-site users. All readers have access to the Online Public Access Catalogue (OPAC). The site has been designed with easy navigation and clear presentation of information about the services offered by the Library in mind. The web site also provides access to a wide range of quality electronic information including over 400 indexes, databases and web sites in diverse subject areas, electronic journals from Australia and overseas and subject gateways to Internet resources.

### Authoritative Internet sites

Easily accessible information is available through resources such as the *PANDORA Archive*. The National Library began the *PANDORA* (Preserving and Accessing Networked DOcumentary Resources of Australia) *Archive* in 1996 to address the need to archive and preserve Australian publications on the World Wide Web. It recognised that many Australian individuals and organisations had begun to publish on the Web, and that some of these titles have national significance and long term research value.

Online publications are characterised by their ephemeral nature: they can disappear altogether or change without warning. The Library has established a regular program of collecting (or 'gathering') sites before they disappear, and has put in place ongoing gathering schedules for those sites evolving over time.

Today the Archive contains approximately 500 titles. They range from serious academic e-journals to sites that are chosen because, collectively, they help to build up a picture of Australian society and how it is represented within the Australian Internet domain.

A glance through the list of titles available at http://pandora.nla.gov.au/pandora/archive.html quickly shows the eclectic nature of the collection. *Journal of Social Change and Critical Inquiry* and *Nova: Science in the News* are examples of publications at the more serious end of the spectrum. Of a more light hearted or popular nature are sites like *Vegemite rules!*, which reminds us of an Australian icon, even though the company is now owned overseas. The Archive also contains collections of sites, such as East Timor - Australian Internet sites and Television programs - Australian Internet sites, which draw together a number of web sites on a particular topic of social, political, or cultural significance. These collections may be useful to teacher-librarians and their students for research into topical issues.

One of the drawbacks for many users of the World Wide Web is the difficulty of finding sites that contain quality content. A feature of the *PANDORA Archive* is that it is selective. This means that titles are assessed for the quality of their content, their authority and presentation. (See also Todd, 2000.) Teacher-librarians can access titles within the *PANDORA Archive* and recommend them to their students knowing that experienced selection staff, with a good knowledge of Australian online resources, have evaluated them. The selection guidelines for the *PANDORA Archive* are available at: http://pandora.nla.gov.au/scoap/guidelines.html

Many of the titles in the Archive are still available from the publishers' sites and these contain the most up to date information. The real value of the Archive from a preservation point of view will become apparent as time passes and publishers' sites become defunct. Then the copy in the Archive will usually be the only one available.

### Australian libraries gateway

Another important resource is the **Australian libraries** gateway, which provides Internet links to the catalogues of more than 5400 Australian and some overseas libraries. It is a tool for worldwide users, both library professionals and the general public, as a directory of current information about those libraries.

The National Library also has public programs that might be of interest to teachers and students. There are on-site and travelling exhibitions (with educational kits for school groups), publications and events. Online exhibitions include: Follow the sun – Australian travel posters 1930s-1950s; Paradise possessed: the Rex Nan Kivell collection; Birds! and more. These are accessible to all via the National Library's web site. Through these efforts, the Library aims to engage more widely with the Australian public. A quarterly *What's on* program is available from the Library. (Phone: 02 6262 1111 for a copy.)

Another achievement for the Library, in conjunction with the Australian National Maritime Museum, is the CD-ROM entitled *Endeavour: Captain Cook's journal 1768-71*. As Captain Cook's original Endeavour journal is one of the nation's most precious treasures, the CD-ROM is an innovative way of making such a unique item of Australian history available to everyone. The CD-ROM is an interactive resource for school students and for researchers alike. It can be purchased from the National Library Bookshop at: www.nla.gov.au/nlashop.html

Today the National Library of Australia contains approximately six million items of Australian and overseas documentary heritage. They range from serious academic references to popular magazines and novelty web sites. Collectively, all these materials from different mediums help to build up a picture of Australia and Australians. While the first step in students learning should begin in their school or local public library, the National Library has built a comprehensive collection made accessible through the Internet for all. ∎

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## from DET
### Support services for schools

# KIDMAP:
## software to support teaching and learning
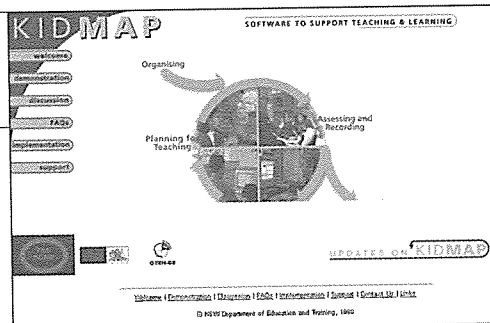
KIDMAP is a curriculum and management tool supporting the teaching and learning cycle (planning; teaching; assessing & recording; reporting; and profiling & analysing) using an outcomes in stages approach.

Schools can elect whether to use KIDMAP or not. It is up to each school whether it uses any software to support the implementation of an outcomes approach to teaching and learning and, if it does choose to do so, whether it selects KIDMAP as the management tool.

There is no cost to the school to purchase KIDMAP software as the New South Wales Department of Education and Training has purchased a statewide licence on behalf of schools.

KIDMAP enables:

- comprehensive record keeping and reporting
- tracking and monitoring of student progress
- access to teaching and learning resources
- assistance with planning and preparation
- preparation of individual and class learning programs
- preparation of reports for parents.

Over 500 primary and central schools have elected to implement KIDMAP in

their schools in 2000. The KIDMAP implementation package was distributed in Term One and includes:

- KIDMAP CD-ROM containing:
  - KIDMAP software for Macintosh and Windows computers (network and standalone versions)
  - NSW syllabus and support documents (electronic formats)
  - Administrator's guide (electronic format)
  - Teacher's guide (electronic format)
  - NSW sample database, *Palm Tree Central*. This is provided so that you can practise on sample data before using your school's data. *Palm Tree Central* (or *PTC*) uses the same student data as the *OASIS* database of the same name.
- Administrator's guide (print document)
- Teacher's guide (print document)
- Implementing KIDMAP: a guide for schools (print document; SCIS 996329)
- KIDMAP: a tutorial for teachers (CD-ROM)
- Details on how to contact the Helpdesk.

The KIDMAP web site provides up to date information on all aspects of implementation and support. Through the Discussion on the site, teachers can pose questions, make comments, and read suggestions from colleagues. The site also includes a Demonstration of the software, and a set of three case studies from schools which participated in the trial of KIDMAP during 1999.

Following the successful trial in primary schools, a small number of secondary schools, identified by the Secondary Principals' Council, will trial KIDMAP in 2000. There is a view to optional implementation by secondary schools in 2001.

Visit the KIDMAP web site at: http://www.tdd.nsw.edu.au/kidmap

A videorecording, KIDMAP: *what it means for schools*, is available from NSW DET District Offices. ◼

*KIDMAP is a trademark of Mercator. For enquiries regarding use of the KIDMAP software in NSW DET schools, please contact Russell Hawkins, Senior Project Officer KIDMAP, Training and Development Directorate. Phone (02) 9886 7728 or email: Russell.Hawkins@det.nsw.edu.au*

# New Disadvantaged Schools Program materials

**Ann Lahoud** *is Project Officer, Targeted Programs.*

Three new Disadvantaged Schools Program (DSP) publications, available from the State Equity Centre (New South Wales) at Erskineville, will be of interest to teacher-librarians.
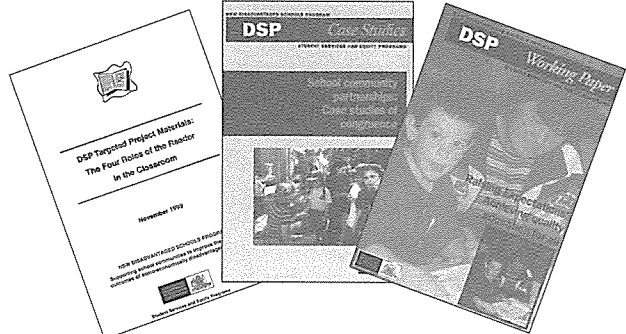
## The four roles of the reader in the classroom

DSP schools work in a range of literacy projects to improve the learning outcomes of students from low socio-economic communities. All of the projects build on the priorities of the State Literacy and Numeracy Plan.

The insights gained in these projects have led to the development of the publication, *DSP targeted program materials: the four roles of the reader in the classroom*. The materials were designed to help support the teaching of reading from Kindergarten to Year 12 and they were developed with teachers, by teachers, for teachers. They include: overhead transparency originals; handouts; facilitator notes; planning guides; readings; and research summaries to support professional development activities.

One copy of *The four roles of the reader in the classroom* will be distributed free to NSW government DSP schools on request. DSP schools purchasing additional copies receive a 50% discount. Other NSW government schools and institutes receive a 25% discount.

## School community partnerships

Also published is the *DSP case studies* document, *School community partner-

ships: case studies of congruence* (1999; SCIS 990162). This document, which also focuses on literacy development, will be distributed to schools in 2000.

Congruence of goals and expectations between the home and school is one of the three key areas for action within the DSP. Developing effective partnerships between teachers, parents, and community members is an essential part of creating learning communities that lead to the improvement of student learning outcomes.

The document includes reports on seven case study projects. These projects are the results of collaboration between the DSP community development officers and the DSP schools involved. The case study schools range from very small rural schools to large, urban schools. Some have significant proportions of students from culturally and linguistically diverse backgrounds. Each school has considered congruence issues arising from the nature of its own community.

The case studies show ways in which DSP school communities have developed effective communication processes and mutual understandings. They also examine the impacts which partnerships between teachers and parents can have in classroom practices and whole school change.

Schools may find the document useful in the process of planning and evaluating their school community partnerships, strategies and programs.

## Raising expectations

Also available is the *DSP working paper* entitled *Raising expectations: achieving quality education for all* (1999; SCIS 988371). This paper has been developed to support school communities participating in the NSW DSP to engage in dialogue and encourage personal reflection about student, teacher and parent expectations.

The focus of the paper is about the impact of student, teacher and parent expectations on student learning in general, and on literacy learning in particular. A number of questions designed to promote self reflection are posed, and suggestions for raising expectations of students from low socio-economic communities are offered. High expectations will contribute to an improved quality of education for all students in these communities. This working paper can be used as a stimulus for discussion in school and community workshops around the issues, challenges and pos-sible strategies for raising expectations. ◼

*Interested teacher-librarians can obtain copies of materials from the State Equity Centre on (02) 9582 5878.*

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Reviews of some less recent print publications are occasionally included where they have not been previously available in Australia, or have not been reviewed before and address a significant priority area. Information about reviewers for this issue can be found at the end of the review section. Classification given in Scan for non-fiction material is the 13th Abridged Dewey, although when ordering SCIS cataloguing records, the 13th or 21st may be specified. Many more reviews than we publish in Scan go onto the DET Web site <http://www.dse.nsw.edu.au>. Site reviews and some other resource reviews for a number of HSC syllabuses are also available on HSC On-Line <http://hsc.csu.edu.au>.

USER LEVELS are given in stages as follows:

| | |
|---|---|
| Early Stage 1 | (for Preschool/Early Childhood) |
| Stage 1 | (for Lower primary) |
| Stage 2 | (for Middle primary) |
| Stage 3 | (for Upper primary) |
| Stage 4 | (for Lower secondary) |
| Stage 5 | (for Middle secondary) |
| Stage 6 | (for Upper secondary) |
| Community | (for Community/Parent/Adult) |
| Professional | (for Teachers) |

The category KLA is intended to provide a guide as to which Key Learning Area the resource supports. These, and the USER LEVEL, should only be used as a guide, as many resources transcend age and subject barriers.

The following symbols indicate the Key Learning Area used by the NSW Board of Studies:

| | |
|---|---|
| CA | Creative Arts (primary & secondary); |
| English | English (primary & secondary); |
| HSIE | Human Society & its Environment; |
| Languages | Languages other than English; |
| Mathematics | Mathematics (primary & secondary); |
| PDHPE | Personal Development/Health/Physical Education; |
| Science | Science (secondary); |
| ST | Science & Technology (primary); |
| TAS | Technology & Applied Studies (secondary); |
| and | |
| VOC ED | Vocational Education |
| CEC | in front of a syllabus denotes that it is a Content Endorsed Course. |

References to HSC syllabuses for students completing the HSC in 2000 will continue to be referred to in accordance with their Unit component, eg. 2 Unit English in the review, or 2U English in the SYLLABUS descriptor below the review. Courses relevant to the new HSC will be referred to by their syllabus title in the review followed by the endorsement date in brackets eg. Aboriginal Studies: Stage 6 (approved 1999); in the SYLLABUS descriptor, they will be followed by 'Stage 6', with any delineations following a colon eg English Stage 6: Standard. Core topic and option topic titles within syllabuses are italicised in a review.

## Reviews of Internet sites

Sites are listed alphabetically by title. Reviews of Internet sites which support Literacy would appear at the beginning of **Literacy resources**. Those reviews which note links to other sites, especially as a major part of the site, will require additional exploration time by teachers to verify specific curriculum applications relevant to their classes. The **USER LEVEL** descriptor, **Professional**, is a pertinent reminder of such issues. Please note that changes happen daily on the Internet. Sites come and go. We cannot guarantee that the following sites are permanent or are structured as they were when they were reviewed.

## Algebra story and word problems
http://www2.hawaii.edu/suremath/intro_algebra.html

Teachers of mathematics at all levels wishing to prepare for a unit on problem solving will find this site of interest. Although poorly presented, the front page has over 50 links to specific problems, articles and lesson plans. Common in most of these is the request, respond, result approach to problems. This uses simple situations as a means of discussing a strategy for solving more difficult questions. One link provides 120 problems and solutions; another has eight lesson plans for the topic. Groupings by grade may be misleading, and teachers would be wise to look closely at each problem set. G. Donaldson

| | |
|---|---|
| USER LEVEL: | Professional |
| KLA: | Mathematics |
| SYLLABUS: | Mathematics K-6; Mathematics 7-8; Mathematics 9-10; 2U/3U/4U Mathematics; General Mathematics Stage 6; Mathematics Extension 1 Stage 6; Mathematics Extension 2 Stage 6 |
| SCIS SUBJECTS: | Algebra; Mathematics – Study and teaching; Problem solving |
| KEYWORDS: | Mathematics; problem solving |
| PUBLISHER: | University of Hawaii, USA |
| AUTHOR: | McALLISTER, Howard C. |
| REVIEW DATE: | 29/6/00 |

## Amazing space web-based activities
http://amazing-space.stsci.edu/

Students can discover how light and colour can be used to find out about stars in Star light, star bright; and can learn about the objects that make up the solar system by collecting Solar system

trading cards. They can train to be a scientist by enrolling in the Hubble Deep Field Academy; or create a schedule to upgrade the Hubble Space Telescope through the Astronaut challenge. Other useful activities include: The truth about black holes; Galaxies galore; and a brief history of telescopes. Lesson plans are provided. This site will allow teachers to design web based lessons to address the astronomy and Internet skills requirements of the Science Stages 4-5 syllabus. J. Morgan

| | |
|---|---|
| USER LEVEL: | Stage 5 Stage 6 Professional |
| KLA: | Science |
| SYLLABUS: | 2U Physics; Physics Stage 6; Science Stages 4-5 |
| SCIS SUBJECTS: | Astronomy; Space; Telescopes |
| KEYWORDS: | Astronauts; astronomy; space; telescopes |
| PUBLISHER: | Space Telescope Science Institute, USA |
| REVIEW DATE: | 29/6/00 |

## Anna Sokolow's Player's Project
http://www.novaworks.com/staff/lnaslund/players.project/welcome.html

Anna Sokolow, like many of her American modern dance contemporaries, has had a lasting influence on dance throughout the world. The Player's Project is her American based ensemble, and this web site traces the history of the company and provides information about current programs. Current repertory is listed with dramatic images from works and short snippets from reviews, some written recently, and some written as far back as the 1950s. Although the site is small, the combination of photographs and quotes provides a good summary of Sokolow's work. D. Wauchop

| | |
|---|---|
| USER LEVEL: | Stage 5 Stage 6 Professional |
| KLA: | CA |
| SYLLABUS: | Dance 7-10; 2U Dance; Dance Stage 6 |
| SCIS SUBJECTS: | Dancers; Dancing |
| KEYWORDS: | Anna Sokolow; choreography |
| PUBLISHER: | Lorry May, Player's Project, USA |
| REVIEW DATE: | 29/6/00 |

## Applets
http://members.xoom.com/_XMCM/Surendranath/Applets.html

Java applets are used on Surendranath's home page to show many concepts that a textbook cannot. Visitors can easily manipulate many different physical and mathematical concepts. The areas which have had applets written include: Some math; Kinematics (motion); Oscillations & waves; Gravitation; and Optics. Each applet is accompanied by text that briefly outlines what the applet is showing. Visitors are able to manipulate the conditions of each phenomenon, ensuring that situations which may be hard or time consuming to set up in a laboratory, can be manipulated quickly and efficiently. The site and its applets would provide a good companion to any laboratory work. B. Matchett

| | |
|---|---|
| USER LEVEL: | Stage 5 Stage 6 |
| KLA: | Mathematics, Science |
| SYLLABUS: | 2U Physics; Physics Stage 6 |
| SCIS SUBJECTS: | Gravitation; Kinematics; Optics; Vector analysis; Waves |
| KEYWORDS: | Gravitation; Kepler's laws; kinematics; mathematics; motion; optics; physics; waves |
| PUBLISHER: | B. S. Reddy, India |
| REVIEW DATE: | 29/6/00 |

## Art on the Net [art.net]
http://www.art.net/

This site could act as a source of inspiration for senior students' art making practice. Within Studios artists can be accessed according to their form of work. The listing includes digital artists, painters, performance artists, photographers, sculptors, video artists and animators. When one of these is selected a list of about ten practising artists appears, each with an accompanying short artist's statement and a thumbnail image of their work. You can then select one of these artists to view further examples of their work along with brief explanations and their email address. Contributing artists are from a wide range of countries including Iceland, France, Belgium, Iran and England, most now working in America. G. Israel

| | |
|---|---|
| USER LEVEL: | Stage 6 |
| KLA: | CA |
| SYLLABUS: | Visual Arts Stage 6 |
| SCIS SUBJECTS: | Artists; Art, Modern - 21st century |
| KEYWORDS: | Artistic practice; Folio of work |
| PUBLISHER: | Art.Net |
| AUTHOR: | ELAM, Lile |
| REVIEW DATE: | 29/6/00 |

## AusAID – the Australian Government's overseas aid program
http://www.ausaid.gov.au/

Constantly updated and easily navigated, this site provides information on AusAID, its function, current involvement and the role non-government organisations and the World Bank play in the delivery of aid. Links provides additional sources of information on other Australian government and non-government development and assistance organizations and their areas of action. Country information includes updated and general information on those countries in which AusAID is playing an active role. Global education provides teaching resources and information for student projects. This site would be applicable to The global economy, in the Economics: Stage 6 syllabus (approved 1999) and Global challenges, in the Geography: Stage 6 syllabus (approved 1999). M. Saphin

| | |
|---|---|
| USER LEVEL: | Stage 4 Stage 5 Stage 6 |
| KLA: | HSIE |
| SYLLABUS: | Commerce 7-10; 2U/3U Economics; Economics Stage 6; Geography Stages 4-5; 2U Geography; Geography Stage 6 |
| SCIS SUBJECTS: | Economic assistance; Economic development; International economic relations |
| KEYWORDS: | Aid; development; government aid; Indonesia; Papua New Guinea |
| PUBLISHER: | AusAID |
| REVIEW DATE: | 29/6/00 |

## Ballet Co home page
http://www.ballet.co.uk/index.htm

A complex site, this is worth exploring, although it requires plenty of time and perseverance as it contains more than 740 pages. All the prominent UK ballet companies are represented and a brief navigation through Rambert Dance revealed reviews and interviews, including works by Christopher Bruce. Contexts contains all sorts of resources for ballet and contemporary dance. The Magazine has some gems including: events (primarily British) in

dance history; an external link that provides a synopsis of *Carmen*; and some salient points for would be writers of reviews. D. Wauchop

| USER LEVEL: | Stage 4 Stage 5 Stage 6 Professional |
|---|---|
| KLA: | CA |
| SYLLABUS: | Dance 7-10; 2U Dance; Dance Stage 6 |
| SCIS SUBJECTS: | Ballet; Dancing |
| KEYWORDS: | Ballet; Carmen; Christopher Bruce; contemporary dance; Rambert Dance |
| PUBLISHER: | ballet.co, UK |
| REVIEW DATE: | 29/6/00 |

## BBC Education: evolution homepage
http://www.bbc.co.uk/education/darwin/index.shtml

Information on a broad range of topics related to evolution can be accessed at this site. The **origin online** presents the full text of Darwin's *Origin of species* and **The man and his legacy** is a series of essays on Darwin and Darwinism. **Alife** is an online artificial environment where students can create creatures and then release them in a virtual environment to simulate natural selection. **Extinction files** explains why species die out and presents various theories of extinction, including meteorites and changing sea levels. This site is relevant to the core topic *Genetics and evolution* of 2U Biology and aspects of *Science Stages 4-5*. J. Morgan

| USER LEVEL: | Stage 5 Stage 6 Professional |
|---|---|
| KLA: | Science |
| SYLLABUS: | 2U Biology; Science Stages 4-5 |
| SCIS SUBJECTS: | Darwin, Charles; Evolution; Natural selection |
| KEYWORDS: | Evolution |
| PUBLISHER: | BBC Online, UK |
| REVIEW DATE: | 29/6/00 |

## BBC Education - talk French
http://www.bbc.co.uk/education/languages/french/talk/index.shtml

Based on the English television series **BBC learning zone**, this well organised website provides a full language course for absolute beginners. Each topic is divided into different sections: a short video sequence; an audio player; and several entertaining activities. At the end of each lesson an emphasis is put on **Key words** and **Key language**. Explanations are clear and given in English, with transcriptions in French. **Free guidelines for tutors** are available online for those who want to use this valuable resource in their class. As a complement, a course book and cassettes are available. K. Le Bourdonnec

| USER LEVEL: | Stage 4 Stage 5 Stage 6 Professional |
|---|---|
| KLA: | Languages |
| SYLLABUS: | French 7-10; French Beginners Stage 6 |
| SCIS SUBJECTS: | French language - Study and teaching |
| KEYWORDS: | French comprehension; speaking; writing |
| PUBLISHER: | BBC Education |
| REVIEW DATE: | 29/6/00 |

## BHP - homepage
http://www.bhp.com.au/

This easily navigated site serves as a useful tool for students and teachers wishing to study the structure of an industry or a particular process of steel making. The text information is clear and concise and flow charts and graphics are easy to follow. This site could easily form the basis of a unit of work to cover many of the outcomes of the of the *Engineering Studies: Stage 6 syllabus*

(approved 1999). The **Induction assessment** tasks in **Safety** may be of interest to the study of occupational health and safety issues in other TAS and VET syllabuses. P. Bonnefin

| USER LEVEL: | Stage 5 Stage 6 |
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| KLA: | TAS |
| SYLLABUS: | Engineering Studies Stage 6; Metal and Engineering |
| SCIS SUBJECTS: | Industrial health and safety; Iron and steel |
| KEYWORDS: | Occupational health and safety; student project; steel |
| PUBLISHER: | Broken Hill Proprietary Company Limited, Australia |
| REVIEW DATE: | 29/6/00 |

## Bienvenue a Toulouse
http://www.mairie-toulouse.fr/

The official site of the town Toulouse, this page offers useful information for tourists or anyone interested in the history and cultural life of this town. One can browse through the lists of hotels, restaurants, cafes, camping sites and other services to see what is available, including relevant addresses. An attractive site, it is well presented, with a lot of good photographs of places to visit. Through this page, one can link to schools and the University of Toulouse with address and telephone numbers. This page is useful for students of French who want to learn about French towns. K. Nowacki

| USER LEVEL: | Stage 4 Stage 5 Stage 6 |
|---|---|
| KLA: | Languages |
| SYLLABUS: | French 7-10; French Beginners Stage 6; French Continuers Stage 6 |
| SCIS SUBJECTS: | France - Social life and customs; Toulouse |
| KEYWORDS: | Toulouse |
| PUBLISHER: | Direction de la Communication, Toulouse, France |
| REVIEW DATE: | 29/6/00 |

## Blackwoods - home page
http://www.blackwoods.com.au/

Blackwoods is one of Australia's largest industrial supply companies with branches in every state and also in New Zealand. Their site provides an excellent history of the company and indicates their huge range of product categories. This site provides good information regarding company structure and the operation of the industry. Though predominantly supplying the metal trades, a broad range of tools and equipment is available. A simple search facility allows browsing of their catalogue. A strong environmental policy and quality compliance make the site even more relevant. P. Thompson, R. Thompson

| USER LEVEL: | Stage 5 Stage 6 Professional |
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| KLA: | TAS |
| SYLLABUS: | Design & Technology 7-10; Industrial Technology Stage 6; Technics 7-10 |
| SCIS SUBJECTS: | Building - Equipment; Building materials; Metalworking machinery |
| KEYWORDS: | Industrial history; metal industries; tools |
| PUBLISHER: | J. Blackwoods and Son Pty Ltd |
| REVIEW DATE: | 29/6/00 |

## Bof!
http://atschool.eduweb.co.uk/haberg/index.htm

Part of a larger site that covers a variety of useful French teaching resources, this section contains over sixty activities dealing with aspects of everyday life, ranging from **Personal and social life** to **The international world**. It allows students to tackle multiple topics in an entertaining manner by choosing from such exercises as crosswords, vocabulary quizzes, cloze tests, and many more. Teachers may also find it useful to print out exercises for class purposes. Easily accessible and usually explained in English, this excellent site is worthwhile to visit for both teachers and students. K. Le Bourdonnec

| USER LEVEL: | Stage 5 Stage 6 Professional |
|---|---|
| KLA: | Languages |
| SYLLABUS: | 2U/3U French; French Beginners Stage 6; French Continuers Stage 6 |
| SCIS SUBJECTS: | France - Social aspects; French language - Study and teaching |
| KEYWORDS: | Exercises in French |
| PUBLISHER: | Habergham High School, Lancashire, England |
| REVIEW DATE: | 29/6/00 |

## BRW (Business Review Weekly)
http://www.brw.com.au/

Combining all the features of its highly respected weekly magazine with a well-organised site, *BRW* provides an invaluable, easily accessed wealth of material of great relevance and applicability to students and teachers of business studies. A search facility (issues back to 1988), and indexing (back to October 1996), allow quick research of significant business developments and approaches in Australia over this time. A **Calculator** section for **Personal finance** and a **Gallery** section, explaining current economic issues, add to the overall value of the site. There is an excellent range of material to support *Business Management and Change* on this site. N. McFayden

| USER LEVEL: | Stage 6 |
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| KLA: | HSIE |
| SYLLABUS: | Business Studies Stage 6 |
| SCIS SUBJECTS: | Business education; Management |
| KEYWORDS: | BRW; management |
| PUBLISHER: | Business Review Weekly, Australia |
| REVIEW DATE: | 29/6/00 |

## Children's butterfly site
http://www.mesc.usgs.gov/butterfly/butterfly.html

Much support material for such units as *Cycles in our world* and *Mini-worlds* is located at this site. The extensive photographic **Gallery** of common butterflies is grouped by regions of the world. The butterflies are named but, unfortunately, do not include written information or mention Australian species. The process of caterpillar to butterfly metamorphosis is described in simple language, with clear diagrams that may be enlarged, and **Coloring pages** provide blackline originals for class activities. A list of 40 **Frequently asked questions** gives interesting information on life cycles and physiology. Cross referencing assists the easy navigation, although some links to other sites would need further teacher exploration. Translations of the site, in five European languages, are available. S. Leslie

| USER LEVEL: | Stage 2 |
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| KLA: | ST |

| SYLLABUS: | Science & Technology K-6 |
|---|---|
| SCIS SUBJECTS: | Butterflies; Metamorphosis |
| KEYWORDS: | Butterflies; life cycles |
| PUBLISHER: | Midcontinent Ecological Science Center, USA |
| REVIEW DATE: | 29/6/00 |

## China Vista – the world's premier on line gateway into China
http://www.chinavista.com/

An extensive site, this provides a thorough overview of China's business, travel and culture. Users can access this information in English, or in simplified or traditional Chinese characters. However, Chinese fonts need to be installed prior to opening the site in Chinese characters. **Business** provides a lot of information on China's trade, companies and current products. **Travel** gives a lot of insight into travelling guides for various cities in China. Information about famous sites, travel arrangements, and details related to currency, weather, hotels, flight, food (recipes), are featured. **Culture** also consists of a large number of topics. **Travel** and **Culture** are extremely useful sections for educators planning teaching strategies, projects or research activities for groups of students and for individual learning. E. Man

| USER LEVEL: | Stage 4 Stage 5 Stage 6 Community Professional |
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| KLA: | Languages |
| SYLLABUS: | Chinese 7-10; Chinese Continuers Stage 6 |
| SCIS SUBJECTS: | China |
| KEYWORDS: | China |
| PUBLISHER: | Xindeco Business Information Company, China |
| REVIEW DATE: | 29/6/00 |

## Coca-Cola
http://www.thecoca-colacompany.com

For a case study relevant to most of the Business Studies Preliminary Course, it would be hard to go past the Coca-Cola Company's web site as a user friendly resource which covers so much of the syllabus content. The four hour broadcast may be too much for students, but the business emphasis of the site, presenting the company in its global framework, makes it so worthwhile. Six key beliefs of the company are identified covering such syllabus topics as consumer demand, marketing, and corporate citizenship. A search facility and useful **Frequently asked questions** cover such issues as employment, stock information and promotion. The company's mission, structure, growth opportunities, key strategies, marketing and financial fundamentals are so clearly identified that any business student would gain a clearer understanding of these concepts. N. McFayden

| USER LEVEL: | Stage 6 |
|---|---|
| KLA: | HSIE |
| SYLLABUS: | Business Studies Stage 6 |
| SCIS SUBJECTS: | Business education; Management |
| KEYWORDS: | Coca-Cola; marketing |
| PUBLISHER: | The Coca-Cola Company, USA |
| REVIEW DATE: | 29/6/00 |

## The Crafts Report online
http://www.craftsreport.com/

An online version of *The Crafts Report magazine*, this site gives extracts from the printed publication. It provides: discussion of the design and production of objects; editorial comment; reviews; and a broad range of crafts with images. A source of inspiration for students of design and of technology, back issues are searchable by keyword, or can be browsed. In addition to the hands on discussions of aspects of many crafts, the site takes an active interest in the marketing aspects of craft and design, with many articles relating to the practicalities of marketing strategies, trade shows and advertising. Students and teachers will find many different aspects of this site useful. P. Thompson

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| **USER LEVEL:** | Stage 5 Stage 6 Professional |
| **KLA:** | TAS |
| **SYLLABUS:** | Design & Technology 7-10; Design & Technology Stage 6; Industrial Technology Stage 6 |
| **SCIS SUBJECTS:** | Design; Handicrafts |
| **KEYWORDS:** | Crafts; design; jewellery; marketing |
| **PUBLISHER:** | The Crafts Report, USA |
| **REVIEW DATE:** | 29/6/00 |

## DNA from the beginning
http://vector.cshl.org/dnaftb/

The basics of genetics are explained at this site using text, animations, images and video interviews. **Classical genetics** explores the principles of genetics; and **Molecules of genetics** discusses DNA and RNA structure, protein synthesis and mutations. All of the information at the site emphasises the processes that geneticists use and is relevant to the topic *The blueprint of life* of the *Biology: Stage 6 syllabus* (approved 1999) and Stage 5 of *Science Stages 4-5*. The site could serve as a useful tutorial to supplement class work. J. Morgan

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| **USER LEVEL:** | Stage 5 Stage 6 Professional |
| **KLA:** | Science |
| **SYLLABUS:** | 2U Biology; Biology Stage 6; Science Stages 4-5 |
| **SCIS SUBJECTS:** | Genetics; Variation (Biology) |
| **KEYWORDS:** | DNA; genetics; mutations |
| **PUBLISHER:** | DNA Learning Center, NY, USA |
| **REVIEW DATE:** | 29/6/00 |

## EDUCATE
http://www.educate.net.au/

Originally designed to cater to the needs of teachers and students of the Central Coast of New South Wales, this site now serves as an educational and community information resource. Teachers are able to read software reviews or follow educational links to units of work or other teaching resources for lesson planning and curriculum development in all the key learning areas. Secondary students have access to youth groups and help services as well as links for school research. Other areas covered include: services for primary students; and a compilation of search engine links, which briefly describes and identifies those that are Australian and the functions they perform. Time would be required to verify the links for curriculum relevance. This is a useful site with plenty of local content. E. Maxwell

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| **USER LEVEL:** | Stage 3 Stage 4 Stage 5 Stage 6 Community Professional |
| **SCIS SUBJECTS:** | Computers in education; Curriculum planning; Curriculum research; Educational technology |
| **KEYWORDS:** | Teaching resources |
| **PUBLISHER:** | Educate, NSW |
| **REVIEW DATE:** | 29/6/00 |

## ESPN sportsfigures
http://stage1.i3newmedia.com/espn_asp/index.asp?flash=1

The science of sport is explored at this site, which is divided into resources and lesson plans for teachers; and activities for students. The relationships between sport and Newton's laws, aerodynamic drag, inertia, velocity, friction, momentum, and projectile motion are explained using a combination of text and graphics. The sports covered include golf, soccer, tennis and basketball. There are questions and answers for students to work through and students can visit the **Interactive** zone to apply their knowledge. The site provides ample suggestions for teaching physics through the context of sport and could be used to address the prescribed focus area *Applications and uses of science* of the *Science Stages 4-5* syllabus. J. Morgan

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| **USER LEVEL:** | Stage 5 Professional |
| **KLA:** | Science |
| **SYLLABUS:** | Science Stages 4-5 |
| **SCIS SUBJECTS:** | Force and energy; Motion |
| **KEYWORDS:** | Forces; motion; sport; sport science |
| **PUBLISHER:** | ESPN Internet Ventures, USA |
| **REVIEW DATE:** | 29/6/00 |

## ExploreMath.com
http://exploremath.com/

**Highly interactive math activities for students and educators** presents graphs and tables which reflect adjustments of key values, for example, a, b and c in a quadratic function. Common to all the activities is the ability to zoom, pan, and trace points. Some US terminology will need to be dealt with. Students can copy the graphs, tables or the whole screen to the clipboard. The activities cover the whole range of those topics which involve cartesian coordinates and *Complex numbers* and *Probability* in the senior syllabuses. The site also provides some ideas for teachers. G. Donaldson

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| **USER LEVEL:** | Stage 5 Stage 6 Professional |
| **KLA:** | Mathematics |
| **SYLLABUS:** | Mathematics 9-10; 2U/3U/4U Mathematics; General Mathematics Stage 6; Mathematics Stage 6; HSC Mathematics Extension 1 Stage 6; Mathematics Extension 2 Stage 6 |
| **SCIS SUBJECTS:** | Mathematics - Problems, exercises, etc |
| **KEYWORDS:** | Conic sections; exponentials; graphing; interactive math; linear equations; logarithms; mathematics; multimedia math; points in the plane; polynomials; quadratics; trigonometry |
| **PUBLISHER:** | Third Millennium Press, USA |
| **REVIEW DATE:** | 29/6/00 |

## Flags of all countries
http://www.theodora.com/flags.html

The comprehensive index of this excellent site leads the user to the flag of a chosen country and then to information about that country. Navigation is simple and quick, with users easily able to identify shortcuts. Where a country flies more than one flag, all are shown. The graphics, maps and diagrams are all clear and concise. The information is presented mainly in point form with a lot of easily understood statistical data. Each country's information is set out under the same subheadings, assisting report writing and the development of information skills. This site would be excellent for comparing and contrasting countries of the world. G. Cale

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| **USER LEVEL:** | Stage 3 Stage 4 |
| **KLA:** | HSIE |
| **SYLLABUS:** | Geography Stages 4-5; HSIE K-6 |
| **SCIS SUBJECTS:** | Flags; Geography |
| **KEYWORDS:** | Flags |
| **PUBLISHER:** | Information Technology Associates |
| **AUTHOR:** | COUTSOUKIS, Photius |
| **REVIEW DATE:** | 29/6/00 |

## FRBSF: Great economists – major schools of theory
http://www.frbsf.org/econedu/unfrmd.great/greatschls.html

An introduction to the major schools of economic thought, through the work of ten important economists, including Adam Smith, Karl Marx and John Maynard Keynes, may be found on this site. Brief biographical details are given for each identity. The information on the major schools is also brief, serving as an overview only. Categories include: the **Mercantilists** and **Physiocrats**; and the **Classical**, **Marginalist**, **Marxist**, **Institutionalist**, and **Keynesian** Schools. **Timeline** is useful in placing the development of economic thought into a socio-political framework. **Play the treasure hunt** tests students' knowledge of the basic concepts in a twelve question multiple choice quiz that provides instant feedback. This site would be suitable as an introduction to schools of economic theory and the great economists, or as a quick revision activity. M. Saphin

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| **USER LEVEL:** | Stage 5 Stage 6 |
| **KLA:** | HSIE |
| **SYLLABUS:** | Commerce 7-10; 2U/3U Economics; Economics Stage 6 |
| **SCIS SUBJECTS:** | Economists |
| **KEYWORDS:** | Adam Smith; economics; economic thought; economists; John Maynard Keynes; Karl Marx |
| **PUBLISHER:** | Federal Reserve Bank of San Francisco, USA |
| **REVIEW DATE:** | 29/6/00 |

## Gatorade Sports Science Institute
http://www.gssiweb.com/

Despite its obvious commercial influence, this web page contains a wealth of information relating to exercise science and sport medicine. Easily navigated, the site contains extensive references to up to date research across a broad range of topical areas in sports and sports science, with a strong link to exercise physiology. Users need to become members to fully access all areas. Membership is free, requiring the completion of a standard membership form. Contained within the member's section is a particularly useful area called the **Reference desk**, which has articles on areas such as: coaching; exercise physiology; sports medicine; and injury rehabilitation. **Frequently asked questions** are grouped into nine categories, such as **Exercise and disease**. This information has relevance to the current 2U PDHPE syllabus and is highly beneficial as a source of information for both teachers and students. C. Maher

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| **USER LEVEL:** | Stage 6 Professional |
| **KLA:** | PDHPE |
| **SCIS SUBJECTS:** | Exercise; Health education; Physical fitness |
| **SYLLABUS:** | 2U PDHPE |
| **KEYWORDS:** | Exercise; exercise physiology; fitness; hydration |
| **PUBLISHER:** | The Gatorade Company, USA |
| **REVIEW DATE:** | 29/6/00 |

## Hands-on universe
http://hou.lbl.gov/

Students can undertake a virtual tour of the universe at this site, which is aimed at middle school students. **Tour of the universe online activities** includes: explorations of the motions of the planets and their moons; photography of constellations; and classification of galaxies. **Explorations** includes: model making; finding an asteroid; binary star systems; and the colour of stars. Attractive text and graphics are used throughout and some lesson plans and links are provided. Time would be required for teachers to verify the curriculum relevance of these links. This site is particularly relevant to Stage 5 of *Science Stages 4-5*. J. Morgan

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| **USER LEVEL:** | Stage 5 Professional |
| **KLA:** | Science |
| **SYLLABUS:** | Science Stages 4-5 |
| **SCIS SUBJECTS:** | Astronomy; Planets |
| **KEYWORDS:** | Astronomy; planets; space |
| **PUBLISHER:** | Universty of California, USA |
| **REVIEW DATE:** | 29/6/00 |

## The holiday lectures on science – a biology education resource
http://www.hhmi.org/grants/lectures/

The strength of this site is the range of simulations and animations presented at **Biointeractive**. Students can try out the tools of modern biology at **Virtual labs**: examining heart patients; probing the nervous system; and assaying antibodies. **Animation clips** features a range of exhibits including: infection of cells by E. coli; heart function; diffusion through membranes; a comparison of vertebrate hearts; and the relationship between heart rate and body size. Students can stroll through virtual exhibits on heart disease and the senses in the **Virtual museum**. Also available are **Webcast lectures** and **Teacher resources**. This site will allow teachers to address the Internet and simulation requirements of *Science Stages 4-5* and *Biology: Stage 6* syllabuses (approved 1999). J. Morgan

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| **USER LEVEL:** | Stage 5 Stage 6 Professional |
| **KLA:** | Science |
| **SYLLABUS:** | 2U Biology; Biology Stage 6; Science Stages 4-5 |
| **SCIS SUBJECTS:** | Anatomy; Physiology |
| **KEYWORDS:** | Anatomy; physiology |
| **PUBLISHER:** | Howard Hughes Medical Institute, USA |
| **REVIEW DATE:** | 29/6/00 |

## Human space flight (HSF) - exploring Mars
http://spaceflight.nasa.gov/mars/index.html

Clear and relevant information related to Mars is contained in this site. Topics include: **Why explore**; **Benefits** of research; **Science**; **Technology**; proposed **Missions**; and a proposed **Human crew**. The statistics for Mars are also provided in a clear table. Within the site are links to previous Mars missions such as **Pathfinder**. It provides a good means for discussion about Mars and humans in

space. This well set out site offers an insight into why humans need to explore space. Links to other National Aeronautics and Space Administration (NASA) sites on this topic are provided which teachers would need to explore further to verify their relevance. Topic headings are clearly displayed and there is a facility for searching within the site. S. Taylor

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| **USER LEVEL:** | Stage 3 Stage 4 |
| **KLA:** | Science; ST |
| **SYLLABUS:** | Science and Technology K-6; Science Stages 4-5 |
| **SCIS SUBJECTS:** | Life on other planets; Mars (Planet) |
| **KEYWORDS:** | Exploration; Mars; NASA; planets; space |
| **PUBLISHER:** | NASA, USA |
| **AUTHOR:** | DISMUKES, Kim T. & HUMPHRIES, Kelly O. |
| **REVIEW DATE:** | 29/6/00 |

## Imagine the universe! home page
http://imagine.gsfc.nasa.gov/

Astronomy and the tools of astronomers are the focus of this colourful and comprehensive site. How astronomers conduct their research; the origin of the universe; how instruments such as telescopes work; and techniques such as spectral analysis and X-ray telescopy are explained. Lesson plans and other teacher resources are also available. One useful aspect is an archive of past news articles related to astronomy. Students can send questions to an astronomer on a range of topics including black holes, relativity and space flight. This site is highly relevant to the core topics *Space* and *The cosmic engine*, and the option *Astrophysics* in the *Physics: Stage 6 syllabus* (approved 1999). J. Morgan

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| **USER LEVEL:** | Stage 5 Stage 6 Professional |
| **KLA:** | Science |
| **SYLLABUS:** | 2U Physics; Physics Stage 6; Science Stages 4-5 |
| **SCIS SUBJECTS:** | Astronomy |
| **KEYWORDS:** | Astronomy; big bang theory; telescopes |
| **PUBLISHER:** | Laboratory for High Energy Astrophysics, NASA, USA |
| **REVIEW DATE:** | 29/6/00 |

## IMF International Monetary Fund home page
http://www.imf.org

This site provides a good historical overview of the organisation, including its relationship with the World Bank. Students and teachers will benefit from browsing through the News releases and Featured topics as these include detailed articles on economic development in various countries throughout the world. Some articles include national statistical and background information and an economic analysis. The articles on specific Asian economies such as Japan, Korea, Indonesia and Thailand are most informative and will help students to keep up with regional issues. The site is updated regularly so that the news is current. K. Jackson

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| **USER LEVEL:** | Stage 5 Stage 6 Professional |
| **KLA:** | HSIE |
| **SYLLABUS:** | 3U Business Studies; 2U/3U Economics |
| **SCIS SUBJECTS:** | Economic assistance; Economic development |
| **KEYWORDS:** | Asia; economic development |
| **PUBLISHER:** | International Monetary Fund, USA |
| **REVIEW DATE:** | 29/6/00 |

## Javascript tutorial for the total non-programmer Webteacher.com
http://webteacher.com/javascript/

*Javascript*, an alternative HTML based programming language, is suitable for School Certificate and HSC computing students. This site offers a tutorial, which is designed to introduce non programmers to the *Javascript* environment. The seven chapters cover all the common constructs associated with structured program design as incorporated in the *Software design and development: Stage 6 syllabus* (approved 1999). The tutorials can be read online or downloaded (for US$7.75). The site also provides some introductory notes, which discuss *Javascript* in the context of Object Oriented Programming and Java. This site would be an excellent way to introduce *Javascript* to students starting a programming course. G. Donaldson

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| **USER LEVEL:** | Stage 5 Stage 6 Professional |
| **KLA:** | TAS |
| **SYLLABUS:** | Computing Studies 7-10; 3U Computing Studies; Software Design & Development Stage 6 |
| **SCIS SUBJECTS:** | Computer programs; Programming languages (Computers); Tutorial programs (Computers) |
| **KEYWORDS:** | Javascript; program; tutorial |
| **PUBLISHER:** | Webteacher Software, USA |
| **REVIEW DATE:** | 29/6/00 |

## Life in ancient Egypt
http://www.clpgh.org/cmnh/exhibits/egypt/index.html

An easily navigated site, this resource features a general introduction to a number of topics: geography, Chronology, Daily life, religion; and Funerary customs. The information is interesting and accurate. The site could provide a relevant introduction for Stage 6 students and although younger students could find the language challenging, it is a site which would be useful for guided research. Key words are linked to a glossary so students can obtain further information or explanation. Attractive photographs of museum pieces are included, making the site colourful and interesting for students. R. McDowall

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| **USER LEVEL:** | Stage 4 Stage 5 Stage 6 Professional |
| **KLA:** | HSIE |
| **SYLLABUS:** | History Stages 4-5; 2U Ancient History |
| **SCIS SUBJECTS:** | Egypt – History – To 332 B.C. |
| **KEYWORDS:** | Ancient Egypt |
| **PUBLISHER:** | Carnegie Museum of Natural History, Carnegie Institute, USA |
| **REVIEW DATE:** | 29/6/00 |

## LivePlan.com: publish your business plan securely on the web!
http://www.liveplan.com

*Developing a Business Plan* is the culmination of the Preliminary Course in Business Studies. This commercial site, designed to be utilised by potential and existing US businesses, assists in this planning function, though for a price of course. While it is obvious that a business student can have no intention of signing up for the commercial content, the business plans introduced in Samples are of great value to students and teachers. The site may be used to aid understanding of business planning but the plans are not to be copied or reproduced. The samples include start-up, mature and web companies, service businesses, product and retail companies.

After selecting a plan, students are able to examine it, using tabs to view summaries, charts, marketing and financial detail of the company. The variety of plans included should assist in the development of students' own plans. N. McFayden

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| **USER LEVEL:** | Stage 6 Professional |
| **KLA:** | HSIE |
| **SYLLABUS:** | Business Studies Stage 6 |
| **SCIS SUBJECTS:** | Business education; Management |
| **KEYWORDS:** | Business plans |
| **PUBLISHER:** | LivePlan. Com, USA |
| **REVIEW DATE:** | 29/6/00 |

## National Rural Health Alliance
http://www.ruralhealth.org.au

NRHA publications is the most worthwhile section of this easily navigated site. Teachers will find a list of media releases and journal articles that would be useful for the study of health inequities amongst rural and remote populations. This information would be of particular interest to teachers and students of 2 Unit PDHPE HSC Option 5: *Community health issues* and the *PDHPE: Stage 6 syllabus* (approved 1999) HSC Core 1 *Health priorities in Australia* and HSC Option 5 *Equity and health*. This site is best used by teachers for background information when preparing lessons and by students to access information for research tasks. J. Atkin

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| **USER LEVEL:** | Professional |
| **KLA:** | PDHPE |
| **SYLLABUS:** | 2U PDHPE; PDHPE: Stage 6 |
| **SCIS SUBJECTS:** | Health – Environmental aspects |
| **KEYWORDS:** | Health services; isolation; rural health |
| **PUBLISHER:** | National Rural Health Alliance, ACT |
| **REVIEW DATE:** | 29/6/00 |

## The Nevada Seismological Laboratory
http://www.seismo.unr.edu/index.html

The most useful section of this site is About earthquakes. Through text, satellite images and diagrams, all aspects of plate tectonics are covered, including faulting, sea floor spreading and ocean ridges and trenches. The Richter and Mercali scales of earthquake intensities are explained; and the effects of earthquakes are graphically described. Seismic waves; the analysis of seismographs; and methods used to locate earthquake epicentres; are discussed. Information about the structure of the earth's interior is also presented. This site is relevant to the modules *Dynamic earth* and *Tectonic impacts* of the *Earth and environmental science: Stage 6 syllabus* (approved 1999) and also to some aspects of Stage 5 science. J. Morgan

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| **USER LEVEL:** | Stage 5 Stage 6 Professional |
| **KLA:** | Science |
| **SYLLABUS:** | Earth & Environmental Science Stage 6; Science Stages 4-5 |
| **SCIS SUBJECTS:** | Earthquakes; Plate tectonics |
| **KEYWORDS:** | Earthquakes; plate tectonics; seismology |
| **PUBLISHER:** | University of Nevada, USA |
| **REVIEW DATE:** | 29/6/00 |

## NSW Fair Trading
http://www.fairtrading.nsw.gov.au/Fairtrading.nsf/Home/DFT+Home+Page?OpenDocument

New South Wales consumers and traders are provided with information to help clarify their rights and obligations at this interesting

site. The Department of Fair Trading brings together those services previously provided by: the former Department of Consumer Affairs; the Building Services Corporation; the Office of Real Estate Services; and the Registry of Co-operatives. Fair Trading seeks to promote an ethical and equitable fair trading environment for both consumers and business in NSW. This site is very applicable to the key idea dealing with consumerism in the content strand of *Promoting health* in the 7-10 PDHPE syllabus. R. Lees

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| **USER LEVEL:** | Stage 4 Stage 5 Stage 6 Professional |
| **KLA:** | PDHPE |
| **SYLLABUS:** | PDHPE 7-10; 2U PDHPE; PDHPE Stage 6 |
| **SCIS SUBJECTS:** | Consumer protection |
| **KEYWORDS:** | Consumer affairs; consumer health; consumerism |
| **PUBLISHER:** | NSW Dept of Fair Trading |
| **REVIEW DATE:** | 29/6/00 |

## The official Berenstain Bears website
http://www.berenstainbears.com/index.html

A delightful resource for younger students, this commercial site has many activities related to these beloved bears. The main drawback is that many of the activities have to be printed. Users will enjoy completing the mazes, decoding activities, colouring books and dress up activities, at the same time learning more about and reinforcing their knowledge of the characters. An email facility and email greeting cards are available. This is a helpful way to introduce the concept of email to younger users. Videos and stories need downloads to activate them. This is an excellent site to visit for a literature study on bears or the Berenstain Bears. G. Cale

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|---|---|
| **USER LEVEL:** | Early Stage 1 Stage1 Stage 2 |
| **KLA:** | English |
| **SYLLABUS:** | English K-6 |
| **SCIS SUBJECTS:** | Bears - Fiction; Reading |
| **KEYWORDS:** | Bears; Berenstain Bears |
| **PUBLISHER:** | Stan & Jan Berenstain, USA |
| **REVIEW DATE:** | 29/6/00 |

## Paris convention and visitors bureau
http://www.paris-touristoffice.com/index_va.html

The very useful page for anyone who wants to visit Paris and know more about this spectacular capital city. This page offers essential information about Paris: the tourist office; airports; train stations; and metro. There is a selection of about 100 hotels from which one can choose an area to stay, and the prices and the type of room. There is also a list of restaurants with details, photographs and opening hours. The page is well presented with clear graphics and attractive maps. This site is highly recommended for students and teachers who want to familiarise themselves with Paris. K. Nowacki

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|---|---|
| **USER LEVEL:** | Stage 6 |
| **KLA:** | Languages |
| **SYLLABUS:** | French Beginners Stage 6; French Continuers Stage 6 |
| **SCIS SUBJECTS:** | Paris |
| **KEYWORDS:** | Airports; guides; hotels; Paris; restaurants; tourist information |
| **PUBLISHER:** | L'office de Tourisme et des Congres de Paris, France |
| **REVIEW DATE:** | 29/6/00 |

## Physics lecture demonstrations
http://www.lhup.edu/~dsimanek/scenario/demos.htm

For those of us who have forgotten the great art of science demonstrations, this site will provide some inspiration. The purpose of the site is to give teachers information on how to present physics demonstrations to students. Detailed information on appropriate equipment and its use is provided; as is an explanation of the science behind each demonstration. The author has included his philosophy on demonstrations; showmanship tips; and an exhaustive list of references. Examples of the demonstrations include: the accelerometer; antigravity; the Bernoulli effect; and gyroscope precession. This site is relevant to Preliminary and HSC Physics, and *Science Stages 4-5*. J. Morgan

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|---|---|
| USER LEVEL: | Professional |
| KLA: | Science |
| SYLLABUS: | 2U Physics; Physics Stage 6; Science Stages 4-5 |
| SCIS SUBJECTS: | Physics - Experiments |
| KEYWORDS: | Demonstrations; physics |
| PUBLISHER: | Lock Haven University of Pennsylvania, USA |
| AUTHOR: | SIMANEK, Donald |
| REVIEW DATE: | 29/6/00 |

## Prime Minister of Australia's homepage
http://www.pm.gov.au/

An abundance of information about the Prime Minister and political aspects of Australia is located at this site. Included are: the Prime Minister's Media releases; interview transcripts; and Speeches. Details on: how our government system works; former Australian Prime Ministers; the Constitution; the Cabinet and its role; and the role of the Executive Council; are given. Brief information is provided on national symbols such as: the flag; Commonwealth coat of arms; and the national anthem, gemstone, and flower. Students working towards the HSIE SSS3.8 outcome will benefit from this site. The online quiz, designed especially for students, is an excellent method of exploring this site. S. Taylor

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|---|---|
| USER LEVEL: | Stage 3 |
| KLA: | HSIE |
| SYLLABUS: | HSIE K-6 |
| SCIS SUBJECTS: | Howard, John; Prime ministers |
| KEYWORDS: | Government; prime minister |
| PUBLISHER: | Commonwealth of Australia |
| REVIEW DATE: | 29/6/00 |

## QuickMath automatic math solutions
http://www.quickmath.com/

Solutions and graphs for a broad range of mathematical questions are presented at this dynamic and interactive site. Headings include: Algebra; Equations; Inequalities; Calculus (Differentiation, definite and indefinite integrals); Graphs; and Numbers (Percentages and Scientific notation). Students can enter an expression, function or equation, which will be simplified, solved or plotted accordingly. In some cases a Random button generates these inputs. Answers and often a full explanation of the process are provided. Input is usually simple and is supported by a good help section. This powerful tool could be used as an exercise checker and self tutorial for students or as a generator of exercises. G. Donaldson

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| USER LEVEL: | Stage 5 Stage 6 Professional |
| KLA: | Mathematics |
| SYLLABUS: | Mathematics 7-8; Mathematics 9-10; 2U/3U/4U Mathematics; General Mathematics Stage 6; Mathematics Stage 6; Mathematics Extension 1 Stage 6; Mathematics Extension 2 Stage 6 |
| SCIS SUBJECTS: | Mathematics – Problems, exercises, etc |
| KEYWORDS: | Algebra; calculus; differentiate; equations; expand; factor; inequalities; integrate; mathematics; simplify |
| PUBLISHER: | QuickMath, Australia/USA |
| AUTHOR: | LANGTON, Ben |
| REVIEW DATE: | 29/6/00 |

## Science Explorer: Exploratorium-at-home Books
http://www.exploratorium.edu/science_explorer/index.html

The front page of this site presents a short description and links to more than 30 activities. The activities are simple, safe and include clear text and diagrammatic information about the usually everyday materials needed and the procedures to follow. A What's going on section concludes each activity and explains the science in simple terms. Teachers will find many ideas for classroom experiments or at home exercises for students. Under the cover of catchy titles these activities introduce a broad range of scientific concepts. The organisation and presentation is very effective and quick to access. G. Donaldson

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|---|---|
| USER LEVEL: | Stage 2 Stage 3 Stage 4 |
| KLA: | Science; ST |
| SYLLABUS: | Science & Technology K-6; Science Stages 4-5 |
| SCIS SUBJECTS: | Science - Experiments |
| KEYWORDS: | Activities; science |
| PUBLISHER: | The Exploratorium, USA |
| REVIEW DATE: | 29/6/00 |

## SeaWorld/Busch Gardens – animal bytes
http://www.seaworld.org/animal_bytes/animal_bytes.html

Interesting information on a variety of wild animals is available on this attractive and well designed site. An index of the creatures is provided under appropriate headings, including: Mammals; Reptiles; Birds; and Amphibians. Within these groupings, basic Fast facts, Fun facts and usually Ecology and conservation information is supplied. Bibliography and other links are also included for some animals. Less information is available on Invertebrates, Insects and Fish, although links to additional sites are included. A colour photograph or drawing of each animal accompanies the text. This simple information is useful for note taking. An email facility allows questions to be sent to experts. Some student worksheets are provided. J. Scheffers

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|---|---|
| USER LEVEL: | Stage 2 Stage 3 |
| KLA: | ST |
| SYLLABUS: | Science & Technology K-6 |
| SCIS SUBJECTS: | Animals |
| KEYWORDS: | Animals |
| PUBLISHER: | SeaWorld/Busch Gardens, USA |
| REVIEW DATE: | 29/6/00 |

## Self care information: acne
http://www.uhs.wisc.edu/acne.html

Acne is one of the most common health concerns among teenagers. Secondary students will be interested in this informative site and PDHPE teachers could incorporate the materials. This site provides all the information needed, including: a description of the condition; causes; treatments; and lists of cosmetic products that do not promote acne. The Self care index directs users to similar information about other health concerns. Some information is within this University Health Services, University of Wisconsin site, but there are outside links that teachers would need to explore further to verify their curriculum relevance. This site is relevant to the *Growth and development* content strand. R. Lees

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|---|---|
| USER LEVEL: | Stage 4 Professional |
| KLA: | PDHPE |
| SYLLABUS: | PDHPE 7-10 |
| SCIS SUBJECTS: | Acne; Health |
| KEYWORDS: | Acne; adolescent health; health care |
| PUBLISHER: | University Health Services, University of Wisconsin-Madison, USA |
| REVIEW DATE: | 29/6/00 |

## Serge Diaghilev
http://www.dmu.ac.uk/~jafowler/diaghil.html

An illustrated history of the Ballet Russes and its key accomplishments, dancers and choreographers, this site provides students with historical photographs and a chronology of events during the Diaghilev, Massine and Fokine years. The site also pays tribute to Serge Grigoriev, who documented the period of the Ballet Russes between 1909 and 1929. Grigoriev's diary forms the basis of a year by year account, which describes: trips abroad; performances; audience reception; and the political wrangling within the company. These accounts provide us with a more intimate view of Diaghilev's contribution to the art form of ballet. A summary table on the main page lists ballets by date, choreographer and musical accompaniment. D. Wauchop

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|---|---|
| USER LEVEL: | Stage 5 Stage 6 Professional |
| KLA: | CA |
| SYLLABUS: | Dance 7-10; 2U Dance; Dance Stage 6 |
| SCIS SUBJECTS: | Ballet |
| KEYWORDS: | Ballet; Ballet Russes; Diaghilev |
| PUBLISHER: | De Montfort University, UK |
| AUTHOR: | FOWLER, Jim & ATKINSON, Caz |
| REVIEW DATE: | 29/6/00 |

## Seussville University
http://www.randomhouse.com/seussville/university

Random House has created this enjoyable site featuring *The cat in the hat* picture book characters. From the main page explore: the Reading area, where concepts such as letter recognition, letter sounds and rhyming words are treated; or the Math area which involves numeral recognition, number words, counting and simple addition. The Science pages deal with animal categories, basic astronomy and ecology. Children will learn about comparisons in size, number, patterns, directions and opposites in Reasoning. This is a good site for younger students, with the humorous Dr Seuss characters adding motivation. *Shockwave* and *Adobe Acrobat reader* (available on the site) are needed for the online games and printable activities. C. Burden

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|---|---|
| USER LEVEL: | Early Stage 1 Stage 1 |
| KLA: | English; Mathematics; ST |
| SYLLABUS: | English K-6; Mathematics K-6; Science & Technology K-6 |
| SCIS SUBJECTS: | Animals; Astronomy; Counting; Ecology; Reading |
| KEYWORDS: | Counting; Dr Seuss; educational games; reading |
| PUBLISHER: | Random House Inc., USA |
| REVIEW DATE: | 29/6/00 |

## Sports nutrition corner
http://www.nismat.org/nutricor/index.html

The nutrition corner offers detailed information about dietary considerations for improved athletic performance, including carbohydrate loading and fluid intake. Eye catching graphics and detailed summaries, including a scientific analysis which disputes the trend towards high protein, low carbohydrate diets, are used to good effect. The level of scientific analysis and terminology used make the site suitable for tertiary students and students of the *PDHPE Stage 6 syllabus* (approved 1999) HSC Option 4: *Improving performance*. Questions and answers could provide useful stimulus for case studies of individual training concerns relating to sports nutrition. K. Steward

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| USER LEVEL: | Stage 6 Professional |
| KLA: | PDHPE |
| SYLLABUS: | PDHPE Stage 6 |
| SCIS SUBJECTS: | Sports medicine; Nutrition |
| KEYWORDS: | Nutrition; improving performance; sports science |
| PUBLISHER: | Nicholas Institute of Sports Medicine and Athletic Trauma, USA |
| REVIEW DATE: | 29/6/00 |

## State Department – the geographic learning site (geography info, maps, and more!)
http://geography.state.gov/htmls/plugin.html

A great resource for enhancing literacy skills in reading, writing and viewing is offered at this American site on global issues. It also provides an invaluable knowledge and information support for students wishing to conduct independent research on: global warming; global temperatures; refugees; and famine. The interactive learning capacity through games and puzzles, coupled with its hypertext links make it a user friendly source of particular relevance to students at this level. Teachers will find this well presented and easy to navigate site especially useful through its: highly featured, but student centred, global perspective; its rich repertoire of facts for comparative studies; and its suggestions for many valuable extension activities. W. Habak

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|---|---|
| USER LEVEL: | Stage 4 |
| KLA: | HSIE |
| SYLLABUS: | Geography 7-10 |
| SCIS SUBJECTS: | Environment; Population; Refugees; Regional geography |
| KEYWORDS: | Environment; famine; global warming; population; refugees |
| PUBLISHER: | US Department of State |
| REVIEW DATE: | 29/6/00 |

## Teacher-developed lesson plans
http://cse.ssl.berkeley.edu/lessons/lessons_teacherdeveloped.html

It can be difficult for teachers to find hands on activities for students when studying astronomy and this site attempts to address this need. The lesson plans presented cover a range of astronomy topics and have an emphasis on students working collaboratively and using the Internet. Student weather reporters can investigate seasons, temperatures and clouds on Mars and

compare them to Earth. Students can also obtain data directly from a satellite and plot its position or use data collected by National Aeronautics and Space Administration (NASA) to monitor ozone levels. This site is very appropriate to address the astronomy and skills requirements of *Science Stages 4-5*. J. Morgan

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| **USER LEVEL:** | Professional |
| **KLA:** | Science |
| **SYLLABUS:** | Science Stages 4-5 |
| **SCIS SUBJECTS:** | Astronomy |
| **KEYWORDS:** | Astronomy; satellites |
| **PUBLISHER:** | University of California, USA |
| **REVIEW DATE:** | 29/6/00 |

## *Thak – blacksmith, armorer, sculptor*
http://www.thakblacksmith.com/

A craftsman designer who works on functional and decorative ironwork has developed this site. Students working in metal technologies will find a range of products, including traditional medieval armour, breastplates, chairs and masks. The work is very creative and exhibits a high level of skill. Photographs of his work may be enlarged and may provide stimulus to students involved in designing with metal technologies. Enough information is also provided to give an insight into the structure of the designer's business and success in selling to other manufacturers and retailers. A rental business to the film and movie industry also involves cultural influences on the designs. P. Thompson, R. Thompson

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|---|---|
| **USER LEVEL:** | Stage 6 Professional |
| **KLA:** | TAS |
| **SYLLABUS:** | Design & Technology Stage 6; Industrial Technology Stage 6 |
| **SCIS SUBJECTS:** | Armour; Art metalwork; Metalwork |
| **KEYWORDS:** | Armour; metal; metal crafts |
| **PUBLISHER:** | Thak, Canada |
| **REVIEW DATE:** | 29/6/00 |

## *The tour begins here… (Fast and friendly French for fun)*
http://library.thinkquest.org/12447/intro.html

Very well organised, this is a useful online resource for French beginners. There are nine lessons to choose from with the most basic and central ideas at first and more complicated ideas later. The audio player provides students with correct spelling and pronunciation from a French teacher. By clicking on **Fun French**, students may also test themselves by entering an interactive game. **Explore France** offers a chance to grasp typical idiomatic expressions and facts about French customs. To help with the navigation, a set of buttons appears at the bottom of each page. This site is easily accessible and is suitable to all levels. K. Le Bourdonnec

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| **USER LEVEL:** | Stage 2 Stage 3 Stage 4 |
| **KLA:** | Languages |
| **SYLLABUS:** | LOTE K-6; French 7-10 |
| **SCIS SUBJECTS:** | French language - Study and teaching |
| **KEYWORDS:** | Grammar; pronunciation; spelling |
| **PUBLISHER:** | ThinkQuest |
| **REVIEW DATE:** | 29/6/00 |

## *Weather*
http://www.athena.ivv.nasa.gov/curric/weather/

The teaching units at this site are grouped under **Storms** and **Observing, tracking, and charting the weather**. Many are written as individual contracts, but they also provide ideas for the whole class and material for research. The clearly presented information about hurricanes and cyclones is accompanied by photographs and movies and would assist the task of investigating a natural phenomena. Many activities are linked to *The weather channel* at http://www.weather.com/. These could be adapted to similar Australian sites, although metric conversion tables are available at the site. The activities range from kindergarten to high school, but most centre around year five and would complement the Stage 2 unit: *What's the weather*. S. Leslie

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|---|---|
| **USER LEVEL:** | Stage 2 Stage 3 Professional |
| **KLA:** | ST |
| **SYLLABUS:** | Science & Technology K-6 |
| **SCIS SUBJECTS:** | Weather |
| **KEYWORDS:** | Hurricanes; weather |
| **PUBLISHER:** | Athena, USA |
| **REVIEW DATE:** | 29/6/00 |

## *The weather unit*
http://faldo.atmos.uiuc.edu/WEATHER/

Each lesson plan at this site comes with: a list of prerequisites; objectives; materials needed; lesson content; vocabulary lists; evaluation tools; and follow up suggestions. The site is extremely easy to navigate and there is a return to home page option at each link. The site is print based. Further points of study are suggested, and sites are offered which could prove useful for these lesson plans and for extension work. These would require further teacher exploration to verify curriculum relevance. By the same authors, and linked through this site, is the **Collaborative lesson archive** containing lesson plans arranged by grade and subject area. Users may submit their own work to this site. G. Cale

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|---|---|
| **USER LEVEL:** | Professional |
| **KLA:** | ST |
| **SYLLABUS:** | Science & Technology K-6 |
| **SCIS SUBJECTS:** | Climate; Seasons; Weather |
| **KEYWORDS:** | Climate; rainfall; seasons; weather |
| **PUBLISHER:** | University of Illinois, USA |
| **REVIEW DATE:** | 29/6/00 |

## *Web-based activities*
http://www.virginia.edu/~french/resource/students/web/

Throughout this well constructed website, students will find a wealth of enjoyable activities in French and also some valuable resources. With few exceptions, all activities are led in French, limiting its use to senior students. The possibility of logging directly onto French related sites within a particular activity, for instance, visiting a French restaurant whilst working on **La gastronomie**, adds a new dimension and an entertaining way to learning the language. **General instruction** offers a complete grammar course with exercises and answers to help complete activities. There are also several online dictionaries including **Dicovox**, a vocal dictionary. This is a valuable site for students in search for extra activities in French. K. Le Bourdonnec

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|---|---|
| **USER LEVEL:** | Stage 6 |
| **KLA:** | Languages |
| **SYLLABUS:** | 2U/3U French; French Beginners Stage 6; French Continuers Stage 6 |

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|---|---|
| **SCIS SUBJECTS:** | French language - Study and teaching |
| **KEYWORDS:** | Activities; dictionaries; grammar |
| **PUBLISHER:** | Center for the Liberal Arts, University of Virginia, USA |
| **REVIEW DATE:** | 29/6/00 |

## *Welcome to F. J. Precision*
http://www.fjprecision.com.au/index.html

This is the home page of a precision sheet metal company. They describe their company history, the capabilities of the company and their range of equipment. The equipment is leading edge technology for large scale production. The pages describe precision CNC controlled pressing, folding and laser cutting equipment. Students studying the structure of industry and the comparison of industrial processes to those they use at school will find this site most informative, especially in the metal area. The site includes a broad use of technical language that should provide stimulus for language activity with students. P. Thompson, R. Thompson

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|---|---|
| **USER LEVEL:** | Stage 6 Professional |
| **KLA:** | TAS |
| **SYLLABUS:** | Design & Technology Stage 6; Industrial Technology Stage 6 |
| **SCIS SUBJECTS:** | Metalworking machinery; Sheet metalwork |
| **KEYWORDS:** | Computer numerical control; metal |
| **PUBLISHER:** | F. J. Precision, NSW |
| **REVIEW DATE:** | 29/6/00 |

## *Welcome to Jazzart*
http://www.jazzart.org/

Bob Boross's aim in constructing this website is to provide easy access to the principles and historical roots of jazz dance. He does this comprehensively in some areas. One section of the site is dedicated to the **History** of American jazz dance and traces the beginnings of the vernacular, through to the codified jazz technique familiar to students today. This section includes descriptions of characteristics of: African dance embraced by the jazz dance style; swing dance; and the work of George Balanchine in theatrical jazz. **Columns** is a significant resource with articles written by Boross for *Dance Magazine* since 1996. D. Wauchop

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|---|---|
| **USER LEVEL:** | Stage 5 Stage 6 Professional |
| **KLA:** | CA |
| **SYLLABUS:** | Dance 7-10; 2U Dance; Dance Stage 6 |
| **SCIS SUBJECTS:** | Dancing; Jazz ballet |
| **KEYWORDS:** | Dance history; jazz dance; jazz technique |
| **PUBLISHER:** | Jazzart, USA |
| **REVIEW DATE:** | 29/6/00 |

## *Welcome to the School of Design, Nepean*
http://www.design.nepean.uws.edu.au

University of Western Sydney's School of Design uses this site to explain its undergraduate and post graduate courses. In addition, there are samples of student work in visual communication including some web pages and sites that load in a separate window. The quality of the site in terms of presentation and graphic design is outstanding. There are definitions of design that will broaden the view of designing for students and teachers. The galleries of student work, both undergraduate and post graduate, are inspirational for senior secondary students. Students undertaking graphic work as part of a major project or major work will find the information here very useful. P. Thompson, R. Thompson

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|---|---|
| **USER LEVEL:** | Stage 6 Professional |
| **KLA:** | TAS |
| **SYLLABUS:** | Design & Technology Stage 6; Industrial Technology Stage 6 |
| **SCIS SUBJECTS:** | Design |
| **KEYWORDS:** | Graphics; visual design; web design |
| **PUBLISHER:** | University of Western Sydney, Nepean |
| **REVIEW DATE:** | 29/6/00 |

## *Welcome to the Wood Store*
http://store.yahoo.com/woodstore/index.html

An online presence for *Wood Store* magazine, this site provides articles about working with wood, reviews of relevant books, images of works, and instructions and plans. It is easy to navigate and provides up to date information on technology, and a diverse collection of design ideas. There are over 75 downloadable plans. A cost is involved, but they are of an excellent quality. **Wood mall** contains external links to commercial online sources of tools and other woodworking products. This section can give students a much broader understanding of what is available in current woodworking technology for home and commercial settings. Many tools are linked to magazine articles explaining the processes involved. P. Thompson, R. Thompson

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|---|---|
| **USER LEVEL:** | Stage 5 Stage 6 Professional Community |
| **KLA:** | TAS |
| **SYLLABUS:** | Design & Technology 7-10; Industrial Technology Stage 6; Technics 7-10 |
| **SCIS SUBJECTS:** | Woodwork |
| **KEYWORDS:** | Technology; timber; woodworking |
| **PUBLISHER:** | Woodstore |
| **REVIEW DATE:** | 29/6/00 |

## *Woodrow Wilson Collection - evolution*
http://www.accessexcellence.org/AE/AEPC/WWC/1995/

The problem of finding practical work for students studying evolution is solved at this site which is highly relevant to the core topic *Genetics and evolution* of 2U Biology and aspects of the Stage 4-5 science syllabus. **Simulations** provides inspiration for a range of student centred activities. These include ways of teaching: radioactive decay; geological time; adaptations; mimicry; coevolution; and natural selection. **Paper labs** suggests pen and paper activities to study a diversity of topics such as: fossil and migration patterns of early hominids; relating dinosaur tracks to stride length; and estimating the live mass of dinosaurs. J. Morgan

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|---|---|
| **USER LEVEL:** | Professional |
| **KLA:** | Science |
| **SYLLABUS:** | 2U Biology; Biology Stage 6; Science Stages 4-5 |
| **SCIS SUBJECTS:** | Evolution; Natural selection |
| **KEYWORDS:** | Evolution; natural selection |
| **PUBLISHER:** | Woodrow Wilson National Fellowship Foundation, Princeton, USA |
| **REVIEW DATE:** | 29/6/00 |

## *Woodworking plans: Woodnet*
http://www.WoodNet.net/

Woodnet is a large site offering: tips; book reviews; downloadable project plans; and information about various timbers and timber products. It also provides forums and a question and answer section for expert feedback. The 101 **Woodworking tips** feature many helpful hints about general workshop practice, layout,

clamping, assembly and general woodworking issues. Information is provided in a clear, easy to read manner with many associated images. Appropriate for both junior and senior students, the level of work shown is from beginner to advanced users of wood technology. Some of the plans at this site are free to download with software available from this site. P. Thompson, R. Thompson

| USER LEVEL: | Stage 5 Stage 6 Community Professional |
|---|---|
| KLA: | TAS |
| SYLLABUS: | Design & Technology 7-10; Industrial Technology Stage 6; Technics 7-10 |
| SCIS SUBJECTS: | Carpentry; Woodwork |
| KEYWORDS: | Equipment; timber; tools; woodworking |
| PUBLISHER: | August Home Publishing Company |
| AUTHOR: | GAIPPE, Gordon |
| REVIEW DATE: | 29/6/00 |

## Young people and the future
http://www.parra.catholic.org.au/Youth/future_frames.htm

Part of the Parramatta Diocese, this site provides details of community based initiatives to improve the lives of young people in the identified difficult areas of alcohol, unemployment and identity. One such initiative is the mentoring program, Big Brother/Big Sister, which is run in conjunction with Juvenile Justice and the NSW Police. This could be an excellent case study for the *Supportive networks* component of the *PDHPE Stage 6 syllabus* (approved 1999) HSC Option 1: *The health of young people*. It may also be relevant for Stage 5 PDHPE, studying health promotion initiatives in the local community. K. Steward

| USER LEVEL: | Stage 5 Stage 6 Professional |
|---|---|
| KLA: | PDHPE |
| SYLLABUS: | PDHPE 7-10; PDHPE Stage 6 |
| SCIS SUBJECTS: | Adolescents; Community health services |
| KEYWORDS: | Community action; health promotion; young people at risk |
| PUBLISHER: | Parramatta Diocese, NSW |
| REVIEW DATE: | 29/6/00 |

## ZDF.online
http://www.zdf.de

The program schedule of one of the biggest government television channels in Europe provides the user with an insight into what programs the people in Germany are watching. By selecting Ratgeber (counsel), **Wissen** (culture), **Events** (sports), **Unterhaltung** (entertainment), or **Programm**, students can learn about current television shows airing in Germany. Each show is introduced with a short summary and pictures. Students and teachers of German can gain an insight into a popular medium that shapes contemporary German society. The site is valuable as a source of discussion stimulus on current issues, and for generating ideas for dialogues. S. Luebke

| USER LEVEL: | Stage 4 Stage 5 Stage 6 Professional |
|---|---|
| KLA: | Languages |
| SYLLABUS: | German 7-10; 2UZ German; 2U/3U German; German Beginners Stage 6; German Continuers Stage 6 |
| SCIS SUBJECTS: | German language; Television - Germany |
| KEYWORDS: | German; television; TV |
| PUBLISHER: | Michael Kramers, ZDF.online, Germany |
| REVIEW DATE: | 29/6/00 |

## Zoom astronomy – Enchanted Learning software
http://www.EnchantedLearning.com/subjects/astronomy/index.shtml

The links at this comprehensive site allow the user to progress from basic to advanced information. Diagrams are simple, clear and very child friendly. Each of the planets is covered in detail and has a quiz and interactive puzzle to test and reinforce the information accessed. These could be excellent classroom activities. The alphabetical site index is a great search tool and each entry is a link within the site. The **Astronomy dictionary** gives succinct definitions of terms with the opportunity to link forward to deeper information. There is an email facility allowing users to ask for a term to be added to the dictionary. G. Cale

| USER LEVEL: | Stage 3 Stage 4 |
|---|---|
| KLA: | ST |
| SYLLABUS: | Science and Technology K-6; Science Stages 4-5 |
| SCIS SUBJECTS: | Astronomy; Planets; Solar system; Stars |
| KEYWORDS: | Asteroids; comets; planets; solar system; stars |
| PUBLISHER: | Enchanted Learning, USA |
| REVIEW DATE: | 29/6/00 |

## Literacy resources

*The NSW Literacy and Numeracy Plan underpins our work across Key Learning Areas, and teacher-librarians have a vital role to play. **Scan** has already published reviews of a range of resources, including some Internet sites, to support literacy. In this issue, we highlight further resources in keeping with initiatives in this area. Some of these resources would need to be considered carefully before buying. Our reviewers include literacy experts to give an accurate appraisal of resources and how they might support the NSW Literacy and Numeracy Plan.*

### BEALS, Jane
## Active phonics [series]
Prim-Ed, 1999

The three titles in this series aim to provide teachers with blackline originals for early phonics. When teaching spelling, teachers need to address the four forms of spelling knowledge and be alert to the students' experience with the vocabulary to be learnt. These understandings are not evident in the series, because it concentrates on phonics and expects a certain familiarity with the vocabulary selected by the authors. Generally, the exercises do not build on typical classroom topics and have few likely links to classroom literacy sessions. Teachers choosing these books would be advised to extract activities which may support an individual student or lesson. I. Kolder-Wicks

| USER LEVEL: | Stage 1 |
|---|---|
| KLA: | English |
| SYLLABUS: | English K-6 |
| SUPPLIED: | Paper |

Titles in this series:
| | |
|---|---|
| **Initial sounds** | SCIS 997915 |
| **Initial blends and digraphs** | SCIS 997916 |
| **Final consonant sounds** | SCIS 997917 |

### MOORE, George
## Classical literature: taking a look at classical literature through language [series]
R.I.C., 1999 (Blackline masters)
ISBN 1863115870                     [808.0076]

Based on story summaries provided by the author, the blackline originals attempt to digest literary classics to their essential elements. Readers are also directed to standard and original versions of the tales. In the retellings, the original stories are emaciated. The abridgements do not include the rich vocabulary that develops visualisation of and cultural affinities with the stories. Having the quality of story blurbs, each summary is written in the present tense and concludes with a question intended to motivate further reading. The illustrations are caricatures, harking to cartoon adaptations. Traditional versions of the stories could be supported by some of the more generic activities. I. Kolder-Wicks

| USER LEVEL: | Stage 1 Stage 2 Stage 3 |
|---|---|
| KLA: | English |
| SYLLABUS: | English K-6 |
| SUPPLIED: | Paper |

Titles in this series include:
| | |
|---|---|
| **Classical literature. Lower** | SCIS 997392 |
| **Classical literature. Middle** | SCIS 998061 |

### HILL, Marie
## Early starters K-1: reading and writing readiness activities
Prim-Ed, 1999 (Blackline masters)
ISBN 1864004878                     [428.4076]

The sixty blackline activity sheets in this book cover position, direction, size and other aspects of readiness for reading and writing. They are designed to be copied for group or individual work. Because each page has different directions, students cannot pursue the tasks independently, but must wait for someone to read the instructions. Tasks are varied, however, as scaffolds for learning the activities may be isolated from the content of classwork. They focus on mastery and task completion, not developing reading skills. Teachers looking for support tasks in their balanced reading and writing program might select proformas like those included here, however, the best place for students to demonstrate understanding that text conveys meaning is with a real text and activities designed to support it. I. Kolder-Wicks

| USER LEVEL: | Stage 1 |
|---|---|
| KLA: | English |
| SYLLABUS: | English K-6 |
| SUPPLIED: | Paper                     SCIS 998058 |

### GUTHRIDGE, Bettina
## Travelling solo to Morocco
Omnibus, 1999 (Solo/Travelling solo 2)
ISBN 1862914095                     [964.05]

Young readers will find this book, written in the style of a travel guide, full of interesting information about Morocco, its history, geography and culture. It is easy to read and is accompanied by brightly coloured drawings, which are appealing but unfortunately inappropriate for the genre. The written text provides a good model of an informative factual text written at a level suitable for readers entering Stage 2. Included are a map, index, glossary and a section of interesting facts. This text could easily be used as a starting point for developing research skills or as a model for report writing. K. Rushton

| USER LEVEL: | Stage 2 |
|---|---|
| KLA: | English; HSIE |
| SYLLABUS: | English K-6; HSIE K-6 |
| SUPPLIED: | Paper                     SCIS 979890 |

## Picture books

Picture books are arranged alphabetically by author. Some books in this section are non-fiction or have relevance to a particular KLA.

**AHLBERG Allan, & AMSTUTZ, Andre**

### Chicken, chips and peas

Penguin, 1999 (Fast fox, slow dog; Puffin)
ISBN 0140563970

Mother Hen and her chickens are looking for corn, and Fast Fox is looking for them, to eat with his peas and chips for supper. However, Slow Dog unwittingly saves the day! Here is another wonderful story being told with the wry sense of humour that characterises Ahlberg's work. The story will grab the young reader's attention and focus it on those aspects of the text which support learning to read. The illustrations are both charming and very supportive of young readers trying to make meaning from the printed text. This book would be great to share with young beginning readers, or for more intensive guided reading with older or more competent readers. K. Rushton

| USER LEVEL: | Early Stage 1 Stage 1 | |
|---|---|---|
| KLA: | English | |
| SYLLABUS: | English K-6 | |
| SUPPLIED: | Paper | SCIS 975769 |

**AHLBERG, Allan & AMSTUTZ, Andre**

### Slow dog falling

Penguin, 1999 (Fast dog, slow dog; Puffin)
ISBN 0140563989

Skilful is the author who can appeal to all ages, and weave several storylines, whilst not detracting from the pleasure of reading a picture book. Ahlberg has that ability and demonstrates it in this story in his *Fast dog, slow dog* series. Perfect for use with a storyboard, or for developing characters in a sociogram, this short book has the potential to teach and entertain. The concepts of opposites and speed are explained to young readers. Short, well punctuated sentences are written in the present tense to enhance the climax which children would enjoy predicting. This story would make an ideal choice for readers theatre or dramatisation. S. Rasaiah

| USER LEVEL: | Early Stage 1 Stage 1 Stage 2 | |
|---|---|---|
| KLA: | English | |
| SYLLABUS: | English K-6 | |
| SUPPLIED: | Paper | SCIS 974101 |

**BAKER, Jeannie**

### The hidden forest

Walker Books, London 2000
ISBN 0744561639

As Ben, a young fisherman, moves from ruthless and unthinking exploitation of the sea
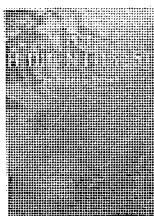
towards an understanding and appreciation of, and respect for, its richness and variety, readers of this exquisite picture book experience a strong sense of participation in its events. Superbly realised collage illustrations, of luminous intensity and astonishing realism, show the broad sweep and fine detail of the undersea landscape, of the wondrous kelp forest and its inhabitants, and of people and their equipment. With its restrained yet powerful ecological message, this book adds to Baker's reputation as a significant contributor to the environmental education of young Australians. This book is highly recommended for its aesthetic qualities, and for its curriculum value. W. Smith

| USER LEVEL: | Stage 1 Stage 2 Stage 3 | |
|---|---|---|
| KLA: | HSIE; ST | |
| SYLLABUS: | HSIE K-6; Science & Technology K-6 | SCIS 998580 |

* THE HIDDEN FOREST © 2000 Jeannie Baker. Reproduced by permission of the publisher Walker Books Ltd., London

**BELL, Helen**

### The stone swan

Benchmark, 2000
ISBN 187661501X

The ecological message in this didactic picture book is obvious, and its manner of transmission is flawed and confusing. While the swans are the focus of attention in the first part of the book, they are insufficiently individualised to engage the reader emotionally, and the introduction of a human character is not followed through. The apparently supernatural event resulting in the appearance of the stone swan is bizarrely out of place, and the suburban community's success in retaining the wetlands as a sanctuary is unrealistically and misleadingly easy. Firmer editing might have produced a useful resource for the study of wetlands and their importance in healthy ecosystems. W. Smith

| USER LEVEL: | Stage 2 Stage 3 | |
|---|---|---|
| KLA: | HSIE | |
| SYLLABUS: | HSIE K-6 | SCIS 995585 |

**BRETT, Jan**

### Gingerbread baby

Putnam's, 1999
ISBN 0399234446

A beautifully illustrated variation on the story of the gingerbread man is presented in this picture book. The gingerbread baby leads a group of people and animals on a merry chase, only to come to a safe yet surprising ending due to the cleverness of Matti, whose perception and skill produce the happy resolution. There are sufficient links to the traditional folktale to support young readers, yet sufficient difference to intrigue. Readers must interpret the action carried through simultaneous layers of illustration, with small framed illustrations providing clues to the developing outcome. Wonderfully detailed borders, and a traditional Swiss setting, add to the pleasure of this work. J. Buckley

| USER LEVEL: | Early Stage 1 Stage 1 Stage 2 | SCIS 999275 |
|---|---|---|

**COLE, Babette**

### Hair in funny places

Jonathan Cape, 1999
ISBN 0224047639　　　　　　　　　　　　[612.6]

Although written for younger readers, the content of this picture book makes it more appropriate for use with older students.

The well written text and colourful illustrations combine to provide a very humorous look at the wonders of the human body. It is through human sexuality education that Stage 3 students clearly identify the physical and emotional changes that occur with the onset of puberty and menstruation. They are also taught the skills to cope with these changes and are provided with accurate information on the human reproductive system. This book should be used with discretion in the classroom as its explicit content may offend some parents and confuse some students. G. Penn

| USER LEVEL: | Stage 3 Stage 4 | |
|---|---|---|
| KLA: | PDHPE | |
| SYLLABUS: | PDHPE K-6; PDHPE 7-10 | SCIS 990538 |

**CRADDOCK, Sonia & GORE, Leonid**

### Sleeping boy

Simon & Schuster Children's, 1999 (Atheneum books for young readers)
ISBN 0689817630

If the review audience is a reliable predictor, this picture book will have a mixed reception. The setting is twentieth century Berlin and the story, modelled on *Sleeping Beauty*, tells of young Knabe Rosen spelled to sleep with his family "though poverty and war, bad times and sadness until PEACE comes" finally to the city. The haunting, atmospheric acrylic paintings are dreamlike and expressionistic, capturing and emphasising both warm and dark aspects of the tale. Readers will make their own meaning from the text that speaks to different audiences in different ways. A thought provoking book, ideal for class discussion starters centring on peace, war, and historical events of the twentieth century. B. Richardson

| USER LEVEL: | Stage 3 Stage 4 | SCIS 996225 |
|---|---|---|

**DOYLE, Malachy & HESS, Paul**

### The Great Castle of Marshmangle

Andersen, 1999
ISBN 0862647924

A tale with a traditional flavour, illustrated with bright, stylised illustrations, this picture book is lively and humorous. Grandaddy, first met by the young narrator at the fair, has a touch of magic about him. He likes to call objects by alternative names, so water is "Soggadrop", a bunk bed a "Fortywink Cockpit", fire is "Smoulderglow", and so on. Staying the night at Grandaddy's house, the "Great Castle" of the title, is full of the unexpected. The alignment of the reader with the young narrator builds expectations through the story. This is a story to read aloud, to gain most effect from its inventive language. J. Buckley

| USER LEVEL: | Stage 1 Stage 2 Stage 3 | SCIS 977958 |
|---|---|---|

**FOX, Mem & ARGENT, Kerry**

### Sleepy bears

Macmillan, 1999
ISBN 073290980　　　　　　　　　　　　[A821]

An excellent picture book for caring parents and children to share at bedtime, this is also bound to be a popular daytime favourite. Six adorable, sleepy cubs snuggle into a soft, feathery bed with their mother. Mother Bear then gently coaxes each into sleep, with an individualised rhyme focussing on its special dreams and
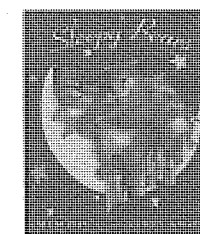
interests, before closing her own tired eyes. The ending finds them all, including mother, asleep, in hibernation until spring. Argent's warm, richly expressive illustrations convey special love and caring. The comfort suggested by the wonderfully cosy bed, with its colourful patchwork quilt, should tempt even the most reluctant to similarly drift off to dreamland. B. Richardson

| USER LEVEL: | Early Stage 1 Stage 1 Stage 2 | SCIS 974637 |
|---|---|---|

**GEOGHEGAN, Adrienne & JOHNSON, Adrian**

### There's a wardrobe in my monster!

Bloomsbury, 1999
ISBN 0747540195

A heavy handed, yet funny, modern fable about the responsibilities of pet ownership, this is the story of Martha and her quest for a more interesting pet than her "sleepy cat, bored goldfish and dopey dog". Martha settles on a grinning, wood eating, green monster. Of course, it continues to grow and after it eats her furniture Martha wants to take it back to the pet shop. The ending of this picture book may inspire some narrative writing activities for students, as it hints at a possible sequel. The paintings are large and boldly coloured, with some amusing details for later discovery. I. McLean

| USER LEVEL: | Stage 1 Stage 2 | SCIS 999277 |
|---|---|---|

**GLEESON, Libby & GREDER, Armin**

### The great bear

Scholastic, 1999
ISBN 1865040363

In a previous picture book collaboration, *Uncle David*, Gleeson stretched traditional format, allowing artist Greder to carry the narrative across several wordless pages. Now, in this emotive tale of a travelling circus troupe's poorly treated performing bear, the words stop midway. After an abrupt "ROAR!", the moody, shadowy oil pastel drawings continue the adventure, with the animal making its dramatic escape. The conclusion is uplifting, but open to several interpretations. This may prove confusing to some students reading alone but, with teacher or parental support, the visual clues throughout (including the endpapers' star chart), and the themes of freedom and cruelty, provide much to stimulate group discussion. I. McLean

| USER LEVEL: | Stage 1 Stage 2 Stage 3 | |
|---|---|---|
| KLA: | HSIE | |
| SYLLABUS: | HSIE K-6 | SCIS 967569 |

**GRAY, Nigel & CABBAN, Vanessa**

### Little Bear's grandad

Koala, 2000
ISBN 0864612532

The technique of using animal characters to explore sensitive issues with young children, in this case the death of a grandparent, is used well in this picture book. The love and friendship between a young bear and his grandfather underpins a very simple plot in which the two spend lots of happy times together. Grandad is a great storyteller, and this story culminates with Little Bear having to face the short illness and loss of his grandfather. Double page, softly coloured illustrations, complement the simple text and will engage the beginning reader. The story provides an excellent stimulus for the treatment of aging, grief and death, with particular reference to grandparents. L. Crofts

| USER LEVEL: | Early Stage 1 Stage 1 Stage 2 |
|---|---|
| KLA: | PDHPE |
| SYLLABUS: | PDHPE K-6 |
| SUPPLIED: | Paper  SCIS 995546 |

HARRIS, Christine & SMITH, Craig

## I don't want to go to school

Random House Australia, 2000
ISBN 0091838800

Kate did not want to go to school, but in helping her new friend, Li, she overcame her fears and soon discovered that school was not the scary place she imagined it. The large, colourful and sometimes humorous illustrations found in this picture book make it most suitable for sharing with a Kindergarten class at the beginning of the year. Students could be encouraged to share their own feelings about starting school, their thoughts on what school would be like, and their behaviours in unfamiliar and perhaps scary situations. This might also lead onto further class discussions about examining irrational thoughts and how to deal with them. G. Penn

| USER LEVEL: | Early Stage 1 |
|---|---|
| KLA: | PDHPE |
| SYLLABUS: | PDHPE K-6  SCIS 995583 |

HUGHES, Shirley

## Abel's moon

Bodley, 1999
ISBN 0370324684

Depicted in this picture book is a celebration of a contented, happy family and the joy of simple, everyday life. Though Abel, the father, is often absent working in far off places, his constant presence through his stories unites the family. With a complete lack of anything technological, and the children's reliance on devising games and adventures by chopping up an old wooden table to live their own imaginative adventures, this book would provide an excellent springboard to discussions when teaching the Stage 1 HSIE unit *The way we were*. The richly coloured illustrations portray the sense of past times and enrich this peaceful but uplifting story. K. Chauncy

| USER LEVEL: | Stage 1 Stage 2 Stage 3 |
|---|---|
| KLA: | English; HSIE |
| SYLLABUS: | English K-6; HSIE K-6  SCIS 995967 |

INGPEN, Robert

## A bear tale

Lothian, 2000
ISBN 0734400799

Old Ted Bear likes to slump. Ted wants to be comfortable, but he also wants to be thought of as wise. The problem is: can one look wise when one slumps? According to Han, the ancient Chinese bowl owl, slumping and wisdom never go together, so Ted settles on a compromise. This gently humorous picture book, simply told through well chosen language, has a timeless quality. The superior illustrations are softly hued against muted ochre backgrounds. Ingpen's much loved teddy bear, with his bandaged paw and well worn nose, is joined by a collection of individualistic, ornamental owls who similarly engage the reader with their life like, knowing gazes. B. Richardson

| USER LEVEL: | Early Stage 1 Stage 1  SCIS 998410 |
|---|---|

ISADORA, Rachel

## Lili backstage

Putnam, 1997
ISBN 0399230254

There is an immediate appeal for all young aspiring ballet dancers in this book. Lili takes the reader on a behind the scenes tour of a ballet company preparing for an evening performance. We journey through the various sections, from wardrobe to lighting and props, with Lili, who seems well known to all the staff and performers. This gives the story a sense of intimacy. The illustrations are colourful, detailed and interesting, and some are captioned to provide an extra piece of chatty information. Readers will have fun recognising the costumes, wigs, masks and props from some of the world's most famous ballets. K. Chauncy

| USER LEVEL: | Stage 1 Stage 2  SCIS 974086 |
|---|---|

JOHNSON, Penelope & NOVAK, Jiri Tabor

## When the buffalo wakes

Roland Harvey Studios, 2000
ISBN 094971407

While it is pleasing to see a picture book firmly located in an Australian place, and linked to the recent and distant past as well as to the present, this example is disappointing in its realisation. Flat, pedestrian prose offers us no insights into Alice's thoughts and feelings as she climbs, nor of her experience at reaching the summit. Although Novak's palette contains the colours of Australian bush, his muddy and unsatisfying illustrations fail to capture its appearance. Mount Buffalo was named for its perceived resemblance to an American buffalo (bison), yet the Asian beast shown here, with long intrusive horns and large, staring eyes, implies an entirely alien threat. W. Smith

| USER LEVEL: | Stage 1 Stage 2  SCIS 997397 |
|---|---|

MARSHALL, Felicity

## Sage's ark

Fremantle Arts Centre Press, 2000 (Sandcastle)
ISBN 1863682902

Bright clear illustrations, realistically executed, characterise this picture book, which uneasily combines realism, fantasy, drama and magic. The third person narrative, in flat, simple prose, is mere reportage, preventing the characters from developing individuality. With references to the last thylacine, other endangered species, and the greed of the intruders, a strong ecological message can be discerned, but its meaning is unclear. Many questions remain unanswered: what caused Sage's muteness and her sudden return to speech? Why did the two exploiters come to the island, and just at that time? What happened to the animals which Sage drew? Or was everything after the death of the last thylacine just a dream? W. Smith

| USER LEVEL: | Stage 1 Stage 2  SCIS 995586 |
|---|---|

MARSHALL, James & SENDAK, Maurice

## Swine Lake

Harper Collins, 1999 (Michael di Capua books)
ISBN 000198408X

Laced with visual jokes, Sendak's distinctive illustrations perfectly complement Marshall's droll, ironic tale of a hungry wolf, diverted in his search for a meal, entranced and transformed by his first experience of the ballet. High art enables, indeed obliges, its disciples to transcend basic needs, such as food, in its pursuit. The book perfectly captures the heady atmosphere of live theatre, the enchantment wrought upon the most unlikely member of the audience, and of the intoxicating effect of even the briefest of public performances, especially one which is well reviewed! Full enjoyment of this delightful book demands experience and understanding of the ballet, and of more conventional wolf and pig stories. W. Smith

| USER LEVEL: | Stage 2 Stage 3  SCIS 996408 |
|---|---|

PFISTER, Marcus

## The happy hedgehog

/ translated by J. Alison James. North-South, 2000
ISBN 0735811644

Mikko is a very wise little hedgehog, whose message is that happiness comes with doing what is right for the individual. Mikko is exhorted by his grandfather to stop daydreaming, look beyond his garden, and to go and see how others use their time more purposefully. His journey demonstrates that constant striving doesn't bring happiness to the animals he encounters. This is a picture book with a strong didactic intent. Its purpose is charmingly achieved through descriptive text and endearing illustrations. However, Mikko's reflections are too mature and purposeful to be entirely believable or engaging. J. Buckley
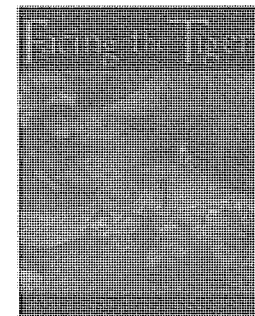
| USER LEVEL: | Stage 1 Stage 2 Stage 3  SCIS 999269 |
|---|---|

PITTS, Kerri & SANDS, Jenny

## Facing the tiger

Random House Australia, 2000
ISBN 0091829062

Beautifully drawn illustrations reflect the timeless quality of this culturally sensitive book set in the dark, deep jungles of India. It tells the story of a little girl who conquered her own fear and outsmarted a ferocious tiger, making the jungle a safer place for all the other villagers. Used with older students, this picture book could provide an impetus for discussions around several key child protection concepts such as the identifying and responding appropriately to risk situations. Skills such as the making of informed decisions, and accepting responsibility for the consequences of resulting actions, could also be examined. G. Penn

| USER LEVEL: | Stage 2 Stage 3 |
|---|---|
| KLA: | PDHPE |
| SYLLABUS: | PDHPE K-6  SCIS 997402 |

PLATT, Richard & HARTAS, Leo

## Space explorer atlas

Dorling Kindersley, 1999
ISBN 0751358908

"Atlas" is a misnomer for this otherwise excellent, humorous resource about our solar system. Students familiar with the similar *Magic school bus* series will recognise the frantic, yet predictable, style of presentation. This sturdy, large format picture book is highly suited for sharing with groups of students. Dreadlocked student Izzy Surespark, her dog Comet, and the nerdish, knowledgable Norbert, take off in a homemade rocket in order to identify Izzy's collection of space phenomena photographs. Correct answers are provided on the last page, summarising discoveries made throughout the journey. The fictional aspects of the trio's adventures are presented via separate, scripted storyboards. Fact boxes support the narrative with additional information. I. McLean

| USER LEVEL: | Stage 2 Stage 3 |
|---|---|
| KLA: | ST |
| SYLLABUS: | Science & Technology K-6  SCIS 999298 |

PRATER, John

## Really brave Tim

Bodley Head, 1999
ISBN 0370323890

When his friends are boasting about how brave they are, Tim just keeps quiet. He cannot admit that he is scared of everything. The beautifully executed watercolour illustrations in this picture book capture the feelings surrounding the tales of fantasy that are told by the four friends. These illustrations will delight young readers and could also provide an excellent stimulus for imaginative story telling sessions in the classroom. Using the book as a literature support resource for work on interpersonal relationships, a teacher could draw students' attention to examples of situations where an individual should respond assertively to peer group pressure. G. Penn

| USER LEVEL: | Stage 1 |
|---|---|
| KLA: | English; PDHPE |
| SYLLABUS: | English K-6; PDHPE K-6  SCIS 996175 |

SCHACHNER, Judith Byron

## The grannyman

Dutton Children's, 1999
ISBN 0525461221

While narrating the antics of a much loved and very old cat, whose domain is to be shared with a new and playful kitten, this picture book explores aging and old age in the context of the extended family. The result is a tribute to both the very old and the very young. The plot gently illustrates the valuable role the aged have in nurturing the very young and in response, the special relationship the youngsters forge with the aged, giving back new interest and a sense of purpose to life. Expressive colour illustrations add humour and an endearing touch to the story. N. Chaffey

| USER LEVEL: | Early Stage1 Stage 1  SCIS 996271 |
|---|---|

**SHANNON, David**

## David goes to school

Scholastic, 1999 (Blue sky)
ISBN 0590480871

Teaching students the skills of making personal choices, developing self control and adopting appropriate behaviours are the basis of positive discipline programs implemented in many schools. Found in this picture book are examples of unacceptable behaviours and poor behaviour management techniques. It portrays the antics of a young boy who is constantly in trouble at school, and who is definitely taking no responsibility for his own behaviour. The text consists mainly of reprimands by the teacher and the illustrations are reminiscent of those done by a child. The many negative images depicted in this book could therefore be used to contrast those found in a caring and positive classroom environment. G. Penn

| USER LEVEL: | Early Stage 1 | |
|---|---|---|
| KLA: | PDHPE | |
| SYLLABUS: | PDHPE K-6 | SCIS 996217 |

**SHIELDS, Carol Diggory & NASH, Scott**

## Martian rock

Walker, 2000
ISBN 0744556325                                    [821]

Rhyming text and bright illustrations work together in this lively investigation of the planets of the solar system. The explorers come from Mars, representing a race keen to know if there is life on other planets. Although using Martian terms (Earth is known as "Orb 3"), the characteristics of the planets are accurately described and a concluding page of information matches Earth and Martian names of the planets. The journey is described in tightly rhyming verses, which although forced at times, carry the story forward with energy. Bright illustrations depict cartoon like Martians in the swirling colours of the planets and space. This picture book could be used as a supplementary resource for the Stage 3 science and technology topic, *Out in space*. J. Buckley

| USER LEVEL: | Stage 2 Stage 3 | SCIS 997025 |
|---|---|---|

**STAFFORD, Liliana & KING, Stephen Michael**

## Amelia Ellicott's garden

Margaret Hamilton, 2000
ISBN 1876289333

Social changes in the local neighbourhood, and the passage of time, have meant that Amelia Ellicott, with her fine old house and wonderful garden, is alone except for her beloved chickens and Mustafah the cat. Now she has neighbours who admire her garden from the windows of their flats. It takes a severe storm for the neighbours to work together, and for Amelia to acknowledge and benefit from neighbourly interaction. The stylish and detailed illustrations feature warm colour and relaxed line. They enhance the narrative of this attractive picture book, which uses a light touch to explore questions about loneliness, community and multiculturalism. J. Buckley
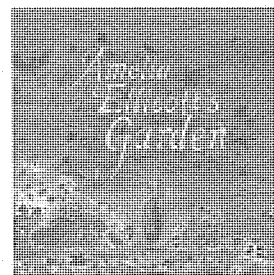
| USER LEVEL: | Stage 1 Stage 2 Stage 3 | SCIS 1001018 |
|---|---|---|

**STIMSON, Joan & PETRONE, Valeria**

## Basil and the babysitters

Scholastic Children's, 1999 (Little hippo)
ISBN 0590114131

Basil is a young crocodile whose parents have difficulty in getting his babysitters to return after their first experience. This is not because Basil is so difficult, rather that his activities and interests don't suit the range of family members pressed into babysitting service. However, a most appropriate babysitter is finally found! Colourful illustrations of very cheerful crocodiles fill each page. This is a simple and reassuring story for young readers. The straightforward text and bright illustrations of this small format picture book make it a suitable resource for newly independent readers. J. Buckley

| USER LEVEL: | Early Stage 1 Stage 1 Stage 2 | |
|---|---|---|
| SUPPLIED: | Paper | SCIS 982364 |

**SYKES, Julie & WARNES, Tim**

## Little Tiger's big surprise!

Koala, 1999
ISBN 0864611846
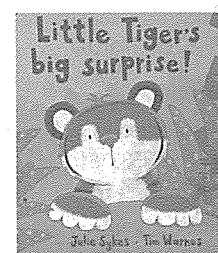
The news of a new baby in the family brings no pleasure to Little Tiger. As he visits other animals in the forest, he finds them engaged in the business of helping with younger siblings. These baby animals demonstrate a range of the endearing, and not quite so pleasing, habits of babies. However, Little Tiger's resolve to dislike the new baby melts instantly when he meets the new tiger cub. The animals are depicted as cute and almost toy like in the bright illustrations. The jungle is a pretty, garden like setting. This is a simple and undemanding picture book dealing with a common theme for young readers. J. Buckley

| USER LEVEL: | Early Stage 1 Stage 1 | |
|---|---|---|
| SUPPLIED: | Paper | SCIS 970847 |

**SYKES, Julie & CHAPMAN, Jane**

## Smudge

Koala, 1999
ISBN 086461182X

Smudge, the hero of this delightful picture book, is a playful puppy who is enjoying an outdoor romp with two friends, Nibble the mouse and Bounce the grey rabbit, when suddenly it begins to rain. This creates a dilemma; Smudge needs to find shelter as the door to his house is shut! With the help of his friends, he attempts to climb in a window, shelter in Bounce's hutch, and finally to force his way through the cat flap into the house. Written in large, bold text with clear, colourful illustrations, this would be an ideal book to use with young children when studying animals and their homes, or the value of friendship. J. Eade

| USER LEVEL: | Early Stage 1 Stage 1 Stage 2 | |
|---|---|---|
| SUPPLIED: | Paper | SCIS 975533 |

**THOMPSON, Colin & PIGNATARO, Anna**

## Unknown

Hodder Children's, 2000
ISBN 0733609686

A witty and poignant story of dogs in a pound is well supported by clean, uncluttered picture book design and Pignataro's emotive, vibrant watercolours. The typeface is easy to read even though it resembles handwriting. Unknown is the small, forlorn, easily overlooked inmate of this pound, where each dog takes its name from the tag on its cage door. Hence there are characters called Stray, Unwanted-Christmas-Gift and Owner-Died. One day, an electrical storm causes a fire and a most unlikely hero comes to the fore. Students will enjoy identifying and assigning canine breeds and temperaments for each character. I. McLean

| USER LEVEL: | Stage 1 Stage 2 Stage 3 | SCIS 1001017 |
|---|---|---|

**TWAIN, Mark & LIPPINCOTT, Gary A.**

## The prince and the pauper

/ adapted by Marianna Mayer. Dial Books for Young Readers, 1999
ISBN 0803720998

A prince and a raggedy lookalike exchange clothing (and, inadvertently, their places in Tudor society) for much longer than intended, and have a unique opportunity to experience and appreciate each other's lives and social standing. This lengthy picture book is intended to bring Twain's fictional account from the life of England's Edward VI to a new, young audience. However, although it is a well presented work, the story seems rushed in this compressed format. This is particularly evident when characters seem to be oblivious to similarities and differences between the two boys. Lippincott's moody illustrations are full page, highly detailed watercolours and do an excellent job in capturing the period. I. McLean

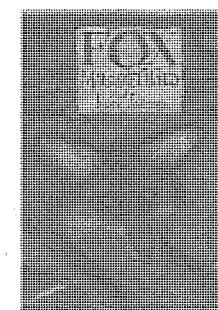| USER LEVEL: | Stage 2 Stage 3 | SCIS 999266 |
|---|---|---|

**WILD, Margaret & BROOKS, Ron**

## Fox

Allen & Unwin, 2000
ISBN 1864484659

Here is an inspiring picture book. Beautifully spare, elegant text is illuminated by powerful illustrations and intriguing page design. The result is a rich reading experience. Dog and Magpie become friends when Dog's goodness enables the injured Magpie to survive and again find pleasure in life. Magpie feels deep foreboding when Fox arrives and disturbs their relationship. The resulting temptation and betrayal unfold in an understated and compelling way. Young readers will understand and appreciate this story about friendship, presented on pages designed as a pastiche of a child's handwritten story. More experienced readers will find much to contemplate in this masterly work. The interaction of its elements creates a resonance that provides a wonderful example of the power of good picture books. J. Buckley

| USER LEVEL: | Stage 1 Stage 2 Stage 3 Stage 4 | SCIS 1001015 |
|---|---|---|

**WILLIS, Jeanne & ROSS, Tony**

## Susan laughs

Andersen, 1999
ISBN 0862648963                                    [821]

Here is a picture book to read and view twice with students, to fully appreciate its important message. Susan is a little girl no different to any other; she experiences life physically and emotionally every minute of her waking hours. It is only at the last illustration that additional information is revealed about Susan. With careful planning, this book could be used to spark meaningful class discussion on the issue of attitudes to physical disabilities. It could also be used as a springboard to list verbs or opposites for Stage 1 students, as the sparse text simply consists of two word descriptions for each of the attractive, meaningful illustrations. K. Chauncy

| USER LEVEL: | Early Stage 1 Stage 1 Stage 2 | |
|---|---|---|
| KLA: | English; PDHPE | |
| SYLLABUS: | English K-6; PDHPE K-6 | SCIS 996269 |

**WOOD, Douglas & LYNCH, P. J.**

## Grandad's prayers of the earth

Walker, 1999
ISBN 0744556481

Within this reflection on the nature of prayer are interesting ideas on people and their relationship to one another, and the natural and spiritual world. Simple, first person narrative describes a young boy's walks in the woods with his grandfather. The walks are an opportunity for appreciation of nature, and for Grandad to guide his grandson's developing understanding. The passing of wisdom from one generation to the next, and dealing with bereavement, are explored through the text and through visual clues. Lynch's beautiful illustrations frame and develop the text. They provide a context for the passage of time through this gentle and rewarding picture book. J. Buckley

| USER LEVEL: | Stage 2 Stage 3 | SCIS 997027 |
|---|---|---|

## Fiction for younger readers

*Resources are arranged alphabetically by author.*

*Some of these books are also suitable for lower secondary students.*

**BALL, Duncan**

### Emily Eyefinger and the black volcano

HarperCollins, 2000
ISBN 0207198810

The title is taken from the last story in this new collection of lively, imaginative tales about quick thinking, daring Emily, who has an extra eye on the tip of her finger. In this book, Emily manages to: prevent a plane crash from being calamitous; escape obnoxious, pitiable, kidnappers; solve an insider crime mystery; assist a friend seeking stardom; survive a hairy toboggan ride; and, while on vacation, save islanders from a volcanic eruption. Delightfully illustrated by Craig Smith, each short chapter is a fast paced, self contained story, written in simple accessible language in Ball's very popular, lightly humorous style. B. Richardson

| USER LEVEL: | Stage 2 | |
|---|---|---|
| SUPPLIED: | Paper | SCIS 996748 |

**BORLENGHI, Patricia**

### Chaucer the cat and the animal pilgrims

/ based on the works of Aesop, La Fontaine & Grimm. Bloomsbury Children's, 1999
ISBN 0747544913

Structured as a set of stories told during a pilgrimage, this collection is inspired by *The Canterbury tales*. Containing intriguing stories from many cultures, each is introduced with a description of one animal member of the group, and commentary on the area through which the group is travelling. Delightful colour illustrations by Giles Greenfield contribute much to the pleasure of this book. They provide a context and location to link each story. The twelve stories depict animals in varying situations, some explaining why animals have certain characteristics, some describing rivalry or stupidity in animals, and others focussing on how different cultures have been influenced by animals. This is a most attractive and cohesive collection. J. Buckley

| USER LEVEL: | Stage 2 Stage 3 | SCIS 1000173 |
|---|---|---|

**CADDY, David**

### Smash

Fremantle Arts Centre Press, 2000
ISBN 1863682716

Only Jake knows what caused the school bus to crash, for only he saw what happened. After pulling his classmates and his injured teacher to safety, he uses the radio to call the Flying Doctor Service. All students are unhurt, but all is not well, because the teacher is to be sued for dangerous driving. How can Jake prove his teacher's innocence? The setting is the Australian outback, featuring motorbike riding, gold prospecting, trapping, native wildlife, a cantankerous goose and an albino kangaroo. This exciting story has credible characters, who become involved in many juvenile pranks and humorous situations. The book has general appeal and is accessible to reluctant readers. D. Doust

| USER LEVEL: | Stage 3 Stage 4 | |
|---|---|---|
| SUPPLIED: | Paper | SCIS 994228 |

**CAISLEY, Raewyn**

### Karate star!

Random House Australia, 1999 (Red fox)
ISBN 0091838967

The elements of this story are an appealing mix: striving to improve in karate; fame and attention; Hollywood and the movies; and sibling differences sorted out. Almost unbelievably, Justin is chosen as the new child star of a movie. However, Justin has perfected one karate position only, and learns a lot about the use of studio doubles for the actual karate scenes. The family's trip to Hollywood, and adventures on the subsequent publicity trail, are well described and lots of fun. Justin and his family demonstrate warm support for one another. The text is fast and lively, enhanced by line drawings by Neil Curtis. This is an engaging short novel. J. Buckley

| USER LEVEL: | Stage 2 Stage 3 | |
|---|---|---|
| SUPPLIED: | Paper | SCIS 971030 |

### Centuries of stories: new stories for a new millennium

/ edited by Wendy Cooling. Collins, 1999
ISBN 0001857150

Beginning with a story about Jesus, these twenty stories are an entertaining and occasionally thoughtful collection. The majority have an English or Viking setting; notable exceptions being the American tale of a runaway slave and her daughter, and the last story which sums up the twentieth century in the least storylike style of the collection. Although often including themes of war or conflict, these generally well written stories are not gruesome. Short, simple sentences are a feature; stories deal with one idea only. Some tales involve real characters such as Queen Elizabeth I and Christopher Wren, and all are useful to illustrate the story of history for younger readers. C. Thomas

| USER LEVEL: | Stage 3 Stage 4 | SCIS 989203 |
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**CLARK, Margaret**

### Wannabe wallaby

Hodder Headline Australia, 2000 (Aussie angels 5; A Mark Macleod book)
ISBN 0733612091
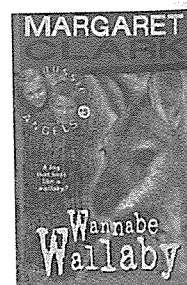
Set in the south of Victoria, this series concerns the Green family and their friend, Boris, who has a rare gift of being able to converse with animals. Animal Haven, a wildlife sanctuary for injured animals, is also home to a strange trio of domestic pets: an emu, a Labrador dog, and a camel. When a black dog, Wannabe, who has been reared by wallabies (and believes he is one), is brought to the refuge, unexpected things happen. This well written and entertaining story has wide appeal. Readers will laugh at the numerous hilarious situations created by the household pets' spoilt, childlike behaviours, and Wannabe's identity confusion. D. Doust

| USER LEVEL: | Stage 2 Stage 3 | |
|---|---|---|
| SUPPLIED: | Paper | SCIS 995804 |

**D'ATH, Justin**

### The upside-down girl: a gravity defying adventure

Allen & Unwin, 2000
ISBN 1865081345

Perceptive readers will relish the tongue in cheek subtexts in this entertaining story. Desperate to be famous, young Brittany Hu attempts to set "a McGuinness record", but ends up weightless, a condition which results in some hilarious predicaments. However, Brittany never seems to make the front pages like her infamous father, a scientist whose efforts to eradicate cane toads results in the city of Sydilly's invasion by emus. Students will find much to chuckle over, hopefully even appreciating some of the subtle messages in this rollicking, if somewhat drawn out, yarn. The style is lively, peppered with puns and amusing cartoons by the inimitable Terry Denton. B. Richardson
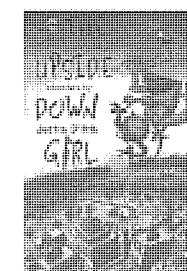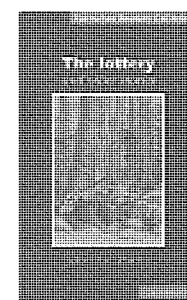
| USER LEVEL: | Stage 3 Stage 4 | |
|---|---|---|
| SUPPLIED: | Paper | SCIS 996726 |

**DUKE, Sheila**

### The lottery and other stories

National Centre for English Language Teaching and Research, 1999 (Australian readers collection)
ISBN 1864085312

Winning the lottery, outwitting robbers, teenagers and drugs are some of the themes used in this selection of five short stories for elementary learners of English. Each story has a good variety of pre and post reading activities. These are designed to build prior knowledge of the topic, provide opportunities to develop vocabulary understanding and elicit a range of responses covering the four roles of the reader. An accompanying audio cassette provides a narration of each story using both male and female voices, providing a model of pronunciation and clear articulation. The book and cassette will be useful resources for ESL and STLD teachers and their students. J. Evans

| USER LEVEL: | Stage 3 Stage 4 Stage 5 Professional | |
|---|---|---|
| KLA: | English | |
| SYLLABUS: | English K-6; English 7-10 | |
| SUPPLIED: | Paper/cassette | SCIS 998255 |

**ELDRIDGE, J.**

### Depth charge danger: a fictional story based on real-life events

Penguin, 1999 (Puffin; Warpath 4)
ISBN 0141302402

Books from the *Warpath* series contain: first person narratives; short, snappy chapters; and large, clear type. Serving as an introduction to the historical novel, they are fictionalised accounts of actual events. This story concerns World War II and the midget submarines, known as X-craft, used in the Allies' daring plan to attack German battleships. Many students will be attracted to the war theme, and there are numerous pages of supporting illustrations, maps, photographs and author's explanatory notes. Of particular interest are: the fascinating **Submariners' menu**; graphic descriptions of onboard hygiene; and **What happened next?**, which places the book in its historical context. I. McLean

| USER LEVEL: | Stage 3 Stage 4 | |
|---|---|---|
| SUPPLIED: | Paper | SCIS 990855 |

*Titles in this series include:*

### Deadly skies: a fictional story based on real-life events

SCIS 981502

**FATCHEN, Max**

### Terrible Troy

ABC, 2000 (Crazy tales 4)
ISBN 0733307744                              [821]

Frolicking in mud and puddles and looking most dishevelled, Terrible Troy caused his mother great despair. The townsfolk were appalled by his grubby state and came up with a clever idea to send him to sea as a cabin boy. Little did anyone know that the crew were pirates who got up to no good on the high seas. But Sir Horatio Clean and his daughter come to Troy's rescue. This is a delightful rhyming story with a predictable conclusion. Humorous illustrations accompany the text, effectively supporting the meaning. This is an excellent model for demonstrating narrative text structure and language features. J. Evans

| USER LEVEL: | Stage 2 Stage 3 | |
|---|---|---|
| SUPPLIED: | Paper | SCIS 997019 |

**GERVAY, Susanne**

### I am Jack

Angus & Robertson, 2000
ISBN 0207199051

Jack is a happy go lucky schoolboy, good at photography, jokes, collecting detentions and grafting onions onto potato plants, who suddenly finds himself the victim of bullies. Life at school becomes a source of headaches and misery, and Mum seems too busy with work and her boyfriend to notice Jack's unhappiness. Delivered in a fast paced, almost breathless style, this tale astutely captures the voice of a bewildered, once popular, boy. The delightful illustrations are by Cathy Wilcox. Featuring clear, large type, and a cast of likeable supporting characters, this book's warm, funny and highly appealing story celebrates uniqueness, family love and the importance of taking positive action. I. McLean

| USER LEVEL: | Stage 2 Stage 3 | |
|---|---|---|
| KLA: | PDHPE | |
| SYLLABUS: | PDHPE K-6 | |
| SUPPLIED: | Paper | SCIS 999146 |

## GLEITZMAN, Morris

### Toad rage

Penguin, 1999 (Puffin)
ISBN 0141306556

In his unique blend of humour, insight and social comment, Gleitzman uses the Sydney Olympics as a background for this picaresque story of a young disabled Queensland cane toad's search for the answer to one of life's fundamental questions. Elements of the tragic and comic, and of epic and social satire, are cleverly combined in an hilarious, fast paced story of greed and exploitation, persistence, loyalty and hope in the pursuit of a goal, however imperfect one's understanding of events. The book is recommended as a basis for class discussion of the important moral issues it treats. W. Smith

**USER LEVEL:** Stage 2 Stage 3
**SUPPLIED:** Paper      SCIS 993581

## HARRIS, David

### Dead silence

Penguin, 1999 (Cliffhangers 3; Puffin)
ISBN 0141306629

A fast paced instalment of the *Cliffhangers* series, this novel engages students in a trail of murder, mystery and madness. Rob is on the trail to uncover a terrible injustice that caused the death of an innocent man, Maukoff, over forty years ago. Rob's grandfather is dying from a terminal illness and believes that he is partly responsible for Maukoff's death, as he was the defence lawyer at the man's trial. An array of villainous characters keeps the reader guessing, and Rob in a state of adrenalin induced terror, to solve and reveal the identity of the murderer before his grandfather's death… or his own. It is a suspenseful and engaging read, well supported by attractive book design. K. Taylor

**USER LEVEL:** Stage 3 Stage 4
**SUPPLIED:** Paper      SCIS 987890

## HEFFERNAN, John

### Pete Paddock-Basher

Margaret Hamilton, 1999
ISBN 1876289260

The three stories in this collection trace the life and adventures of a car. Pete began life as a shiny new car, housed in a garage and living a fairly ordinary life in the suburbs. However, he eventually found himself on a farm, being used in the paddocks, until the day he was driven off by two bank robbers looking for an escape route back to town. Ending up in the scrap metal yard, Pete is rescued by a collector who restores him to his original condition. More adventures follow involving the Letchfield Picnic Races and a second encounter with the robbers. The short chapters, cartoon style drawings and humour will be sure to engage newly independent readers. J. Quirk

**USER LEVEL:** Stage 1 Stage 2
**SUPPLIED:** Paper      SCIS 988286

## KILLEEN, Gretel

### My sister's a burp

Random House Australia, 1999
ISBN 0091839629

Eppie and Zeke land in another wildly improbable situation in this adventure, as this time they are swallowed by their mother. They are tiny, clinging to teeth, riding the burps and exploring the varied landscape of Mum's insides. The pace is fast, the writing breathless and not inhibited by chapter divisions. There are plenty of laughs as bodily functions become the subjects of jokes and situations. As in the style of earlier novels featuring these characters, sibling rivalry is the basis of the relationship between Zeke and Eppie. The ending points squarely at a sequel. Line drawings by the author's children add to the appeal of this short and lively novel. J. Buckley

**USER LEVEL:** Stage 2
**SUPPLIED:** Paper      SCIS 987450

## KING-SMITH, Dick

### The crowstarver

Transworld, 1999 (Corgi)
ISBN 0552546038

Superbly presented between textured green covers, this book begs to be read aloud, in English country accents, by a talented narrator! A farm in the years after World War I is the setting for this most engaging story of a shepherd and his wife, who raise an abandoned baby. Developmentally slow and intellectually mild, but with an uncanny rapport with all animals, young "Spider" Sparrow eventually endears himself to a whole community, and excels in his job as a crowstarver, scaring birds away from crops. King-Smith's plotting is flawless. He hints at upcoming events in subtle ways, often in tandem with Peter Bailey's line drawings, ensuring that readers keep turning pages until they reach the inevitably bittersweet conclusion. I. McLean

**USER LEVEL:** Stage 3 Stage 4
**SUPPLIED:** Paper      SCIS 983922
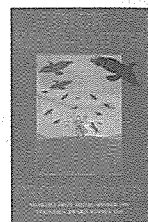
## LAWRENCE, Michael

### The poppykettle papers

Pavilion, 1999
ISBN 1862052824

Purporting to be an account of a journey by five tiny Hairy Peruvians from their old land to a new home at the world's edge, this quest contains many elements of the epic. It includes visions, disaster, a prophecy, and a voyage into the unknown by a mismatched group who turn out to have the exact qualities needed for the success of the venture. The story, told in three episodes by three narrators, bowls along briskly, with many adventures, challenges and risks. Robert Ingpen's detailed illustrations convincingly portray fantastic characters in realistic settings. This handsomely produced book will appeal to imaginative young readers, but is unfortunately marred by some careless editing. W. Smith

**USER LEVEL:** Stage 3 Stage 4
**SUPPLIED:** Paper      SCIS 996290

## LEESON, Robert

### Lucky Lad

Walker, 1999
ISBN 0744569079

Lad is a hero who is determined and brave, as well as lucky. His adventures move at a fast pace in this short novel. The journeys, deeds of valour and magic make a lively story with a traditional atmosphere and setting. Lad is generous to his conniving brothers, keen to right the injustice he sees, and energetic enough to fulfil all the aspects of his quest. His true heart is rewarded by marriage to the princess. The story is presented in short chapters and well supported by line drawings by Axel Scheffler. This is an engaging story, which makes good use of traditional literature and would appeal to newly independent readers. J. Buckley

**USER LEVEL:** Stage 2 Stage 3
**SUPPLIED:** Paper      SCIS 996901

## McSKIMMING, Geoffrey

### Cairo Jim amidst the petticoats of Artemis: a Turkish tale of treachery

Hodder Children's, 2000
ISBN 073360580X

Another rollicking archaeological adventure for Cairo Jim and his friends, this one is set in the ancient ruins of Ephesus in Turkey. In this tale, Jim's female partner in precious antiquity retrieval is Meltam Bottnoff, and the villain the rather grossly captivating Captain Neptune Flannelbottom Bone. True to the adventure genre, there are many extraordinary and unbelievable twists and turns in the fast moving plot, as the "goodies", with help from the gods and right on their side, battle the human "baddie" and his feathered accomplice who, of course, lose out eventually! Though predictable, students will enjoy the easy reading style of this story with all its jokes, puns, word play, sense of humour and interesting setting. K. Chauncy

**USER LEVEL:** Stage 3
**SUPPLIED:** Paper      SCIS 996961

## PRINCE, Alison

### Dear Del

Hodder Children's, 1999
ISBN 034073678X

Fran is looking forward to a visit from a girl her own age, arranged through a holiday support scheme for disadvantaged city children. When Del arrives, however, Fran finds her worldly wise and not exactly the friend she had in mind. Del's week long stay is significant for all the family, and a period of great growth for Fran, and for Del. A strong sense of place frames and extends the story. The windy Scottish island, the clear sea and the cliffs are forces within the novel which have an strong effect on character development. This is a gentle story, economically written and exploring many issues about tolerance, difference and truth. It perceptively presents Fran's emotions and confusion as Del's presence challenges her familiar world. J. Buckley

**USER LEVEL:** Stage 3
**SUPPLIED:** Paper      SCIS 996502

## PRIOR, Natalie Jane

### Lily Quench & the dragon of Ashby

Hodder Children's, 1999
ISBN 0733611214

Librarians, dragons, heroines, villains, and humour are the ingredients that combine to capture the imagination in this illustrated novel. Teachers and parents will enjoy sharing this book with children as the language is stimulating, and the plot is enticing. Independent readers will be enthralled by their own adventure into the world of fantasy when they follow Lily's quest with the help of the Queen Dragon. With appropriately sized print, interspersed with Janine Dawson's humorous sketches and diagrams, each chapter is manageable for students when reading or listening. This exciting narrative would be a treasured addition to a home or school library. S. Rasaiah

**USER LEVEL:** Stage 2 Stage 3
**SUPPLIED:** Paper      SCIS 984064

## RUSHDIE, Salman

### Haroun and the sea of stories

Viking, 1999
ISBN 0670886580

Fantastic is the world of Haroun and his stories. Rushdie depicts a beautifully realised, imaginative world, full of amazing characters and situations, presented in challenging, polished language. Haroun's father, an accomplished storyteller, loses his stories. The quest to rediscover them takes Haroun through adventures that are amazing, yet so carefully grounded in true observation of human nature as to be fully believable and consistent. Illustrations by Paul Birkbeck add tremendous interest to the stories. They provide a detailed interpretation of characters and events and add a beautiful decorative element to the book. This is a most original and inventive work. It is handsomely presented and sure to fire the imagination of experienced young readers. J. Buckley

**USER LEVEL:** Stage 3 Stage 4      SCIS 996176

## WELDON, Andrew

### Clever Trevor's stupendous inventions

Penguin, 1999 (Puffin)
ISBN 0141305118

Creating a masterful literary link to studies of inventors and inventions, this book also capitalises on the humour that appeals to students, including making the teacher the target of their inventiveness. The author captures young readers with an enjoyable, fast read. Speech bubbles parallel the main text, and lavishly used explanatory labelling expands the reading experience. An impressive feature of the writing is its broad and natural vocabulary, engaging both the idiom of the target audience alongside more carefully selected quality English. Weldon uses speech bubbles to advantage in his comic and graffiti like line drawings. I. Kolder-Wicks

**USER LEVEL:** Stage 2
**KLA:** English
**SYLLABUS:** English K-6
**SUPPLIED:** Paper      SCIS 989035

WILSON, Trevor

## Going for gold

Scholastic, 1999 (Sport max)
ISBN 1869434404

Through the eyes of the main character, Zane, the reader is guided through the training program and associated emotional preparation prior to a big athletics meet. Zane is a junior high school student who has the physical ability to be a successful cross country runner, but suffers from self doubt. This easily read novel explores the many factors which contribute to make a successful athlete: the personal challenges; the expectations and support from their family; the vision of success from the coach; and the aspirations of the athlete. The language level used is appropriate to upper primary and lower secondary students and would engage students interested in novels dealing with personal challenges. C. Maher

| USER LEVEL: | Stage 3 Stage 4 | |
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| SUPPLIED: | Paper | SCIS 985152 |

## Fiction for older readers

*Resources are arranged alphabetically by author. Some of these items are also suitable for upper primary students.*

ALMOND, David

## Heaven Eyes

Hodder Children's, 2000
ISBN 0340764813

An intriguing tale of discovery, loneliness, friendship and possibilities, tinged with fantasy elements, this book evokes emotion without pity or sentimentalism. Focussing on young orphan Erin and her friends, January and Mouse, all "damaged" children institutionalised at Whitegates, this is the story of what happens when Erin and January decide to leave. In their travels, they uncover the mystery surrounding a girl known as Heaven Eyes, who lives with her Grampa on the Black Middens. Almond builds upon personal interactions between each of the characters and their mothers, living or not. This is a well constructed novel, with occasional changes of font style adding to the intrigue of the plot. K. Taylor

| USER LEVEL: Stage 4 Stage 5 | SCIS 999378 |
|---|---|

ALMOND, David

## Kit's wilderness

Hodder Children's UK, 1999 (Signature)
ISBN 0340727160

An intriguing work; this is steeped in preoccupations with life and death in the now abandoned coal pits in the village of Stonegate. The game of death played by some local children is both fascinating and disconcerting. In context, this links to themes such as

displacement, family dysfunction, grieving, fear, individuality, bravery, and the impact of economic and industrial change on a community. For Kit, it is succinctly interrelated to his relationship with his dying grandfather, and coming to terms with it. The significance of storytelling is a powerful and constant undercurrent, and is the tool Kit uses to draw his friend back to positiveness and life. This is an enthralling, thought provoking, multi layered book, peopled with strongly drawn characters. C. Foley

| USER LEVEL: | Stage 4 Stage 5 | |
|---|---|---|
| SUPPLIED: | Paper | SCIS 977406 |

BRADLEY, James

## The deep field

Sceptre, 1999
ISBN 0733608752

Set in the near and distant future and multilayered with issues of love, family, time, society, outer space, war, science, fossils, and photography, this novel is a difficult read. Photographer Anna is searching for her lost twin brother in post apocalyptic Hong Kong and Sydney, as she works on a project photographing fossils in a Sydney museum. Rich in detail, characterisation and poetic description, the language is complex and challenging. The story unravels through long descriptive passages, bursts of plot and keen observations on inner thoughts and human nature. This is one of those books where it does all tie in eventually, but readers may need to retrace their steps. It's worth the effort. C. Thomas

| USER LEVEL: | Stage 6 | SCIS 971013 |
|---|---|---|

BRASSI, G.

## Riding the rough

Scholastic New Zealand, 2000
ISBN 1869434420

Angie is an excellent judge of character, a very patient person. She has to be. As major babysitter to her two younger siblings her stamina is tested to the limit. Water skiing provides Angie with release from her onerous responsibilities and the feeling that she just can't do enough to please her deserted mum. On the river, she tests herself and confronts her fears. While the voice of Angie is not really convincing, the river as setting and the relationship with her mother and the younger siblings are well developed and plausible. W. Bowie

| USER LEVEL: | Stage 3 Stage 4 | |
|---|---|---|
| SUPPLIED: | Paper | SCIS 995626 |

CARMICHAEL, Claire

## Incognito

Random, 2000
ISBN 0091839653

For thinking readers, this is more than a clever science fiction story about lost identity. Themes explored resonate strongly with current issues and debates about: privacy; freedom; access to and the sale of private information stored on databases; and the tracking of individuals' Internet use and email communication. How does popular Karr cope when a powerful technocrat obliterates his existence? Who can he turn to? Who or what is Incognito? The apparently neat conclusion draws together related strands, and is itself a challenge about what can be taken for granted. The well structured plot and constant pace ensure an enjoyable read. C. Foley

| USER LEVEL: | Stage 4 Stage 5 | |
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| SUPPLIED: | Paper | SCIS 1000067 |

CATRAN, Ken

## Golden prince

Lothian, 1999 (Lothian fiction)
ISBN 0734400373

Though initially intimidated by the reputation of Achilles, his dead father, Pyrrhus fulfils the prophecy that he will end the siege of Troy. His life is charmed as he is steadily schooled in kinship, self awareness and the uncertainty of life. Attention to the many details of siege life assures verisimilitude and brings the Homeric world to vivid life. The narrative carries the tension easily, and descriptive power lends life to battle scenes and the power plays of kings. Easy cruelty, barbarous arrogance and pitiless greed work steadily in the background of this portrait of a thief, inspiring leader, and doubter of the gods and destiny. W. Bowie

| USER LEVEL: | Stage 4 Stage 5 | |
|---|---|---|
| SUPPLIED: | Paper | SCIS 978979 |

COLE, Brock

## The goats

Silverfish, 1999
ISBN 1876631023

Two children, stripped naked and marooned by their summer camp peers, are spurred to make their own way back. This becomes the catalyst for an interesting examination of the gulf that can develop between adolescent children and their adult minders. Both children grow into the realisation that they are not goats to suffer indignity, ostracism and stigmatism. Their taste of freedom carries with it the obligation of responsibility for each other in a very dangerous world. Their perspective is clearly defined by competent writing. The adult characters are not caricatured and our sympathies are engaged in direct relation to the growing maturity of Laura and Howie. W. Bowie

| USER LEVEL: | Stage 3 Stage 4 | |
|---|---|---|
| SUPPLIED: | Paper | SCIS 989597 |

COURTENAY, Bryce

## The power of one

Young readers' ed., Penguin, 1999 (Puffin)
ISBN 0141304898

Sent to boarding school at a very young age, Peekay, a South African of British descent, quickly learns of the existence and divisiveness of racism, in all its dubious forms. From loneliness and humiliation develop knowledge and cunning as a part of his everyday strategy for survival. Inspired and encouraged by his fleeting association with Hoppie Groenewald, a train guard, Peekay embarks on a path that begins with boxing lessons and develops into a journey of self discovery and affirmation. His ultimate achievement is when he learns the strength within himself, and the superiority of rationality over emotion. This edition ably presents a provocative story that is accessible to younger readers. E. Maxwell

| USER LEVEL: | Stage 3 Stage 4 Stage 5 | |
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| SUPPLIED: | Paper | SCIS 980817 |

DISHER, Gary

## From your friend, Louis Deane

Hodder Children's, 2000
ISBN 0733605273

Louis Deane deeply resents the move his parents have forced on him; away from his friends and familiar city surroundings to a downright dangerous and friendless (or so he thinks) coastal country town. Notwithstanding this, his most pressing concern gradually becomes the enigmatic Tilly Chesterton, as he learns more than one lesson in not listening to gossip. The agony of self recrimination at his unforgivable betrayal of her vulnerability gives way to the joy of true friendship. This story crackles with positive aphorisms and enough puzzles to interest the most demanding reader, as the focus shifts imperceptibly from Louis to the tragic Tilly. W. Bowie

| USER LEVEL: | Stage 4 Stage 5 | |
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| SUPPLIED: | Paper | SCIS 997411 |
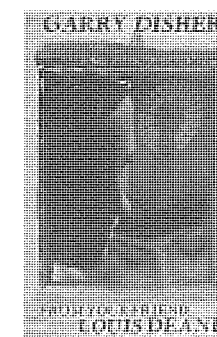
DRAPER, Sharon

## Romiette and Julio

Atheneum Books for Young Readers, 1999 (Atheneum fiction)
ISBN 0689821808

Romiette Cappelle and Julio Montague meet in an Internet chat room, then at school. She's African American, he's Hispanic and new in town. Their relationship develops despite fatherly disapproval and gang intimidation, leading to a climax involving the whole town. Many issues are broached, including psychic prediction, dream analysis, school gangs, Internet communication, and racial and family conflicts. Teenage dialogue is contemporary American, and the chat room vernacular is spot on. However, conversations with adults are more stilted. A forced *Romeo and Juliet* link, some shallow characterisation and stereotyping, and the loose mix of many issues, combine to form an overall impression that the author has tried too hard to do too much. C. Thomas

| USER LEVEL: | Stage 5 Stage 6 | SCIS 996979 |
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FIENBERG, Anna

## Borrowed light

Allen & Unwin, 1999
ISBN 1864489316

Anna Fienberg's writing shines from the pages in this exquisitely written story about growing up, families and relationships. Sixteen year old Callisto May sees herself as a moon; someone who "borrows light" from others. When she finds herself pregnant, she feels just as lonely and isolated as a distant planet. How Callisto struggles to connect with her friends and family is related by Fienberg in a straightforward, often funny, and intensely moving way. The astronomical analogy is maintained brilliantly and developed in clear, well crafted descriptive writing. This is a star of a book; not to be missed. B. Spence

| USER LEVEL: | Stage 5 | |
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| SUPPLIED: | Paper | SCIS 968488 |
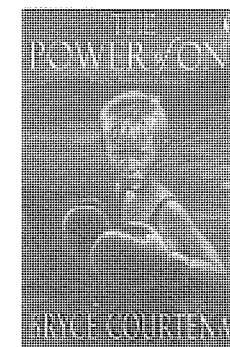
## Gripping war stories

/ collected by Tony Bradman. Corgi, 1999
ISBN 0552545260

These gripping yarns, illustrated by Jon Riley, promise to be more than just vintage *Boy's own adventures*. Instead each story provides a unique insight to various, and sadly commonplace, human responses to war. In the Falklands, twelve year old Eric is confronted by the ambiguity of a brave and reliable deserter. In occupied Holland, Anton finds himself on the horns of a dilemma brought about by his sister's involvement in the Resistance. Ahmed flies out of Sarajevo to begin life as a refugee in London. In besieged Jerusalem, Dafna learns the value of restitution and forgiveness. Selected for evenness of quality and variety of theme, these ten stories are very suitable for thematic study. W. Bowie

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| **USER LEVEL:** | Stage 3 Stage 4 |
| **KLA:** | English |
| **SYLLABUS:** | English 7-10 |
| **SUPPLIED:** | Paper      SCIS 990052 |

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HENDRY, Frances Mary

## Atlantis

Oxford University Press, 1999 (Oxford fantasy)
ISBN 0192750178

The boy Mungith, while undergoing his manhood trial in the old coalmines, encounters a Giant. This discovery could put into jeopardy the people of his wonderful world of Atlantis. A satisfying fantasy about a convincingly created other land, this book has well drawn characters and a plot with enough suspense and action to keep the reader turning the pages. In the nature of many such stories, the ending is not totally resolved, giving promise of at least one sequel. Reader orientation and understanding is assisted with introductory material that includes maps, the Atlantis creation story, its history, geography and organisation, a list of gods and important people and the story's characters. B. Richardson

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| **USER LEVEL:** | Stage 3 Stage 4 |
| **SUPPLIED:** | Paper      SCIS 987560 |

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LALLY, Soinbhe

## A hive for the honeybee

Scholastic, 1999
ISBN 059051038X

Every aspect of this novella's production has been lovingly and aesthetically compiled. An eye catching dust jacket protects honeycomb textured and coloured end boards, and each of the many short chapters is introduced with Patience Brewster's exquisite and whimsical drawings featuring bee characters. Importantly, the story does not disappoint. Superb characterisation and lyrical writing draw readers into the everyday life of honeybees. Bees' individual roles and routines, life cycle, and the occasional high drama, disclose a highly organised natural world. This allegory will provoke thoughts on human living, dying, fate and free will. This book is a gem, not to be missed by those students and adults with interests in nature, poetry or philosophy. B. Richardson

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| **USER LEVEL:** | Stage 3 Stage 4 Stage 5 Stage 6   SCIS 989029 |

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LASSITER, Rhiannon

## Hex

Macmillan Children's, 1999
ISBN 0330354671

Set in 23rd century London, this well written and fast paced novel has city dwellers living high above the ground dwelling gangs, and government elimination teams sweeping the streets, hunting down people with the "hex gene". Characters with this gene can enter computer circuitry. Raven (a Hex) and Wraith, are searching for their missing sister, Rachel, a targeted Hex. With the help of gang contacts and two companions they uncover a secret human experimentation facility. Themes include: commitment; heroism; government control; propaganda; technology; the future; and genetic engineering. There are also parallels to the Nazi experiments conducted on humans. F. Crum

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| **USER LEVEL:** | Stage 5 Stage 6 |
| **KLA:** | English |
| **SYLLABUS:** | English Stage 5; English Stage 6: Fundamentals; Standard |
| **SUPPLIED:** | Paper      SCIS 982382 |

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LEHMANN, Christian

## Ultimate game: a novel

/ translated by William Rodarmor. Allen & Unwin, 1999
ISBN 1864489758

Computer games lovers yearn for the next superior game. Steve, Andreas and Chris are teenage game buffs. In this story translated from the French, the boys find Games Frenzy!, a little shop in London, during a school excursion. The Nazi symbol Andreas is wearing upsets the ancient shopkeeper, so he gives the boys the "ultimate game". It takes over their computers and plunges them (and the reader) into real war experiences to experience wartime psychological dilemmas. A useful novel for discussing World War II with students, it has a gripping and authentic style, with strong appeal for those interested in either war games or historical novels. M. Hamlyn

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| **USER LEVEL:** | Stage 4 Stage 5 |
| **SUPPLIED:** | Paper      SCIS 982377 |

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McCANN, Daryl

## Wish you weren't here

University of Queensland Press, 2000
ISBN 0702231037

A successful excursion into the mind of a fifteen year old, this story gives us the egocentrism, emotional vulnerability, intolerance of adult behaviour and the powerful urge to independence. Becky's prejudice is crippling, while her immaturity is beautifully carved from the block of her predicament. A trip to Jupiter Bay, where her father has rebuilt his life, gives her the chance to face her demons. The drama and histrionics with which she views her life at home are counterpointed neatly by the fact of her drama scholarship to an exclusive private school. There, as in life, she learns to take a less than starring role. W. Bowie

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| **USER LEVEL:** | Stage 4 Stage 5 |
| **SUPPLIED:** | Paper      SCIS 995627 |

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MEEHAN, Michael

## The salt of broken tears

Random, 1999
ISBN 0091839130

A young boy sets out on a journey to find the mysterious Eileen, who has appeared at his homestead, riled everyone, then disappeared back into the desert. On his journey through 1920s outback Australia, we meet a parade of unusual characters, some colourful and odd, some violent, all linked yet separate in a challenging land. Meditative descriptions of the outback abound, with exceptionally long sentences and sparse dialogue throughout. Issues include World War I and post war trauma, dark sexual undercurrents, and the strangeness of the country and the people who live there. A stronger editing hand may have helped realise the promise of this interesting mix of plot themes and characters. C. Thomas

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| **USER LEVEL:** | Stage 6 |
| **SUPPLIED:** | Paper      SCIS 977662 |

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OPPEL, Kenneth

## Silverwing

Hodder Children's, 1999
ISBN 0340743484

For a newborn Silverwing bat, Shade is exceptional. He might be the runt, but he is also incredibly determined, headstrong and insatiably curious. Almost picaresque in style, this fabulous tale of epic journey to self awareness has a strong concern with learning to value individuals for their intrinsic qualities and not the peripheral, ephemeral tantalus of prejudice and fad. Evocatively descriptive passages are threaded with a very driving narrative and moments of great tension. However, this achievement is all the more remarkable because this is a world vividly rendered exclusively in black and white. W. Bowie

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| **USER LEVEL:** | Stage 4 Stage 5 |
| **SUPPLIED:** | Paper      SCIS 990056 |

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RIORDAN, James

## The prisoner

Oxford University Press, 1999
ISBN 0192718126

Tom and Iris are young English kids almost enjoying the excitement of war. Then a young German is shot down nearby, and, as they hold him prisoner, he vividly tells them of daily life in Nazi Germany, the Hitler Youth, the fire bombing of Hamburg and its gruesome aftermath, and how he has lost his family. Factually accurate and well told, this is a big improvement on the unsubtle and childlike tone of the novel's first half. Tom and Iris are manipulated by the author to acknowledge that war is evil for each side, and the resulting affect of propaganda detracts from a powerful insider's story of ordinary people at war. C. Thomas

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| **USER LEVEL:** | Stage 4 Stage 5 |
| **SUPPLIED:** | Paper      SCIS 999373 |

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STEVENS, Leonie

## Eat well and stay out of jail

Penguin, 2000
ISBN 0140284982

The sixteen year old narrator of this story oddly inverts the typical teenage angst scenario. Instead of being a country girl yearning to escape to a big city, she's a Melbourne girl desperate to escape to outback Queensland. Vicky's stay with her aunt in tiny Ganymede seems terribly dull, and yet she loves the contrast to the alienating life of Melbourne. Some aspects of the narrative are predictable. Vicky finds a soulmate in Scott, the local tortured adolescent, and twists in the plot towards the end make this a gripping read. Vicky and Scott are extremely likeable heroes. J. Donovan

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| **USER LEVEL:** | Stage 5 Stage 6 |
| **SUPPLIED:** | Paper      SCIS 997471 |

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WELFORD, Sue

## Nowhere to run

Oxford University Press, 1999
ISBN 0192718185

As a sixteen year old, Cass discovers a few careless moments at a party can totally change her life. Coming to terms with her crisis means she has to make a heart wrenching decision. In the process of trying to cope with her problems, Cass finds compassion and understanding from an unlikely person, James Derwent, the school bully. He has troubles of his own. This simply narrated tale touches on many issues pertinent to adolescents and shows the importance of friendship. It is a book that could trigger valuable discussion in PDHPE classes. C. Sly

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| **USER LEVEL:** | Stage 4 Stage 5 |
| **KLA:** | English; PDHPE |
| **SYLLABUS:** | English 7-10; PDHPE 7-10 |
| **SUPPLIED:** | Paper      SCIS 991687 |

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WHITE, Trudy

## Table of everything

Allen & Unwin, 2000
ISBN 1865081353

As a collection of stimulating and quirky stories, this anthology works very well to provide thoughtful perspectives of ordinary life. Each challenges in a gently humorous way the assumptions we all make about work, enjoyment, dreams and fancies. The stories are couched in a variety of forms that include: reports; conversations; letters; and tall tales. The language is poetically precise. Characters, such as cats which quote Marvell, are ingenuous and determined to investigate their experience of life, while amateurish pen and ink drawings further infuse this approach with quaintness. These vignettes would be very challenging for any but the most confident readers, who might be comfortable with this collection's decidedly adult focus. W. Bowie

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| **USER LEVEL:** | Stage 6 Professional |
| **SUPPLIED:** | Paper      SCIS 997034 |
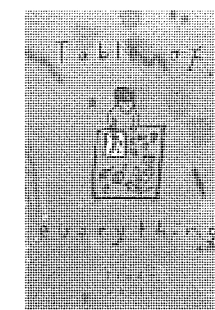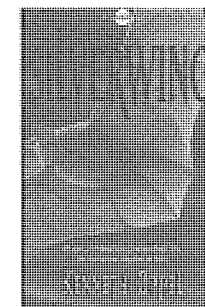
YOLEN, Jane

## Armageddon summer

Harcourt Brace, 1999
ISBN 0152022686

Teenagers Marina and Jed are taken, separately, to a mountain to await the imminent end of the world by fire. Through alternate diary like entries, each relates the story of the sect their parents have fallen in with, revealing their discomfort with the increasingly fake and dangerous behaviour of sect members. Other forms of writing include letters, a radio transcript, FBI file and sermons. The two main characters have refreshingly different voices; Jed doesn't believe in the prediction; Marina, younger and more naïve, initially does believe. Jed and Marina ponder the big questions on families, faith and God, in terms young readers will understand. A cleverly written novel, its structure and tone aid comprehension of complex issues. C. Thomas

**USER LEVEL:** Stage 5 Stage 6
**SUPPLIED:** Paper                          SCIS 999368

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ZEPHANIAH, Benjamin

## Face

Bloomsbury, 1999
ISBN 074754154X

Martin is fifteen, a likable East London lad given to larking about. His life changes after a car crash leaves him facially disfigured, and other peoples' prejudices cause him to develop adult responses to alienation. Although told in the third person, we follow Martin closely on his challenging journey towards wisdom and self acceptance. Prejudice is a key theme; Martin loses friends, makes new friends, goes down emotionally but comes up stronger, and with a great attitude. Real life issues, including drugs, adolescent crime, clubbing, and friendship, are seen from Martin's point of view. This, plus interesting working class London dialogue and strong characterisation, have created a meaty novel. C. Thomas

**USER LEVEL:** Stage 4 Stage 5 Stage 6
**SUPPLIED:** Paper                          SCIS 990556

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ZINDEL, Paul

## Rats

Hodder Children's, 1999
ISBN 0340740159

Cleverly embedded in what initially seems like a B-grade science fiction movie style plot, are some worthwhile themes, including: family relations; environmental issues; ways of grieving; and coping with the death of a mother/wife. There is little subtlety though some compulsion in the narration of this dramatic adventure as Sarah and her brother attempt to save the world from a plague of oversized rats. Some readers may be disturbed by graphic descriptions, and powerful innuendo, capturing the bloody horror as rats attack people. The book reflects Zindel's quirkiness, his sense of farce, and power as a storyteller, though it is not among his best works. C. Foley

**USER LEVEL:** Stage 3 Stage 4
**SUPPLIED:** Paper                          SCIS 990840

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## Information, poetry and drama

Resources are in Dewey order.

## Issues in society [series]

/ edited by Justin Healey. Spinney, 2000

The variety of articles, reports, statistics, literature and surveys presented in each book in this series represents an excellent compilation of resource material focussing on specific Australian social issues. The books allow for examination of the diverse sources of information, including Internet site material, which yields a vast array of facts, figures and opinions. The style, format and level of language are suited to senior students. Graphs, tables, text and illustrations will provoke class discussion, debate and critical analysis. The focus questions enable students to concentrate on the key points of each issue. The sections detailing recommended reading and additional resources guide further research. K. Wratten

**USER LEVEL:** Stage 5 Stage 6
**KLA:** HSIE
**SYLLABUS:** Commerce 7-10; Economics Stage 6; Legal Studies Stage 6; Society & Culture Stage 6
**SUPPLIED:** Paper

*Titles in this series include:*
**Australia's welfare. Vol 123**              SCIS 995952
**Disability and discrimination. Vol 127**    SCIS 995958
**Genetically modified food. Vol 122**        SCIS 995951
**Reproductive technology. Vol 125**          SCIS 995955

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## Cyber feminism: connectivity, critique and creativity

/ edited by Susan Hawthorne & Renate Klein. Spinifex, 1999
ISBN 187555968X                               [303.48]

Inspired by the earlier writings of Dale Spender, the editors in this anthology endeavour to identify the issues, both positive and negative, that the electronic media present for feminists and feminism. Delineated under the headings of **Connectivity**, **Critique** and **Creativity**, essays by a broad range of feminists examine the assembly of women using the Internet as both a personal and political forum and tool. Issues highlight the variety of ways in which women have been subjugated by this media, and how creative development in this field could build change. A strongly theoretical examination of the exploration, manipulation and potential for feminism within this medium, this resource will appeal to those seeking clarification of feminist viewpoints. E. Maxwell

**USER LEVEL:** Professional
**KLA:** CA; English; HSIE; LOTE; PDHPE; TAS
**SYLLABUS:** English Stage 6: Advanced; PDHPE Stage 6; Society & Culture Stage 6; Software Design & Development Stage 6
**SUPPLIED:** Paper                          SCIS 988075

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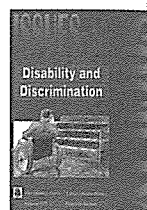
## Convict fleet to dragon boat [computer software]

Ripple Media, 1998 (Australia on CD)
ISBN 0958533407                               [305.800994]

An illustrated and verbal history of migration to Australia is provided in this CD-ROM. It looks at the diversity of Australia's population through six sections. The information includes: a range of Australians giving personal accounts of their backgrounds; summaries of migration from different parts of the world using a clickable map; and a timeline starting from 60 000 B.C. Unfortunately there is little about the Aboriginal settlement of Australia, with most detail from the 1780s onwards. The information is cross referenced and easy to access. The available options are clearly displayed on the screen at all times and although not necessary for successful navigation, a help section describes and explains the operation of all parts of the program. The two animated games could be used when studying units on gold or British colonisation of Australia. A supporting web site suggests ways that the program can be used in schools. National Studies of Society and Environment (SOSE) statements and profiles are used rather than the outcomes from the *HSIE K-6 syllabus* in the lesson plans, but a range of classroom activities is suggested. S. Leslie

*Minimum requirements:*
Macintosh: System 7.1; 68040; 8MB RAM
Windows 3.11: 486DX266; 8MB RAM

**USER LEVEL:** Stage 2
**KLA:** HSIE
**SYLLABUS:** HSIE K-6
**SUPPLIED:** Free to schools Dept. Communications & the Arts                   SCIS 941936

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## Multiculturalism

/ edited by Justin Healey. Spinney, 2000 (Issues in society 126)
ISBN 1876811358                               [305.800994]

Containing over twenty articles addressing aspects of multiculturalism and differing perspectives of issues such as the One Nation party, this book provides background papers from disparate sources for teachers and students. The material needs to be used thoughtfully as a classroom resource, with students encouraged to critically consider each excerpt. Addressing a complex, emotive and relevant topic, this well organised compilation provides a concise history of immigration and multicultural policy trends in Australia, and looks at contemporary debates. Readers are invited to further investigate issues, using some of the references provided. This is a useful resource to begin research in this area. It has relevance for the Stage 6 national study, Australia in the world 1946-1996. S. Bremner

**USER LEVEL:** Stage 5 Stage 6 Professional
**KLA:** HSIE
**SYLLABUS:** History Stages 4-5; Modern History Stage 6
**SUPPLIED:** Paper                          SCIS 995957

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PALLOTTA-CHIAROLLI, Maria

## Tapestry

Random House, 1999
009183872X                                    [305.85]

A rich, engaging account of related experiences explores the author's past, present and future to produce an insightful composition of anecdotes that bind five generations of the author's family. Readers accompany Australian born Maria as she begins the journey of her tapestry with her trip to her parents' country of birth, Italy. Common themes of following one's heart, challenging decisions that were made by someone on behalf of another, and continual "checking in" with loved ones to ensure shared values were still shared are particular strengths of this book. This is an excellent resource for older readers to look more closely at cross cultural issues, gender roles and sexuality. It would readily fit into an *Area of Study* in English Preliminary Stage 6. S. Bremner

**USER LEVEL:** Stage 5 Stage 6
**KLA:** English; PDHPE
**SYLLABUS:** English Stage 6
**SUPPLIED:** Paper                          SCIS 967584

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## Rewind [videorecording]

Film Australia, 1997 (130 min.)
ISBN none                                     [306.0994]

Visual snapshots of twentieth century Australia are chronologically depicted in 26 clips, of five minutes duration each, on this set of two videos. Themes include: school; transport; immigration; law; the land; women; Indigenous issues; workers; urbanisation; war; fashion; and entertainment. The format is excellent for classroom use and likely to appeal to students. The series also documents changes in media style and the presentation of Australian identity. Its source material ranges from silent film and early sound stock, through to propaganda and more recent sophisticated media approaches. The linking narrative is often supplemented by the original commentaries, which reveal attitudinal change more than the visuals. The resource is accompanied by a study guide and features vocabulary, discussion ideas, and activities. This valuable source material can be applied to many curriculum areas. G. Spindler

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6
**KLA:** CA; English; HSIE; TAS
**SYLLABUS:** Aboriginal Studies 7-10; Citizenship & Society Life Skills Stage 6; Design & Technology 7-10; English 7-10; HSIE K-6; History Stages 4-5; Modern History Stage 6; Society & Culture Stage 6                SCIS 961129

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## Dr. Martin Luther King, Jr.: a historical perspective [videorecording]

Xenon Entertainment, 1994 (Maxwell's collection) (60 min.)
ISBN none                                     [323.1]

The impact of Martin Luther King on American society is examined in detail in this comprehensive video, which traces his life story from childhood to his assassination in 1968. Through the use of film footage and interviews with his contemporaries, it highlights the African American struggle to overcome the segregationist policies of those times. Events are examined from King's perspective, including his use of non violent resistance, the march on Washington and the famous *I have a dream* speech. The video's length allows for depth in its treatment of the subject matter. The heavy reliance on primary sources gives the viewer an insight into the time period, and assists in understanding the central issues. B. Kervin

**USER LEVEL:** Stage 4 Stage 5 Stage 6
**KLA:** HSIE
**SYLLABUS:** History Stages 4-5; Modern History Stage 6
**SUPPLIED:** Maxwells                       SCIS 989405

## MEREDITH, David
### Australia in the global economy: continuity and change
Cambridge University Press, 1999
ISBN 0521637309                                    [337.94]

In this chronologically organised economic history of Australia throughout the twentieth century, various sections provide relevant material supporting both the Economics: Stage 6 (approved 1999) and the Modern History: Stage 6 (approved 1999) syllabus documents. History students would find resource material for the topics of globalisation, migration and foreign policy for the period 1946-1996. Economic students could find useful material in relation to the global economy, Australia's place within the global economy, economic issues and policies and management in Part IV and V. Useful features include chapter summaries, suggested further reading and endnotes. K. Wratten

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| **USER LEVEL:** | Stage 6 |
| **KLA:** | HSIE |
| **SYLLABUS:** | Economics Stage 6; Modern History Stage 6 |
| **SUPPLIED:** | Paper                       SCIS 986029 |
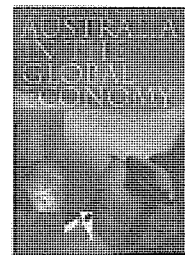
### Promoting development: Senibel: getting it right? [computer software]
Education Queensland, 1999
ISBN none                                        [338.9]

Senibel is a fictitious, pristine Pacific island nation in desperate economic trouble. Three development scenarios are proposed as possible solutions. With each come unique benefits and costs. This creative CD-ROM gives users an opportunity to investigate and react to a variety of potential real life issues. Students visit the proposed development sites, view submissions from special interest groups, monitor public opinion, consider environmental protection issues, and finally make their recommendations. Television and newspaper reports, including letters to the editor, present the viability of economic alternatives (eg. ecotourism; the pulp and paper industry). Senior business studies, economics, geography and legal studies students will find the activities applicable to a variety of topic outcomes. A comprehensive, student friendly glossary, cross referenced via hypertext links, is a bonus. This interactive resource would be easy to implement into a variety of HSIE lessons and classroom situations. It is of particular use in helping students to develop case study strategies. M. Lembach

Minimum requirements
Macintosh: System 7.6.1; 16MB RAM
Windows 95: 16MB RAM

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| **USER LEVEL:** | Stage 5 Stage 6 Professional |
| **KLA:** | HSIE |
| **SYLLABUS:** | 2U Business Studies; Commerce 7-10; 2U Economics; Geography Stages 4-5; 2U Geography; 2U Legal Studies |
| **SUPPLIED:** | accessED                    SCIS1009299 |

## BOTSMAN, Peter
### The great constitutional swindle: a citizen's view of the Australian constitution
Pluto, 2000
ISBN 1864030623                                  [342.94]

Conventionally triumphant views of Federation have predominated but now, as this book shows, a revisionist challenge is emerging. Botsman's work is refreshing, challenging, and individualistic. Beginning with the creation of the Australian Constitution, and disillusioned democrat Andrew Inglis Clark (to whom he attributes its origin), the author reviews of some of the issues and personalities that have graced or beset the nation. This book, covering the area of Civics and Citizenship, has a decided viewpoint, which is sometimes stretched, but always provocative. Few will agree with everything, but the misses are more than made up for by its many hits. G. Spindler

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| **USER LEVEL:** | Stage 5 Stage 6 Professional |
| **KLA:** | HSIE |
| **SYLLABUS:** | History Stages 4-5; 2U/3U Legal Studies; Legal Studies Stage 6; 2U/3U Modern History; Modern History Stage 6 |
| **SUPPLIED:** | Paper                       SCIS 995029 |

## BUALCH, Libby
### Copyright teaching resource book
Ngapartji Multimedia Centre, 1998
ISBN 1875833595                                  [346.9404]

In this resource are valuable guidelines for teacher-librarians and information technology teachers regarding the teaching of copyright issues to students. Clear presentation, explicit explanations and responses to frequently asked questions also render this work readily accessible for students' own referencing. Units include: Introduction to copyright for students; Copying by students; Using the Internet; Creating a website; and Copyright contacts. There are suggestions for discussion topics, activities and exercises, and further reading across all key learning areas as they relate to multimedia, which makes this a very useful teaching and learning tool. E. Maxwell

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| **USER LEVEL:** | Stage 4 Stage 5 Stage 6 Professional |
| **KLA:** | TAS |
| **SYLLABUS:** | Computing Studies 7-10; Information Technology Stage 6; Software Design Development Stage 6 |
| **SUPPLIED:** | Paper, Australian Copyright Council            SCIS 996646 |

## MAITLAND, Gordon L.
### The Second World War and its Australian Army battle honours
Kangaroo, 1999
ISBN 0864179758                                  [355.1]

Major General Maitland offers a book that, apart from unravelling several mysteries of army organisation and terminology, serves two purposes. He provides a very useful overview of World War II on all fronts, thereby providing a context for his parallel account of all the World War II actions officially classified as battles, in which Australian army units took a significant part. Information, maps, photographs, and appendices clearly indicate the roles of each unit, and battle honours awarded to them. As a resource it therefore fills

some of the gaps between generalised war histories and the narrower battle or unit histories. G. Spindler

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| **USER LEVEL:** | Stage 5 Stage 6 Professional |
| **KLA:** | HSIE |
| **SYLLABUS:** | History Stages 4-5; 2U Modern History |
| | SCIS 975663 |

## THOMAS, Ron
### The Australian Defence Force [series]
Macmillan, 1999

Students could gain a holistic understanding of the army, navy and airforce from this series on the Australian defence forces. Each book examines: the history of each branch; their role in war and peace with brief reference to case studies such as the world war campaigns; the chain of command; and awards and decorations associated with each branch. Careers advisers, in particular, would find relevance in this series as recruitment, training and types of jobs available are adequately described and illustrated. The historical and contemporary photographs throughout are a valuable stimulus. K. Wratten

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| **USER LEVEL:** | Stage 4 Professional |
| **KLA:** | HSIE |
| **SYLLABUS:** | History Stages 4-5 |

Titles in this series:
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|---|---|
| Airforce | SCIS 974078 |
| Army | SCIS 974074 |
| Navy | SCIS 974075 |

## HUNTER, Rebecca
### First times [series]
Evans, 2000

For young children first experiences can be exciting, but can be worrying too. This series of books was devised in consultation with Trevor Jellis, an experienced psychologist who has worked with children and adults in the management of stress. Through brief statements, photographs and captions each book gives insight as to how a child is feeling and behaving in each situation. The notes to parents and teachers provide further guidance on how to assist a child who is confused or frightened. Used in the classroom as stimuli for discussions these books may help allay the fears of students before they encounter stressful experiences for the first time. G. Penn

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| **USER LEVEL:** | Early Stage 1 |
| **KLA:** | PDHPE |
| **SYLLABUS:** | PDHPE K-6 |

Titles in this series:
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|---|---|
| My first visit to hospital | SCIS 998919 |
| My new dad | SCIS 998924 |
| My new sister | SCIS 998921 |

### The heroin crisis
/ edited by Justin Healey. Spinney Press, 1999 (Issues in society 118)
ISBN 1876811277                                  [362.29]

Stage 6 students and teachers will find great use for this work, which has up to date statistics on heroin usage within the Australian population. Details of the impact of heroin on our health system, crime and social welfare issues within the Australian community are investigated. The government's responses to the

heroin problem through law enforcement strategies, education, harm reduction and drug treatment options are thoroughly described and well presented. This text is relevant to: Stage 6 PDHPE Preliminary Core Module 2, Better health for individuals, and HSC Core 1, Health priorities in Australia, as it supports the study of the impact of drug use within communities and provides a sound base for the critical study of health promotion initiatives. It would also support the Stage 6 Crossroads course, Drug issues. M. Biron

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|---|---|
| **USER LEVEL:** | Stage 6 Professional |
| **KLA:** | PDHPE |
| **SYLLABUS:** | PDHPE Stage 6          SCIS 986882 |
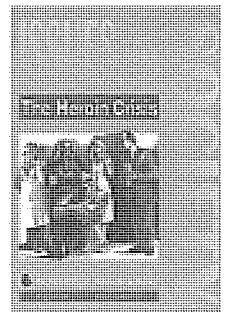
## POWELL, Jillian
### What do we think about adoption?
Wayland, 1999 (What do we think about?)
ISBN 0750224924                                  [362.73]

In a personal development program, this book on adoption could be used as a resource when examining family composition, parenting and family changes. To help young readers and to aid in the location of specific pieces of information, a comprehensive index and glossary are provided. Also included are notes for parents and teachers that provide excellent suggestions for assisting children gain a greater understanding of the issues. Facts are clearly presented and supported by meaningful photographs. G. Penn

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|---|---|
| **USER LEVEL:** | Stage 1 Stage 2 |
| **KLA:** | PDHPE |
| **SYLLABUS:** | PDHPE K-6              SCIS 989180 |

## MacGREGOR, Cynthia
### The abduction prevention library [series]
Powerkids, 1999

Books in this series deal with personal safety issues that young children may encounter. These issues are explored through the use of vignettes and photographs. In child protection education lessons, for example, Listen to your instincts could be used to illustrate situations that evoke uncomfortable feelings and could help to identify ways in which respond to these feelings appropriately. Each book contains a simple index and a glossary of terms, some of which may differ to those used in NSW schools. G. Penn

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|---|---|
| **USER LEVEL:** | Stage 1 |
| **KLA:** | PDHPE |
| **SYLLABUS:** | PDHPE K-6 |

Titles in this series include:
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|---|---|
| Listen to your instincts | SCIS 998911 |
| Staying safe by saying no | SCIS 998916 |

## ALCRAFT, Rob
### Oil disasters
Heinemann Library, 2000 (World's worst)
ISBN 043101289X                                  [363.11]

Real and spectacular events are recorded in this book in language and photographs of immediate appeal to students. Simple explanations, plus details of environmental impact add to the book's

interest. A world map showing oil producing countries and location of disasters will help build understanding of global interconnectedness and the need for ecological responsibility. An introductory section explains how oil is formed. Background information on the uses of oil derived products is important for science and technology studies which address choice of materials and other aspects of appropriate technology. Also useful is the discussion of safety, both in engineering design and in procedures to be followed. J. Kennelly

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|---|---|
| **USER LEVEL:** | Stage 2 Stage 3 |
| **KLA:** | HSIE; ST |
| **SYLLABUS:** | HSIE K-6; Science & Technology K-6 |
| | SCIS 998157 |

*Titles in this series include:*
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|---|---|
| **Chemical disasters** | SCIS 998065 |
| **Fire disasters** | SCIS 998219 |
| **Shipping disasters** | SCIS 998197 |
| **Space disasters** | SCIS 998223 |

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BECK, Jennifer, BLACKLOCK, Dyan & ALLAN, Katrina

## Crash!: the search for the Stinson

Omnibus, 1999
ISBN 1862913781          [363.12]

Described as "a story of courage, mateship and physical endurance", this is an account of a tragic Australian aviation incident, involving the 1937 crash of a Stinson A aircraft, and the subsequent, equally dramatic, rescue of two survivors. The book's design draws the reader into the narrative, which is well supported by numerous photographs and artist's interpretations of historical events. A useful complement to an integrated unit on flight or Australian heroes, this book also provides an excellent teaching model for demonstrating the use of primary and secondary source material. Handwritten diary entries, interviews, archival photographs, newspaper articles and books, are incorporated into this work. I. McLean

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|---|---|
| **USER LEVEL:** | Stage 3 Stage 4 |
| **KLA:** | English |
| **SYLLABUS:** | English K-6; English 7-10 |
| **SUPPLIED:** | Paper     SCIS 979899 |

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ALCRAFT, Rob

## Nuclear disasters

Heinemann Library, 2000 (World's worst)
ISBN 0431012865          [363.17]

Geography teachers will find a direct link to the *Managing global environments* and the *Global citizenship* content areas of the Stage 4 Geography syllabus in this book. The clear, simple diagrams are useful in explaining the production of electricity in nuclear power stations. Teachers can utilise the pictorial representations, maps and photographs to develop the interpretative and analytical skills of students. The Windscale, Chernobyl and Three Mile Island case studies provide diverse examples of nuclear accidents. The information presented will enable students to analyse and evaluate the issues related to the use of nuclear power stations. K. Wratten

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|---|---|
| **USER LEVEL:** | Stage 4 |
| **KLA:** | HSIE |
| **SYLLABUS:** | Geography Stages 4-5    SCIS 998171 |

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## Introducing safe food handling [videorecording]

Learning Essentials, 1999 [22min.]
ISBN none          [363.19]

The focus of this video is on food poisoning, poor food handling practices and making foods safer. The production is based on Health Services Victoria, with emphasis on the food safety program of Bendigo's Health Care Group. The concepts of correct storage, food preparation and hygiene are covered simply and adequately. Teachers' notes are provided for lesson planning and review questions for students are included. This is an excellent introduction to hygiene and food handling in the workplace. C. Bertram

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| **USER LEVEL:** | Stage 6 |
| **KLA:** | TAS; VOC ED |
| **SYLLABUS:** | Food Technology Stage 6; Tourism & Hospitality Stage 6 |
| **SUPPLIED:** | Infosentials    SCIS 993503 |

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HALLEY, Ned

## The best-ever book of disasters

Kingfisher, 1999
ISBN 0753403641          [363.34]

Twenty five disasters of natural and human causes, as well as future possible disasters, are each briefly discussed in this attractive, large format book. No explanations or criteria are given for the selection of the events described, nor is the concept or meaning of disaster addressed. Disasters caused by war are ignored, and the UK origin of the book skews its focus, particularly in the entry for famine, and in the only Australian event included. Although profusely illustrated with coloured drawings, photographs and diagrams showing how some of the disasters occurred, the absence of captions makes their interpretation and understanding difficult for young readers. W. Smith

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|---|---|
| **USER LEVEL:** | Stage 2 Stage 3 |
| **KLA:** | HSIE |
| **SYLLABUS:** | HSIE K-6    SCIS 988368 |

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## State of the environment reporting manual

/ edited by J. Powell. Hawkesbury-Nepean Catchment Management Trust, 1999
ISBN 1875994416          [363.7009944]

Designed to assist local councils in the production of similar environment reports, this manual provides information on the general state of the Hawkesbury-Nepean catchment, and detailed guidelines for collecting information to produce a local report. Aspects studied include air, land, water, biodiversity and Aboriginal heritage. Useful features are the suggestions and lists of references indicating where to find additional information. These could be used selectively to assist information collection on case study farms for the Preliminary course. Teachers might adapt some aspects into research or measurement activities in their local environment. The complex concepts and language throughout the manual will restrict its use to Stage 6 students. S. Annetts

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|---|---|
| **USER LEVEL:** | Stage 6 |
| **KLA:** | TAS |
| **SYLLABUS:** | 2U Agriculture |
| **SUPPLIED:** | Paper    SCIS 975028 |

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## Festivals of the world [series]

Times Editions, 1999

Many of the world's most interesting countries have been selected for this series about festivals and culture. Each book contains large coloured photographs, and fascinating Think about this facts in text boxes. The glossary and index are scant in the information that they provide for students researching this topic. The content of each book is written in an easy to read style, which supports information gathering activities for inexperienced students. Things for you to do features craft ideas and recipes. Attractively presented, with distinctive covers and child oriented illustrations throughout, this multicultural series provides a source of excellent, current information on several fascinating nations. S. Rasaiah

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|---|---|
| **USER LEVEL:** | Stage 2 Stage 3 |
| **KLA:** | HSIE |
| **SYLLABUS:** | HSIE K-6 |

*Titles in this series include:*
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|---|---|
| **Argentina** | SCIS 990917 |
| **Czech Republic** | SCIS 990923 |
| **Scotland** | SCIS 990900 |

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## Time for a rhyme

/ chosen by Fiona Waters. Orion Children's, 1999
ISBN 1858816955          [398]

The illustrations to support the rhymes in this reference collection are by Ailie Busby, and they are simple, colourful and appealing. One of the strengths of this resource is its excellent organisation of topics. The rhymes are grouped into fourteen everyday categories, which is invaluable for teachers seeking simple poetry and nursery rhymes to support particular themes or units of work. Some topics include: weather and seasons; adventure; people; Christmas; and magic. This presentation also makes it easy for students to find their favourite topic. The combined index of authors, titles and first lines completes this very useful anthology. J. Eade

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|---|---|
| **USER LEVEL:** | Early Stage 1 Stage 1 Stage 2 Professional |
| **KLA:** | English; HSIE; Mathematics |
| **SYLLABUS:** | English K-6; HSIE K-6; Mathematics K-6 |
| | SCIS 996209 |

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PHILIP, Neil

## The Dorling Kindersley myths & fairy tales collection

Dorling Kindersley, 1999
ISBN 0751362093          [398.2]

In this large, handsomely produced book are 119 stories from 57 cultures and countries, lavishly illustrated with watercolours by Nilesh Mistry and with coloured photographs of places connected with the stories. Each of the two sections contains an introduction, explaining the nature of the following stories, which are grouped thematically to demonstrate the universality of many ideas and beliefs. While the book usefully brings together many familiar and unfamiliar stories, it is disappointing to see how few sources are cited. Suitable for reading aloud, or for independent readers to read for themselves, it could also have value in comparative studies of culture and religion. W. Smith

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|---|---|
| **USER LEVEL:** | Stage 2 Stage 3 |
| **KLA:** | HSIE |
| **SYLLABUS:** | HSIE K-6    SCIS 996180 |

KELLOGG, Steven

## The three sillies

/ based on the tale by Joseph Jacobs. Walker, 1999
ISBN 0744540445          [398.20942]

A startled suitor proclaims that he will not marry a certain young woman until he meets three people sillier than she and her parents. In this silly town, such a quest does not take long. This is an amusing retelling of a popular English folktale, and Kellogg has combined elements from several traditional variations, as explained in the author's note. He has also added a bright, accessible comic book quality, with hilarious dialogue in speech balloons and thought clouds, to supplement and reinforce the narrative. Sharp eyed students will notice that the story actually continues across the endpapers and onto the back cover, and there are numerous puns to discover when re-reading. I. McLean

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|---|---|
| **USER LEVEL:** | Stage 1 Stage 2 Stage 3    SCIS 987768 |

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SHANNON, Mark & SHANNON, David

## The acrobat & the angel

Putnam's Sons, 1999
ISBN 0399229183          [398.20944]

In this reworking of a medieval French legend, one of many about the plague which afflicted Europe intermittently for centuries, the characters are deeply human in their desires and behaviour. The plight of the poor and the role of the monasteries are clearly shown. The curves and columns of Norman architecture are an effective unifying device, framing each full page illustration. Even though the events portrayed are clearly miraculous, the religious aspects of the original story are underplayed, yet reflect current interest in angels as spiritual messengers. The story has value as a basis for classroom discussion about appropriate behaviours, religious belief and the true nature of charity. W. Smith

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| **USER LEVEL:** | Stage 1 Stage 2 Stage 3 |
| **KLA:** | HSIE |
| **SYLLABUS:** | HSIE K-6    SCIS 998560 |

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McCAUGHREAN, Geraldine

## Grandma Chickenlegs

Doubleday, 2000
ISBN 0385408633          [398.20947]

In a delightful reinterpretation of the Russian folk tale, Baba Yaga, this work draws on our memories of step motherly fairytales where children are banished from their much loved families. Readers may savour the vibrant language or relish the skilfully constructed word pictures on a grander scale. The tale of Tatia's bravery is echoed in the detailed drawings. Moira Kemp's vivid, luxuriously pencilled illustrations accompany the text. They are not always true to their time, but suggest a 19th century backdrop in a 20th century style. The drawings also include the quirkiness of visual puns and are well suited to critical analysis. *Grandma Chickenlegs* is a very visual literary experience. I. Kolder-Wicks

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|---|---|
| **USER LEVEL:** | Stage 1 Stage 2 |
| **KLA:** | English |
| **SYLLABUS:** | English K-6    SCIS 993040 |

HOLPER, Paul & TOROK, Simon

## Wow!: amazing science facts & trivia

ABC, 1999
ISBN 0733307477                                    [500]

By cleverly presenting a collection of scientific facts and trivia in a very readable format, this book attempts to demystify many areas of science. Divided into chapters, the broad categories include: statistics; oddities; records; facts; misconceptions; a reverse multiple choice quiz; and milestones in science. Each entry is accompanied by a humorous heading and the plentiful cartoons are by Stephen Axelsen. The information would not only be of interest to students but also a valuable aid to teachers. This book provides stimulation material and talking points to complement many junior science topics, with much of the content also relevant to other subjects in the curriculum. K. Heap

| USER LEVEL: | Stage 3 Stage 4 Stage 5 |
|---|---|
| KLA: | Science; ST |
| SYLLABUS: | Science K-6; Science Stages 4-5 |
| SUPPLIED: | Paper                    SCIS 987640 |

SUZUKI, David

## You are the earth

Allen & Unwin, 2000
ISBN 1865081787                                    [550]

Written by an acclaimed environmentalist, this book explores the connections between people and their environment. There is excellent use made of photographs, cartoons, pictures and diagrams to supplement the interesting text. The text includes stories and viewpoints from many cultures, a quiz, and activities which could be carried out with a class. There are chapters on earth, water, air, fire and biodiversity, and the chapter on what children can do to look after the environment documents the efforts of real children. This book could be a very useful resource for study of the prescribed science focus area of *Society and the environment*. S. Annetts

| USER LEVEL: | Stage 4 Stage 5 |
|---|---|
| KLA: | Science |
| SYLLABUS: | Science Stages 4-5 |
| SUPPLIED: | Paper                    SCIS 996168 |

REDFERN, Martin

## The Kingfisher book of planet Earth

Kingfisher, 1999
ISBN 0753403196                                    [551]

Opening with the beautiful birth of the solar system, this book celebrates the excitement and variety of planet Earth. Each page is filled with colour, vivid drawings and sharply detailed photographs. Information is focussed and succinct. It is laid out in short easy to read sections, covering a broad field from historic Earth to the projected end of the planet. Students are led in their research to explore: the geology of Earth; meteorology; geography; flora and fauna; and natural disasters. The final section studies the ecological balance which men and woman must strike with the planet in order to survive. L. Ward

| USER LEVEL: | Stage 2 Stage 3 Stage 4 |
|---|---|
| KLA: | HSIE; Science |
| SYLLABUS: | HSIE K-6; Science Stages 4-5    SCIS 982626 |

BLAXLAND, Wendy

## Deserts

Macmillan 2000 (The earth)
ISBN 0732959098                                    [551.41]

Written for the information needs of middle primary students, this short Australian book starts with familiar local facts and images. The author also introduces students to comparable environments on other continents. Structurally, each of the six chapters follows a typical report format. The main idea is presented with embedded definitions, key facts and supporting illustrations. Bolded technical terms indicate that a glossary reference is available. However, some terms are only explained or exemplified within the text, and sometimes imprecisely, such as the information about feral animals. Photographs, maps and diagrams are used appropriately to highlight data. The contents and index increase the accessibility of the facts for independent learning. I. Kolder-Wicks

| USER LEVEL: | Stage 2 |
|---|---|
| KLA: | English; ST |
| SYLLABUS: | English K-6; Science & Technology K-6    SCIS 998899 |

BLAXLAND, Wendy

## Mountains

Macmillan, 2000 (The earth)
ISBN 0732959063                                    [551.43]

A heavy reliance on photographs, with limited use of text, characterises this resource. Geography teachers could find application to the mandatory *Global environments* section and the *Environments at risk* elective component in the Stage 4 Geography syllabus. The focus areas of the text lead students through key aspects of a simple geographical study of a natural environment. The annotated photographs and pictorial representations effectively communicate the key features of the mountain landscape. One particular strength is the inclusion of a section on mapping mountains, which guides students in the key geographical skill of constructing a map from a photograph, incorporating grid construction and key (legend) development. K. Wratten

| USER LEVEL: | Stage 4 |
|---|---|
| KLA: | HSIE |
| SYLLABUS: | Geography Stages 4-5    SCIS 998886 |

BLAXLAND, Wendy

## Climate and atmosphere

Macmillan 2000 (The earth)
ISBN 073295911X                                    [551.5]

This is a challenging topic, made accessible by this book, which offers simple explanations and descriptions accompanied by supportive illustrations. The areas covered include wind, rain and clouds and other aspects of the topic like mapping, natural disasters and weather forecasting. The book also supports the reader in developing knowledge of technical terms by providing very clear plain English explanations. This text would be ideal as a starting point for writing factual texts and becoming familiar with the types of diagrams, maps and charts which are typically used to support them. K. Rushton

| USER LEVEL: | Stage 3 |
|---|---|
| KLA: | English; ST |
| SYLLABUS: | English K-6; Science & Technology K-6    SCIS 998881 |

ÖKTOBER, Tricia

## Wetlands

Hodder Children's, 2000
ISBN 0733611974                                    [577.68]

The illustrations in this informative picture book about wetland regions of Australia are quite special, and ideal for sharing with groups of students. Crisp, white pages, generous margins, a well written narrative in large type, and richly coloured sketches (of brolgas, frogs, freshwater crocodiles and waterlilies), combine elegantly to create an excellent springboard for a thematic unit. This is an excellent resource for building students' field knowledge. It will enrich their vocabulary and enthral them about the topic. A section of notes for parents and teachers carries a strong message about Australia's "most appalling" record of water management. I. McLean

| USER LEVEL: | Stage 1 Stage 2 Stage 3 |
|---|---|
| KLA: | HSIE; ST |
| SYLLABUS: | HSIE K-6; Science & Technology K-6    SCIS 1001014 |

## Intimate strangers: unseen life on earth
[videorecording] [series]
Baker & Simon, 1999 [60 min. each]

The four videos in this series examine the many positive and negative roles that micro organisms play in our world. In a very clear and concise manner, the threats that microbes can pose to human survival, and the contributions made by microbes in sustaining us, are explained. Viruses, bacteria, communicable diseases, genetics, antibiotics and DNA are some of the topics investigated across the series. The current syllabuses are well supported by the excellent footage of microbial life featured, as such views are otherwise difficult for students to experience in the classroom. The well defined structure of the videos is also useful for scaffolded note taking exercises. K. Heap

| USER LEVEL: | Stage 4 Stage 5 Stage 6 |
|---|---|
| KLA: | Science; TAS |
| SYLLABUS: | Agriculture Stages 4-5; Science Stages 4-5 |
| SUPPLIED: | Set of four, Marcom |

*Titles in this series:*
**Creators of the future**                         SCIS 994724
**Dangerous friends & friendly enemies**           SCIS 994718
**Keepers of the biosphere**                       SCIS 994555
**The tree of life**                               SCIS 994551

SILKSTONE, Barry

## Science and human health

Macmillan, 1999 (People and animals)
ISBN 0732941466                                    [590.7]

Rich in information and large colour photographs, this book is an excellent resource for students and teachers. The issues relating to the use of animals for the testing of medications, household products, and cosmetics are discussed without bias. Historical perspectives are explored, and comparisons are made between past and present practices in the use of animals for research purposes. Arguments for and against are provided, along with an occasional glossary box for new words introduced in the text. This book is appropriate for both primary and secondary students as it provides a good reference base, and could also act as a springboard for further investigation. C. Maher

| USER LEVEL: | Stage 3 Stage 4 Stage 5 |
|---|---|
| KLA: | Science |
| SYLLABUS: | Science & Technology K-6; Science Stages 4-5    SCIS 981485 |

## Zoo keeping; A job in the zoo [videorecording]
/ written & presented by Rob Morrison. Education Service, Adelaide Zoo, 1999 (34 min.)
ISBN none                                          [590.73]

The first half of this video clearly states that zoo keeping work is for animal lovers who are prepared for an all year round commitment with modest pay. The filming of zookeepers in their work environment highlights the physical and routine nature of the job, and the more appealing aspects. The second section provides a much richer information source for older Stage 5 students wanting facts about the various career opportunities and necessary qualification levels for working in a zoo environment. E. Kesby

| USER LEVEL: | Stage 4 Stage 5 |
|---|---|
| KLA: | TAS; VOC ED |
| SYLLABUS: | Agriculture 7-10    SCIS 983362 |

DALE, Kim

## What am I?

Lothian, 1999
ISBN 0734400446                                    [591.994]

The simple, poetic word riddles used in this beautifully presented information book concern fourteen Australian birds and animals, including a platypus, echidna, fairy penguin, dingo family and a frill-necked lizard (who refuses to hide!). The cleverly designed lift the flap pages reveal two views of each hidden creature's habitat, and provide hints about the subjects of the verses. Brief facts about the animals are included in the final pages, with each entry accompanied by a small location map. The rhymes are excellent resources for developing field knowledge for factual writing exercises, and as models for students attempting their own poems and puzzles. I. McLean

| USER LEVEL: | Stage 1 Stage 2 Stage 3 |
|---|---|
| KLA: | English; ST |
| SYLLABUS: | English K-6; Science & Technology K-6    SCIS 999271 |

GOWER, Timothy

## This book bites!: or, why your mouth is more than just a hole in your head

Planet Dexter, 1999 (Planet Dexter)
ISBN 0448440814                                    [612.3]

Everything about the purpose and performance of the mouth is presented here in zany, humorous fashion. Using a variety of colour illustrations and photographs, the range of topics includes: the structure and purpose of the lips, tongue, teeth, and gums; and uses such as kissing, chewing and tasting. Phenomena associated

with various parts of the mouth, such as being tongue tied, having the hiccups, yawning, speaking, bad breath, and even spit, are explored. Although there is a large amount of text, the language is simple and chatty, with readers encouraged to browse through the book's visually stimulating, magazine style format. Students will also be attracted by the moving three dimensional cover. L. Crofts

| USER LEVEL: | Stage 3 | |
|---|---|---|
| KLA: | ST | |
| SYLLABUS: | Science & Technology K-6 | SCIS 991030 |

ANGLISS, Sarah

## Movers and shapers

Belitha Press, 1999 (The human machine)
ISBN 1841380156                                    [612.7]

Well written and superbly illustrated, this book about human muscles and bones is suited to its intended audience. The accurate and relevant information presented is applicable to students of all ages. A standardised information box related to body repair appears on each double page. This provides additional insight into the functions and structures that the body has in place to remedy or avoid stressful situations. Words and illustrations provide a sound base from which students can develop an understanding of human skeletal and muscular systems. This is a worthwhile, well designed book to support studies of the human body. C. Maher

| USER LEVEL: | Stage 3 Stage 4 Stage 5 | |
|---|---|---|
| KLA: | PDHPE; Science | |
| SYLLABUS: | PDHPE K-6; PDHPE 7-10; Science & Technology K-6; Science Stages 4-5 | |
| | | SCIS 976485 |

JOHNSON, Julie

## Health & you

Heinemann, 1999 (What's at issue?)
ISBN 0431035326                                    [613]

Topics in this book cover the meaning of health and physical activity, menstruation, coping with grief and bereavement, relationships, friendships and intimate relationships. The inclusion of graphics incorporating a range of ethnic backgrounds allows for a multicultural perspective on these issues. Print is well sized for student use. The presentation of limited information on two pages per topic may require use of other sources for further study and discussion. There are no classroom based activities provided. Some contact names and addresses of support agencies are included for Australian residents, although most are English. M. Biron

| USER LEVEL: | Stage 4 Stage 5 | |
|---|---|---|
| KLA: | PDHPE | |
| SYLLABUS: | PDHPE 7-10 | SCIS 996786 |

APPLETON, Julie

## There's more to food than eating: food foundations for children birth to eight years

Pademelon, 1999
ISBN 1876138092                                    [613.2]

A useful teacher and student reference for child based courses, this book includes nutrition information and easy to follow graphically arranged recipes. However, it is the less traditional activities that make this book special. A whole range of structured, hands on activities for learning about food are given via different approaches, which include mathematics and science, physical activity and motor skills, decision making and food cycles. There are some useful suggestions for cultural investigations and sections on meal planning and children with special needs. A good rationale, conceptual framework and sample nutrition programs for early childhood services further support this resource. J. Redfern

| USER LEVEL: | Stage 5 Stage 6 Professional | |
|---|---|---|
| KLA: | PDHPE | |
| SYLLABUS: | CEC Exploring Early Childhood | |
| SUPPLIED: | Paper | SCIS 998586 |

## Elegant solution. Episode 1 [videorecording]

Thought Films, 1997 (SBS educational videos)
ISBN none                                          [620]

This video provides an excellent insight into the varying roles undertaken by engineers. It has an entertaining, magazine style format, reminiscent of the television series *Beyond 2000*. This whole episode would be a worthwhile general introduction to the Engineering Studies: Stage 6 (approved 1999) course while the short segment (four minutes) on hip joint replacements is particularly relevant to the HSC module *Bio-Engineering*. Teachers of Stage 5 TAS subjects such as Design & Technology and Technics could also use this video to highlight the link between their work and the senior course. Interest for Australian viewers is heightened by the use of local examples and Australian identities. This is a well produced and entertaining resource. D. Jackson

| USER LEVEL: | Stage 5 Stage 6 | |
|---|---|---|
| KLA: | TAS | |
| SYLLABUS: | Design and Technology 7-10; Engineering Studies Stage 6; Technics 7-10 | |
| SUPPLIED: | Marcom | SCIS 993987 |

## Elegant solution. Episode 2 [videorecording]

Thought Films, 1997 (SBS educational videos)
ISBN none                                          [620]

The multi disciplinary approach of modern engineering is the focus of this video. The first half deals with the role of the military as a driving force for technological change. This would be useful as a stimulus for class discussion on the ethical and humanitarian factors associated with technology within the *Bio-engineering* and *Aeronautical* modules of Engineering Studies: Stage 6 (approved 1999). The effect of technology on employment levels is briefly considered when looking at the use of robotics. The second half of the video provides some modern examples of complex telecommunication situations relevant to the *Telecommunications* module. This is a worthwhile resource for Engineering Studies if watched in two parts. D. Jackson

| USER LEVEL: | Stage 6 | |
|---|---|---|
| KLA: | TAS | |
| SYLLABUS: | Engineering Studies Stage 6 | |
| SUPPLIED: | Marcom | SCIS 994007 |

*Also in this series:*

| | |
|---|---|
| Elegant solution. Episode 3 | SCIS 994020 |
| Elegant solution. Episode 4 | SCIS 993556 |
| Elegant solution. Episode 5 | SCIS 993564 |
| Elegant solution. Episode 6 | SCIS 993573 |
| Elegant solution. Episode 7 | SCIS 993576 |
| Elegant solution. Episode 8 | SCIS 993946 |

## Elegant solution. Episode 9 [videorecording]

Thought Films, 1997 (SBS educational videos)
ISBN none                                          [620]

A highly entertaining video, this covers a range of topics including robotics and control systems, safety testing of cars and automated manufacturing processes. Ethical issues associated with reducing employment opportunities are discussed. The magazine style format will keep students interested throughout, however it is difficult to relate the whole episode to one particular subject or unit of work. Teachers of the *Electronics* and *Metal-based* lobes of Technics as well as Engineering Studies: Stage 6 (approved 1999) will find aspects of the video useful. The use of an Australian car superseded three years ago does date the video, although the information presented is still relevant. D. Jackson

| USER LEVEL: | Stage 5 Stage 6 | |
|---|---|---|
| KLA: | TAS | |
| SYLLABUS: | Engineering Studies: Stage 6; Technics 7-10 | |
| SUPPLIED: | Marcom | SCIS 993568 |

## Elegant solution. Episode 10 [videorecording]

Thought Films, 1997 (SBS educational videos)
ISBN none                                          [620]

The magazine style format of this video is both a strength and weakness. The examples given of construction engineering have some relevance to the *Lifting devices* module of Engineering Studies Stage 6 (approved 1999) and provide links to the *Built environment* context area of design and technology for older students in the junior school. This is a well produced and entertaining resource, although a short segment at the end on engineering applications that are helping the blind to read seems out of place with the rest of the theme for this episode. D. Jackson

| USER LEVEL: | Stage 5 Stage 6 | |
|---|---|---|
| KLA: | TAS | |
| SYLLABUS: | Design & Technology 7-10; Engineering Studies: Stage 6 | |
| SUPPLIED: | Marcom | SCIS 993945 |

*Also in this series:*

| | |
|---|---|
| Elegant solution. Episode 11 | SCIS 993948 |
| Elegant solution. Episode 12 | SCIS 993933 |
| Elegant solution. Episode 13 | SCIS 993943 |

## Rural living: an outline of environmental protection and restoration measures for rural residential landholders

Hawkesbury-Nepean Catchment Management Trust, 1999
ISBN none                                          [630]

In agriculture there is a strong emphasis on the concepts of sustainability and management at catchment level. This leaflet provides brief outlines of a range of sustainable strategies, with practical suggestions for implementation and contact details for further advice. All information is presented in a simple, concise manner. Although produced about the Hawkesbury-Nepean river system, strategies are relevant for any catchment area. This work could be used as a resource in the classroom to help assess practices used in the school agriculture plot or on a case study farm. This is a useful summary, rather than an exhaustive reference. S. Annetts

| USER LEVEL: | Stage 4 Stage 5 Stage 6 | |
|---|---|---|
| KLA: | TAS | |
| SYLLABUS: | Agriculture 7-10; 2U Agriculture | |
| SUPPLIED: | Paper | SCIS 974988 |

FRENCH, Jackie

## How to guzzle your garden

Angus & Robertson, 1999
ISBN 0207197938                                    [635]

Successfully growing plants is a very achievable objective when students read this book. Presented in the same chatty style used by the author in her *Burke's backyard* television segments, the information enables students to select seeds, grow, cook, and eat the plants they produce. The absence of an index or table of contents makes it difficult for students to look up specific information, however they are aided by clear and concise headings and simple procedures. The brief commentaries are often amusing, and well supported by Judith Rossell's line drawings. This book provides an entertaining way to learn about growing produce and is a good starting point for students and teachers when exploring this topic. K. Heap

| USER LEVEL: | Stage 3 Stage 4 Stage 5 Professional | |
|---|---|---|
| KLA: | Science; ST; TAS | |
| SYLLABUS: | Agriculture Stages 4-5; Science & Technology K-6; Science Stages 4-5 | |
| SUPPLIED: | Paper | SCIS 983945 |

ARTIS, Lara

## Zoo keeper

Heinemann, 2000 (People who help)
ISBN 1863919422                                    [636.088]

The roles and responsibilities of Australian zookeepers are outlined in this book, which takes the reader through a typical day in the life of Genevieve Brayley, a keeper at Melbourne Zoo. It highlights the interactions between the keepers and the animals in their care. There is much information about the needs and daily routines of primates in zoos. Information is well supported by coloured photographs and large print. There are recommended Internet sites to explore. A useful classroom resource when investigating occupations, animals in captivity, or positive and negative aspects of zoos, this book could also be used independently by Stage 2 students. J. Hancock
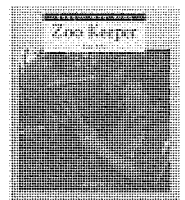
| USER LEVEL: | Stage 1 Stage 2 Stage 3 | |
|---|---|---|
| KLA: | HSIE | |
| SYLLABUS: | HSIE K-6 | SCIS 998633 |

*Titles in this series include:*

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|---|---|
| Crossing supervisor | SCIS 998730 |
| Shop keeper | SCIS 998720 |
| Vet | SCIS 998706 |

## New Australian food technology: our dairy industry [videorecording]

Learning Essentials, 1999 [22 min.]
ISBN none                                          [637]

An account of the production of milk on an Australian farm begins this video. From the dairy to the processing of milk, viewers are given a clear explanation of the pasteurisation of milk. The production of butter, cheese and milk powder is examined in terms of adding value to milk. Interviews with key personnel assist in the understanding of research and development in exporting these milk products overseas. The video is a useful resource for food technology, as the topic of food manufacturing is simply introduced. C. Bertram

**USER LEVEL:** Stage 5 Stage 6
**KLA:** TAS
**SYLLABUS:** Agriculture 7-10; 2U Agriculture; Food
Technology 7-10; 2U Food Technology
**SUPPLIED:** Infosentials  SCIS 993502

## *Science of beauty* [videorecording]

Breakthrough, 1998 (52 min.)
ISBN none  [646.7]

A wide range of beauty treatments and issues is explored in this video. Disorders or problems are defined and then opinions on their treatment are presented by cosmetic houses, medical people and alternative therapists. The video does not attempt to resolve differences between practitioners but presents the information in an unbiased manner. Topics covered include cellulite, skin care, sun tanning and aromatherapy. Simple questions on beauty products and make-up are answered. There is an informative section on acne and healthy eating, and an overview of new technologies and the debate on testing cosmetics on animals. This long video could be viewed in segments to stimulate classroom discussion. J. Redfern

**USER LEVEL:** Stage 5 Stage 6 Professional
**KLA:** PDHPE
**SYLLABUS:** PDHPE 7-10; PDHPE Stage 6
**SUPPLIED:** Marcom  SCIS 998347

LEIER, Ray

## *Contemporary turned wood: new perspectives in a rich tradition*

Hand Books, 1999
ISBN 9057036525  [684]

The work of artists working with turned wood is displayed in this attractive book. Beautifully presented in full colour, each page displays the work of a different artist, sometimes accompanied by a description or note about the origins or inspiration of the work. The book begins with a brief history of the contemporary wood studio movement and then looks at different aspects of the craft, including wood turning as sculpture and creating small treasures. This inspirational book highlights the characteristics and versatility of wood, however, the finished products are well beyond the skill and resources of most students working in wood. J. Redfern
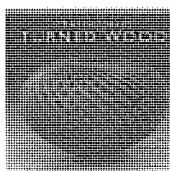
**USER LEVEL:** Stage 5 Stage 6 Professional
**KLA:** TAS
**SYLLABUS:** Design & Technology 7-10; Design &
Technology: Stage 6
**SUPPLIED:** Craftsman House  SCIS 999141

LACEY, Sue

## *Animals*

Watts, 1999 (Start with art)
ISBN 0749634405  [704.9]

Each double page spread in this book introduces readers to a variety of skills and art techniques for students to explore. Art works featured include Picasso's *Goat* and Raphael's *St. George fighting with the dragon*. The step by step projects are easy to follow, introducing the student to a variety of techniques and terms, with a simple glossary in the back. Visually stimulating, simply written

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text heightens this book's appeal, making it a useful classroom tool. K. Ashley

**USER LEVEL:** Stage 2 Stage 3
**KLA:** CA
**SYLLABUS:** Visual Arts K-6  SCIS 996321

LACEY, Sue

## *People*

Watts, 1999 (Start with art)
ISBN 0749634391  [704.9]

Using a strong visual approach, this work introduces students to the work of a variety of artists. The references are almost exclusively to famous European artists, but the illustrations are evocative and powerful learning tools. Readers are led through the practical steps of creating images of people in a variety of techniques ranging from sculpture, collage, and mosaic to assemblage. Each unit involves a double page with instructions on materials needed, a suggested topic based on the example from the gallery, some explanation of terms and helpful hints to follow. This is a handy book of ideas on portraiture. K. Ashley

**USER LEVEL:** Stage 2 Stage 3
**KLA:** CA
**SYLLABUS:** Visual Arts K-6  SCIS 996351

*Also in this series:*
***Animals***  SCIS 996321

SUTTON, Ian

## *Western architecture: a survey from ancient Greece to the present*

Thames & Hudson, 1999 (World of art)
ISBN 0500203164  [720.94]

There has been a major swing in the last decade in the way that history of architecture is viewed. We can no longer merely consider only the great buildings as our landmarks, as architecture is now perceived as where people live, work, worship and die. This book looks at buildings throughout history, trends and traditions, and the social and technological reasons for changes in styles of architecture. You will find the familiar important examples that highlight a major step in the history of building. The final chapter looks at post modernism, the influence of computers on design, and some dilemmas architects must face in the present. K. Ashley

**USER LEVEL:** Stage 6 Professional
**KLA:** CA
**SYLLABUS:** 2U Visual Arts
**SUPPLIED:** Paper  SCIS 979179

McCREIGHT, Tim

## *Boxes & lockets: metalsmithing techniques*

Hand Books, 1999
ISBN 9057036827  [739]

Lots of full colour photographs make this book as inviting as the subject matter. The book describes techniques for building boxes, and making hinges, lids and catches. Photographs and diagrams make the instructions easier to follow. Information about tools, and practices such as filing, dies, soldering methods and tubing is

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included. Tables and charts at the back of the book provide information on the composition and melting points of alloys and relative sizes and weights of different metals. Throughout each chapter are photographs of a crafted boxes and lockets to inspire and marvel over. J. Redfern

**USER LEVEL:** Stage 5 Stage 6 Professional
**KLA:** TAS
**SYLLABUS:** Design & Technology 7-10; Design &
Technology: Stage 6
**SUPPLIED:** Craftsman House  SCIS 999159

TOKELY, Rod & NAYLOR, Dillon

## *Zap! splat! ka-pow! Make your own comic*

Omnibus, 1999
ISBN 1862913978  [741.5]

With Old Joe as our guide, this book takes readers through the maze of paths that lead to the creation of a comic. The comic book format is visually bold and well planned. The combination of script and image addresses topics including sound effects lettering, perspective, shadows, layout and colouring in double page sections. Included is a page on computer generated lettering, emphasising a hands on approach. This is primarily a resource for secondary or tertiary students, however some upper primary students would enjoy the pictorial ideas. K. Ashley

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6
**KLA:** CA; English
**SYLLABUS:** English 7-10; Visual Arts K-6; Visual Arts 7-10;
Visual Arts Stage 6
**SUPPLIED:** Paper  SCIS 981461

MALLAN, Kerry

## *In the picture: perspectives on picture book art and artists*

Centre for Information Studies, Charles Sturt University, 1999
(Literature and literacy for young people: an Australian series 3)
ISBN 09494060933  [741.6]

A variety of perspectives on picture book illustration is presented in this book. The book covers the historical approach, an examination of changes in the genre, and a discussion of interpretations and meanings. The concluding section provides five case studies of Australian artists. This last approach is of particular relevance to the contemporary senior visual arts syllabus. Further research suggested at the ends of Parts I and II also use the approach of cultural, structural, period and post modern frames, in line with contemporary practice. The placement of illustrations in a block in the centre of the book detracts from its impact. K. Ashley
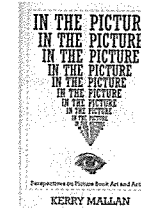
**USER LEVEL:** Stage 5 Stage 6 Professional
**KLA:** CA
**SYLLABUS:** 2U Visual Arts
**SUPPLIED:** Paper  SCIS 997462

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HURLEY, Frank

## *Hurley's Australia: myth, dream, reality*

/ selected and introduced by John Thompson. National Library,
1999
ISBN 0642107998  [779]

Presenting the later work of renowned Australian photographer Frank Hurley, this is a pictorial history of Australia in the immediate post war period, in particular the 1950s. There is naturally an artistic interest in these technically fine, subtle, black and white photographs, shown one per page. By later standards, the images appear very static, but they were originally intended to encapsulate the peace, security and productivity that Hurley observed as being typical of the period. Many were used promotionally for immigration campaigns. Their significance as social history is more clearly seen with hindsight, as the images demonstrate the patterns of what, to many, was a grey and conservative era. M. Hamlyn

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Community
Professional
**KLA:** CA; HSIE
**SYLLABUS:** History 7-10; 2U Modern History; 2U Visual
Arts  SCIS 987418

PRIOR, Natalie Jane

## *The recorder: how it changed the world, saved the universe and topped the charts*

Hodder Headline, 2000 (Ubiquitous things)
ISBN 0733610579  [788.3]

At last, a book that tells students more about recorders than just how to play and care for them! Here readers gain a broad appreciation of the recorder: its origins and history; how it works; who makes recorders; who plays them professionally; and who writes recorder music. The full range of recorders is introduced. Presentation is bright in both text and colour. Print quality encourages the reader, and the text, supportive photographs and cartoon drawings are excellent. Key information is written in a generally conversational tone and featured in highlighted frames. L. Ward

**USER LEVEL:** Stage 2 Stage 3
**KLA:** CA
**SYLLABUS:** Creative Arts K-6
**SUPPLIED:** Paper  SCIS 999245

*Titles in this series:*
***Chewing gum: how it fed the gods, went into space
and helped win the war***  SCIS 1004140
***Chocolate: how it saved a life, built a city and
conquered the world***  SCIS 997268

CLARK, Al

## *The lavender bus: how a hit movie was made and sold*

Currency, 1999
ISBN 0868195758  [791.43]

Following the creative process from a zany idea to a marketable product, this publication details the making of the Australian hit film, *The adventures of Priscilla, queen of the desert*. A witty, light

hearted narrative, it exposes the adventure behind the scenes. The joys and pains involved in chasing funding, casting, shooting, editing and marketing are revealed. It is fascinating to follow the journey of a film from Australia's red centre on its travels to Cannes and further to the world market. This is an enthralling case study for anyone interested in the modern film industry. C. Sly

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| **USER LEVEL:** | Stage 6 |
| **KLA:** | English |
| **SYLLABUS:** | 2U English; English Stage 6 |
| **SUPPLIED:** | Paper             SCIS 982178 |

\* Cover design by Susan Mikulic reprinted with permission

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CLAUSEN, Mathew

## Centre stage: creating, performing and interpreting drama

Heinemann, 2000
ISBN 0864624786                                    [792]

Pitched at middle secondary students, this publication offers a variety of stimulating drama activities. It includes many practical exercises from warm ups for body and voice to improvisation and play building. The section on script work considers not only the task of the actor but also the roles of director, stage manager and designers. A number of important performance styles including melodrama, comedy, masked drama, non realistic theatre and documentary drama are presented for study. Clear layout and an array of engaging activities make this a very useful resource for drama students. C. Sly

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| **USER LEVEL:** | Stage 5 |
| **KLA:** | CA |
| **SYLLABUS:** | Drama 7-10 |
| **SUPPLIED:** | Paper             SCIS 996831 |

## You can do it! [series]

Heinemann, 1999

The combination of colourful photographs and drawings, and a simple but appropriate text, makes these books an excellent introduction to the sports featured. The content and language is ideal for the complete beginner, and students get an insight into some of the social and competitive situations of each of the games. Spacious layout and large illustrations allow skills and activities to be carefully and clearly explained. Also included are tips on what to wear, equipment needed, and rules. Safety issues and warm up activities are given special attention. The *Games* volume examines rounders, tennis and basketball. L. Ward

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| **USER LEVEL:** | Stage 2 Stage 3 |
| **KLA:** | PDHPE |
| **SYLLABUS:** | PDHPE K-6 |

*Titles in this series:*

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|---|---|
| **Dance** | SCIS 995474 |
| **Football** | SCIS 995475 |
| **Games** | SCIS 995462 |
| **Gymnastics** | SCIS 995460 |
| **Swimming** | SCIS 995458 |

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LAWRENSON, Diana

## Inside The Australian Ballet

Allen & Unwin, 1999
ISBN 1864489596                                [792.80994]

Investigating many fascinating aspects of the day to day running of The Australian Ballet, this book is a beautifully presented introduction to ballet, and to the lives of professional ballet dancers. Particularly insightful is **Countdown to curtain up**, which builds dramatically to a stunning, six page gatefold featuring performers onstage at the Victorian Arts Centre's State Theatre. Other chapters focus on: **Blending ballet and business**; **Shoes**; **Painting the scenery**; **Fitness and food**; **Lighting**; and **Marketing**; among many others. Captions to the photographs are unfortunately brief, inconsistently placed, and of small font size. I. McLean

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| **USER LEVEL:** | Stage 3 Stage 4 |
| **KLA:** | CA; VOC ED             SCIS 989119 |

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SELZER, Anita

## Australian sportswomen [series]

Macmillan, 2000

The series provides an accurate overview of female athletes in a readable style, and increases understanding of the technique of each sport using a glossary and diagrams. Each book features biographies of current notable athletes, with sporting advice and quotes from the players. It covers player position, family background, achievements, influences, career highlights, training, diet and goals. Information is presented in a visually striking fashion. Large, glossy pictures of each athlete are effectively presented with positive and motivational pieces of information written in simple language. K. Bear

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| **USER LEVEL:** | Stage 3 Stage 4 |
| **KLA:** | PDHPE |
| **SYLLABUS:** | PDHPE K-6; PDHPE 7-10 |

*Titles in the series:*

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|---|---|
| **Athletics** | SCIS 996333 |
| **Basketball** | SCIS 996273 |
| **Golf** | SCIS 996338 |
| **Hockey** | SCIS 996272 |
| **Netball** | SCIS 996342 |
| **Swimming** | SCIS 996324 |

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## Dare to be different: a celebration of freedom in association with Amnesty International

/ compiled by Amnesty International. Bloomsbury Children's, 1999
ISBN 0747540217                                    [820.8]

A variety of literary genres is presented in this picture book: fairytales; folklore; Greek legends; Bible stories; poetry; and contemporary short stories. The strong themes develop issues about individual rights, the gaining of personal freedom, justice, and equality. Each piece has been chosen for its exploration of human qualities such as: courage, friendship, loyalty, selflessness, and the inner strength required to overcome adversity. Each of the thirteen pieces is presented as a discrete work by using a variety of print types and illustrative techniques, creating a visually stimulating format. An introduction provides the reader with an overview of the purpose and work of Amnesty International. L. Crofts

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

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| **KLA:** | English; HSIE; PDHPE |
| **SYLLABUS:** | English K-6; English Stages 4-5; HSIE K-6; |
| | PDHPE K-6             SCIS 996268 |

## The Bard of Toowoomba: the life and times of Bruce Dawe [videorecording]

ABC, 1987 (30 min.)
ISBN none                                          [A821]

Despite the dated presentation (especially the clothes, terminology and music), this video is a useful resource when studying the works of Australian poet, Bruce Dawe. It enables students to understand, with greater clarity, poems such as: *The wholly innocent*; *Doctor to patient*; *Education unlimited*; and *Colon-ized*. These are presented as dramatic interpretations, with Dawe as narrator. In an interview by Catherine Shirley, the poet's creative processes are explored, including his use of metaphor. Dawe also reads and discusses his other works. Whilst biographical in nature, this resource offers viewers an insight into Dawe's poetry, as it provides a social and personal context from which he creates his pieces. K. Taylor

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| **USER LEVEL:** | Stage 6 |
| **KLA:** | English |
| **SYLLABUS:** | 2U English; English Stage 6 |
| **SUPPLIED:** | Marcom             SCIS 993531 |

HEWETT, Dorothy & KINSELLA, John

## Wheatlands

Fremantle Arts Centre Press, 2000
ISBN 1863682791                                    [A821]

Although more than a generation apart in age, these two notable Australian poets clearly share a spiritual bond. Their psyches have been permeated by experiences of the vast wheatland areas of Western Australia. This anthology of poetry, prose and photographs is testament to the kinship between these writers. Works that exude the colours, scents and sounds of the landscape transport the reader to a remote area with its own unique history, inhabitants and geographical patterns. A richly rewarding collection, it offers a virtual journey that traverses time and space in the wheatlands. C. Sly

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| **USER LEVEL:** | Stage 6 |
| **KLA:** | English |
| **SYLLABUS:** | English Stage 6: Standard; English Stage 6: |
| | Advanced |
| **SUPPLIED:** | Paper             SCIS 996415 |

## The big book of little poems

/ compiled by Roger McGough & Gyles Brandreth. Andre Deutsch Classics, 1999
ISBN 0233995676                                    [821]

Interest in poetry is boosted by this anthology of works chosen and sometimes written by English contributors. Characterised at first glance by brevity, the poems and snatches cover a diversity of styles and themes. Poetry lovers may be frustrated at the lack of index, but the book is one to dip into. It makes no pretence of being a tidy, tightly chosen collection, but reflects the fun and scattered focus of children on a day out. In keeping with the mood of the anthology, Fran Evans' sketches and blotches happily mess the pages. Readers will enjoy zig zagging through this collection for fresh ideas for reading and writing. I. Kolder-Wicks

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| **USER LEVEL:** | Stage 1 Stage 2 |
| **KLA:** | English |
| **SYLLABUS:** | English K-6             SCIS 997029 |

PFISTERER, Susan & PICKETT, Carolyn

## Playing with ideas: Australian women playwrights from the suffragettes to the sixties

Currency, 1999
ISBN 0868195605                                  [A822.009]

An outstanding work in the area of theatre history, this book seeks to rediscover the contribution of Australian women playwrights from 1890 to 1960. It examines the reasons why such works have been neglected and excluded from literary and dramatic canons and restores them to a role of theatrical and sociological significance. Citing many little known feminist dramas, the authors show how female playwrights of the past expressed, commented on and sought to establish an identity in a male dominated society. It is a remarkable piece of academic research worthy of consideration by both students and teachers of drama. C. Sly

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| **USER LEVEL:** | Stage 6 Professional |
| **KLA:** | CA |
| **SYLLABUS:** | 2U Drama; Drama Stage 6 |
| **SUPPLIED:** | Paper             SCIS 990319 |

## The Oxford children's encyclopedia of history

Oxford University Press, 1999
ISBN 019910669X                                    [903]

The scope of the content of this resource makes it appealing to many readers, as there is something to interest everyone. Layout and use of colour illustrations and photographs are enticing. The text is arranged alphabetically rather than chronologically, but a comprehensive timeline provides a sequence for the topics covered. The content is largely Eurocentric, and there is only one page devoted to Australia's history. However, there are some entries relevant to studies in HSIE K-6. This book does not provide detailed analyses of historical events, but it is an accessible work for students who are inclined to dip into reference books. J. Donovan

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| **USER LEVEL:** | Stage 4 |
| **KLA:** | HSIE |
| **SYLLABUS:** | History Stages 4-5; HSIE K-6             SCIS 999294 |

## 1000 makers of the new millennium

Dorling Kindersley, 1999 (Millennium experience)
ISBN 0751356646                                    [920.02]

An easily read and fairly comprehensive reference book, this lists 1000 significant people of the millennium. Each brief biography is listed chronologically, and highlights the individual's key contribution to history. A wide range of people is listed, from Steve Biko and Madonna to Robert Frost and Lucrezia Borgia. A timeline across the bottom of each page places these lives into a world context. Lists of Academy Award winners, Nobel Prize winners, prime ministers and presidents are provided. This resource book provides biographical details on personalities of interest to readers with a wide range of subjects and interests. B. Hull

**USER LEVEL:** Stage 3
**KLA:** HSIE; Science
**SYLLABUS:** HSIE K-6; Science & Technology K-6
SCIS 995461

GANERI, Anita

## Legacies from ancient Rome

Belitha, 1999
ISBN 1841380652 [937]

Informative and surprisingly entertaining, this book focuses on the debt we owe the ancient Romans for modern language, literature, and systems of transport, communication, and law. The introductory table of important events and overview of the civilisation provide a useful chronological backdrop for the legacies described, which are arranged by topics or themes, rather than dated events. Some of these legacies will surprise and amuse, for example, graffiti and fast food. This book is an interesting investigation of ancient times in light of its contemporary relevance. J. Donovan

**USER LEVEL:** Stage 4
**KLA:** HSIE
**SYLLABUS:** History Stages 4-5 SCIS 998565

CHISHOLM, Jane

## The Usborne encyclopedia of ancient Greece

Usborne, 1999
ISBN 0746034032 [938]

A simple but informative overview, this book covers aspects of everyday life in Early, Archaic, Classical and Hellenistic Greece. Most topics, for example hoplites, the Persian Wars and Alexander the Great, have a double page spread, with minimal text and lavish illustrations. These illustrations include maps, diagrams of battle tactics, drawings, photographs of the land, and photographs of artefacts including statues, pottery and stelae. The pages on Minoan religion are particularly striking. The fact finder section includes Greek web sites, a who's who listing and a time chart that places Greek history in the context of world events. This is a useful, clearly set out starting or reference point for studies of ancient history. B. Hull

**USER LEVEL:** Stage 4
**KLA:** HSIE
**SYLLABUS:** History Stages 4-5 SCIS 996911

GANERI, Anita

## Legacies from ancient Greece

Belitha, 1999
ISBN 184138027X [938]

From democracy to drama, Olympic Games to atoms, this book is an attractively designed and accessible investigation of the lasting contribution of the ancient Greeks. The achievement of the ancient Greeks can be seen in so many aspects of our modern lives: in science, medicine, politics, recreation, literature, art and more. This book brings home to students the debt we owe to that small, ancient civilisation, and gives the content relevance to subject areas such as history and civics. Although all areas are given only brief coverage, this book is sufficiently stimulating to encourage students to read further on given topics. J. Donovan

**USER LEVEL:** Stage 4
**KLA:** HSIE
**SYLLABUS:** History Stages 4-5 SCIS 998569

VEROLME, Hetty

## The children's house of Belsen

Fremantle Arts Centre, 2000
ISBN 186368252X [940.53]

A true account of the author's time spent as a prisoner in the Belsen concentration camp from 1943 until her liberation by the British in April 1945, this work depicts her immense courage and resilience. In a straightforward manner, the author describes the fear and uncertainty of this time. The focus is on the positives rather than the horrors associated with this period in history. These include surviving each day; the means used to secure food; the kindness of others; the unity of the group as a whole; and, remarkably, the successful reunion of the family after the war. The book is simply written and easy to read. The inclusion of photographs and liberation interview transcripts adds to the poignancy of the subject matter. B. Kervin
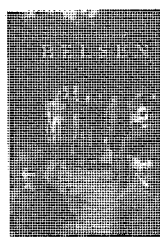
**USER LEVEL:** Stage 4 Stage 5 Stage 6
**KLA:** HSIE
**SYLLABUS:** Modern History Stage 6
**SUPPLIED:** Paper SCIS 993930

## A visit to [series]

Heinemann, 1999 (Heinemann first library)

Aimed at younger students, this series presents information in clear, simple sentences accompanied by large, colourful photographs. Beginning with a map and key, chapters cover **Homes**, **Food**, **Clothes**, **Work**, **Transport**, and **Celebrations**. The books are useful resources to support the HSIE units *The need for shelter*, *Celebrations* and *Transport*. Other interesting features include a detailed **Factfile**. **Language** provides meanings and a guide to pronunciations. Each heading in the contents page is accompanied by an icon, and these symbols are repeated as design features on the appropriate pages. This series fulfils its aim of introducing students to world geography and diverse cultures. J. Eade

**USER LEVEL:** Stage 1 Stage 2
**KLA:** HSIE
**SYLLABUS:** HSIE K-6

*Titles in the series include:*
**A visit to France** SCIS 988804
**A visit to Italy** SCIS 988072

COSTAIN, Meredith & COLLINS, Paul

## Macmillan countries [series]

Macmillan 2000

Each volume in this series gives a child's eye view of life in a different country. With a selection of phrases, maps, recipes and games, these books introduce geography and social attributes of various nations to young students in an interactive fashion. Coloured photographs, icons and vibrant page layouts contribute to the appeal of this series. The teaching and modelling of information retrieval to students is made easier by the inclusion of a fact matrix and bold headings. The indexes are set out in separate sections, making skimming and scanning for keywords much clearer for student researchers. This series would support the study of cultural diversity. S. Rasaiah

**USER LEVEL:** Stage 2 Stage 3
**KLA:** HSIE
**SYLLABUS:** HSIE K-6

*Titles in this series include:*
**Welcome to Brazil** SCIS 998778
**Welcome to China** SCIS 998783
**Welcome to France** SCIS 998782
**Welcome to Italy** SCIS 998781
**Welcome to Japan** SCIS 998779
**Welcome to Russia** SCIS 998785

## Cold blood: the massacre of East Timor

[videorecording]
Yorkshire, 1992
ISBN none [959.8]

From Yorkshire Television's *First Tuesday* program (similar to the ABC's *Four Corners*), this current affairs video covers the East Timor massacre and the event's origins. The video uses television details and emotional realism to show history fitted to the formats of time and maximum viewer impact. It includes smuggled footage from the massacre. The warning about this program comes in its title, as it contains graphic evidence of abuses. With some violence and evidence of massacres, it should be used with discretion in the classroom. The first hand reports and interviews from the Timorese people, combined with the images, beg many questions about human rights abuses. The program was made in 1992, but still has relevance today in post colonial Timor. This may be useful as a supplementary resource for a number of the preliminary course topics in modern history. C. Dorbis

**USER LEVEL:** Stage 6 Professional
**KLA:** HSIE
**SYLLABUS:** Modern History Stage 6
**SUPPLIED:** Maxwell SCIS 997474

DERR, Victoria

## Kenya

Times Editions, 1999 (Countries of the world)
ISBN 9812049096 [967.62]

A comprehensive information book, this provides an insight into the incredible diversity of the culture and geography of Kenya. Many aspects of history, government, the people and their lifestyles, language, arts, festivals and food are explored. Information is provided in a format that is easy to access with text supported by a range of colourful photographs, captions and a detailed map. The book will provide a good model for students preparing information reports and other factual writing about countries, and is a useful resource for the *Cultures* strand of HSIE K-6 and the *Development and world political geography* theme of Geography Stages 4 and 5. J. Evans

**USER LEVEL:** Stage 3 Stage 4 Stage 5
**KLA:** English; HSIE
**SYLLABUS:** English K-6; Geography Stages 4-5; HSIE K-6
SCIS 988083

*Titles in this series include:*
**Brazil** SCIS 977044
**Greece** SCIS 983821
**Indonesia** SCIS 999527
**Israel** SCIS 999481
**Italy** SCIS 983914
**Myanmar** SCIS 999475
**Spain** SCIS 983916
**USA** SCIS 983911

## Brazil [videorecording]

Wall Street Journal Video, 1996 (56 min.) (Emerging powers)
ISBN none [981]

Is Brazil an emerging world power? This is the question raised at the commencement of this video documentary. Cultural, social and environmental aspects, and some historical information, are presented. Curriculum relevance comes in the form of case studies that can support business studies, and comparative data between countries for economics. The strong accents of the narrator and various interviewees suggest that the footage is best viewed by students in short, selected segments. The most useful case studies for secondary students focus on: selling Avon cosmetics in the Amazon; agribusiness; gambling, including the Brazilian stock exchange; and CNN Steelworks' role in the car manufacturing industry. K. Taylor

**USER LEVEL:** Stage 6
**KLA:** HSIE
**SYLLABUS:** 2U Business Studies; Business Studies Stage 6; 2U Economics; Economics Stage 6
**SUPPLIED:** Maxwell SCIS 999806

*Titles in this series include:*
**Mexico** SCIS 999807

BARWICK, John & BARWICK, Jennifer

## Symbols of Australia [series]

Heinemann, 2000

Designed for civics and citizenship education, this series adequately covers the key points. Factual errors dotted through the series, for example stating that Don Dunstan was the former Premier of New South Wales, detract from the usefulness of the books in the classroom. Well illustrated, and supported with glossaries and web site addresses, the books help students explore what it means to be an Australian. The series explores the various meanings of our national identity through flags and emblems, icons, heritage places and the words of anthems. Each book is well focused on each aspect. Used as a resource to supplement the syllabus topics (and making corrections where appropriate) the series could be useful for students. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4
**KLA:** HSIE
**SYLLABUS:** HSIE K-6; Aboriginal Studies Stages 4-5; History Stages 4-5; Geography Stages 4-5

*Titles in this series:*
**Advance Australia Fair** SCIS 995536
**Australian flags and emblems** SCIS 995535
**Australian heritage places** SCIS 995534
**Australian icons** SCIS 995483

GREY BLANDEN, Meg

## Australia: all our yesterdays

Longman, 1999
ISBN 073390534X [994]

Essentially this is a history text outlining the stages of European occupation from early European sightings to the Republic debate and Aboriginal rights. It incorporates the key events in contact history and recognises the impact of European settlement on

Aboriginal people. The tone of the text is chatty and entertaining in parts. Well researched, well sourced and well illustrated, it is designed for the Victorian education market. In New South Wales, the lessons need to be adapted to fit the mandated syllabus outcomes. A solid bibliography and index makes it a useful work for the classroom. C. Dorbis

| | |
|---|---|
| **USER LEVEL:** | Stage 3 Stage 4 Stage 5 Professional |
| **KLA:** | HSIE |
| **SYLLABUS:** | HSIE K-6; Aboriginal Studies Stages 4-5; Geography Stages 4-5; History Stages 4-5; |
| **SUPPLIED:** | Paper    SCIS 986670 |

NORTH, Peter & McKAY, Susan

## Welcome to Australia

Times Editions, 1999 (Welcome to my country)
ISBN 9812320326    [994]

Apart from the curiosity value in seeing how Australia might be presented to students outside this country, this book has internal value for use with new arrivals. Colourfully designed and well illustrated, the information is presented in a large, clear font. With an inevitable sense of tourist brochure cliché, chapters include: Government and the economy; People and lifestyle; Arts; Leisure; and Food. A fact section lists statistics and major festivals, and there is a useful index, glossary and map. Non metropolitan areas and Indigenous peoples are well represented in the illustrations and, although one might quibble at some of the examples or assertions, there is certainly a positive image that is presented. G. Spindler
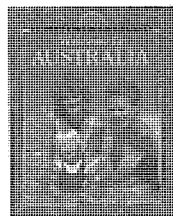
| | |
|---|---|
| **USER LEVEL:** | Stage 1 Stage 2 Community |
| **KLA:** | HSIE |
| **SYLLABUS:** | HSIE K-6    SCIS 998479 |

SIMPSON, Judith

## Beginnings to Federation

Kangaroo, 1999 (The shortest history of Australia)
ISBN 0864179790    [994]

This book aims to fit 40 to 50 million years of history into 40 pages. The text presented is reasonably accurate, although selective in the snapshots it presents, and skewed to European history. Through brief descriptions of prehistoric Australia and Aboriginal peoples, in a total of two pages, the majority of Australia's past is introduced. The book provides snapshots of European history, people and events. Ample images round it off as a well tailored book for young readers. C. Dorbis

| | |
|---|---|
| **USER LEVEL:** | Stage 2 Stage 3 |
| **KLA:** | HSIE |
| **SYLLABUS:** | HSIE K-6 |
| **SUPPLIED:** | Paper    SCIS 996270 |

## Australia's Prime Ministers [series]

Heinemann, 2000    [994.04]

The books in this series provide a factual overview of Australia's prime ministers, including the current Prime Minister, John Howard. Information is presented in a two page format, with simple text, facts on achievements, a photograph for each, and some memorable quotations. An event or issue relevant to each prime minister's term is also highlighted, for example conscription for Hughes and the Mabo case for Keating. Some interesting insights into some of the nation's leaders are offered. With its clear, uncluttered layout and easy to read text, this series would be worthwhile as a starting reference for not only individual prime ministers, but also the history and development of the Parliamentary office. B. Hull

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|---|---|
| **USER LEVEL:** | Stage 3 Stage 4 Stage 5 |
| **KLA:** | HSIE |
| **SYLLABUS:** | History Stages 4-5; HSIE K-6 |

*Titles in this series:*
**Australia's Prime Ministers. Book 1**    SCIS 995567
**Australia's Prime Ministers. Book 2**    SCIS 995569

YORK, Barry

## Speaking of us: voices from twentieth-century Australia

National Library, 1999
ISBN 0642107157    [994.04]

The spoken word is often more spontaneous, emotional and revealing, though often less calculated, coherent or accurate, than the written. These 124 transcripts from the National Library's immense recorded oral history collection show these qualities. Famous and ordinary Australians reflect on significant moments in their own (or other) lives. Grouped into 24 varied themes, though with a strong arts emphasis, the extracts are necessarily brief and sometimes unexpected: Jack Lang talking about Henry Lawson; and Mary Gilmore recalling former convicts from her childhood. From the impacts of electricity, the last hanging and Cyclone Tracy, to the birth of Norman Gunston, this smorgasbord of insights could be used as a research trigger. G. Spindler

| | |
|---|---|
| **USER LEVEL:** | Stage 4 Stage 5 Stage 6 |
| **KLA:** | English; HSIE |
| **SYLLABUS:** | English 7-10; History Stages 4-5; 2U Modern History: People and Events; 2U/3U Modern History; Modern History Stage 6 |
| **SUPPLIED:** | Paper    SCIS 993920 |

## Professional reading
*Resources are in Dewey order.*

## How to build a website [videorecording]

Stylemaster Photo-video Productions, 1999 (100 min.)
ISBN none    [005.7]

For educators who prefer visual guides over written instructional texts, this video offers excellent advice on creating home pages on the World Wide Web. The same four steps (Choosing/preparing content; Assembling it offline with the programs *Netscape composer* or *Microsoft FrontPage express*; Publish it to the web; and Testing) are supplied in two versions, for *Netscape communicator* and *Internet explorer* browsers. Particularly astute is information on page layout using tables. Internet Terminology is explained briefly and Advanced topics include: search engines; meta tags; and domain names. As delivery of the script is stilted and colloquial, omitting references to child protection issues and consideration of audience, this resource is not suited for use with students. I. McLean

| | |
|---|---|
| **USER LEVEL:** | Community Professional |
| **SUPPLIED:** | Stylemaster    SCIS 1000886 |

## Back to books: creating a focus on fiction [series]

/ edited by Susan La Marca. School Library Association of Victoria Inc., 1999    [028.5]

Conceived as stimulus material for teachers and teacher-librarians, the two volumes in this series work in tandem. The background readings of current theory (volume 1) are the framework for discussion whilst the work units (volume 2) offer some great ideas for reinforcing the library's role in encouraging a love for literature. The focus is on young adult Australian literature, but the cooperative ventures outline a much broader field of interest. Topics covered include: boys and books; picture books in the secondary arena; interpreting visual literacy; the Internet and electronic extension and others. Although some of these topics may not seem new, here is a refreshing opportunity for practical, collegiate professional development. E. Maxwell
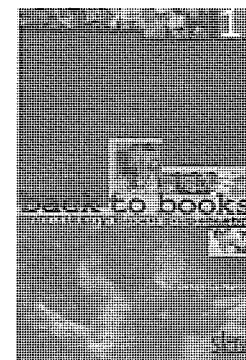
| | |
|---|---|
| **USER LEVEL:** | Professional |
| **KLA:** | English |
| **SYLLABUS:** | English 7-10; English Stage 6: Standard; Advanced; ESL |
| **SUPPLIED:** | Paper, as a set |

*Titles in this series are:*
**Back to books. Volume 1: creating a focus on fiction** SCIS 993818
**Back to books. Volume 2: creating a focus on fiction** SCIS 993819

LAWLESS, Bridget

## Drugs & you

Heinemann, 1999 (What's at issue?)
ISBN 043103530X    [362.29]

This book is a very direct, informative and, at times, visually shocking look at drug issues. It is sequential, starting with defining drugs and describing the health risks associated with them. The book moves on to cover issues including drugs in sport, the media and drug prevention. There is an extensive glossary of terms to support the teaching of this subject. Pictures and graphics to support the drug messages are on most pages, and work well to maintain reader interest. As this is a British publication, all the statistics presented are UK based and are not particularly relevant to NSW DET students. There are no classroom based activities. This resource is not recommended for extensive use with students, as the material is of limited relevance. M. Biron

| | |
|---|---|
| **USER LEVEL:** | Professional |
| **KLA:** | PDHPE |
| **SYLLABUS:** | PDHPE 7-10    SCIS 996760 |

RYAN, Jenny & CAPRA, Steph

## Ilpo: information literacy planning overview, 8-12

J. Ryan & S. Capra, 1999
ISBN 0958634009    [371.33]

A resource such as this could be invaluable to teacher-librarians and other educators for planning and documenting an across school implementation of information literacy. Based on attainment levels for the various years, as identified in the *National statements and profiles* for all key learning area documents, Ilpo provides the electronic framework for individual school adaptation for any program. The ability to edit and modify each *Excel* document will support maintaining currency in changing curricula. The sequential integration of information literacy skills, within a differentiated competency and developmental overview is advocated. This practical resource can reinforce the legitimacy of school library programs, and facilitate whole school participation in teaching information literacy. E. Maxwell

| | |
|---|---|
| **USER LEVEL:** | Professional |
| **KLA:** | CA; English; HSIE; Languages; Mathematics; PDHPE; Science; TAS |
| **SUPPLIED:** | Paper, with disk    SCIS 971262 |

*Titles in this series include:*
**Ilpo: information literacy planning overview, P/K-7 (Rev. ed.)**    SCIS 971388
**Ilpets information literacy. Book 1. Years 1-3: extra teaching support materials**    SCIS 977143

JENKINS, David

## Guiding the young athlete: all you need to know

Allen & Unwin, 2000
ISBN 186508218X    [613.7]

At last, a resource that adequately explains the major differences between the anatomy and physiology of children and adults. Management of common injuries, training for speed, endurance and flexibility, and nutritional guidelines, are the outstanding features of the book. The authors have deliberately made the text

easy to read, and avoided the use of jargon. Graphs, tables, and sketches of injuries to joints, are all appropriate and assist in understanding. This work is particularly relevant to primary and secondary teachers, as it provides a strong argument for developing sensible training schedules for healthy children and for students with chronic syndromes. M. Biron

**USER LEVEL:** Professional
**KLA:** PDHPE
**SYLLABUS:** PDHPE K-6; PDHPE 7-10    SCIS 998944

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DAWSON, Darelyn & FITZGERALD, Lee

## *Literature circles: reading in action*

Centre for Information Studies, Charles Sturt University, 1999
(Occasional monographs 20)
ISBN 0949060925      [820.71]

The collaborative teaching experience of the authors permeates this publication. Based firmly within an information skills framework, concepts and activities acknowledge individual learning styles in a student centred, cooperative context. The appeal here lies in the practicality and adaptability of the content. In addition to the step by step guide to developing individual literature discussion circles, opportunities for integrating technology or programs specifically for boys are highlighted. Whilst the bulk of samples provided are for English programs, suggestions are made for transposing the templates into other key learning areas. For advocates, enthusiasts or novices of literature circles, this is a worthy practical and theoretical resource. E. Maxwell

**USER LEVEL:** Professional
**KLA:** English
**SYLLABUS:** English 7-10; English Stage 6: Standard; Advanced; ESL
**SUPPLIED:** Paper      SCIS 997833

### Who reviews?

Reviewers for **Scan** and the DET Web site are selected from teachers and teacher-librarians across the state.

### Internet reviewers for this issue were:

Richard Alliband, Marsden High
Su Annetts, Science/TAS, James Ruse Agricultural High
Bill Bowie, English, Dulwich High
Carolyn Burden, Blairmont Primary
Georgina Buttel, Kiama High
Gayle Cale, Engadine West Primary
Kate Dally, Punchbowl Boys' High

Chris Dorbis, Project Officer, International Civics & Citizenship
Jan Eade, Turramurra North primary
Karen Heap, Muirfield Technology High
Roger Khoury, East Hills Girls' High
Suzanne Leslie, Lindfield Primary
Craig Maher, Swansea High
Elizabeth Maxwell, Cherrybrook Technology High
Rosemary McDowall, Internet Project Officer, Learning Technologies
Judy Morgan, Sefton High
Janelle Redfern, TAS, Karabar High
Mary Saphin, Blacktown Boys' High
Jenny Scheffers, Merrylands East Primary
Cathy Sly, English/Drama, Barrenjoey High
Alison Soutter, Project Officer, Anti-Violence
Simon Taylor, Wakool Primary
Peter Thompson, Bossley Park High
Ruth Thompson, Bossley Park High
Laurence Ward, DP, Carlton Primary
Deidhre Wauchop, Dance Consultant
Craig Williams, Epping Boys' High

### Other resource reviewers for this issue were:

Su Annetts, Science/TAS, James Ruse Agricultural High
Kristin Ashley, Visual Arts, Newcastle High
Kathy Bear, HT PDHPE, Woolgoolga High
Carla Bertram, HT Home Economics, Greystanes High
Meaghan Biron, PDHPE, Camden Haven High
Bill Bowie, English, Dulwich High
Sue Bremner, SEO2, Training & Development
Jill Buckley, SEO1, Training & Development
Nell Chaffey, Tamworth Primary
Katharine Chauncy, Sutton Forest Primary
Lyn Crofts, SEO1, Drug Education
Frances Crum, Drama teacher
Jenny Donovan, SEO2, Literacy Assessment
Chris Dorbis, Project Officer, International Civics & Citizenship
Diana Doust, STLD, Lismore High
Jan Eade, Turramurra North Primary
Jo-Ann Evans, Literacy Consultant
Colleen Foley, SCIS Review Coordinator
Marion Hamlyn, Wollongong High
Jan Hancock, ET, Penshurst West Primary
Karen Heap, Science/TAS, Muirfield Technology High
Bronwyn Hull, Goulburn High
David Jackson, HT 1A, Turramurra High
Elissa Kesby, Careers Adviser, Pennant Hills High
Julie Kennelly, Thalgarrah FSC
Bede Kervin, Bowral High

Ineke Kolder-Wicks, Literacy Consultant
Mike Lembach, Project Officer, HSIE
Suzanne Leslie, Lindfield Primary
Craig Maher, Swansea High
Elizabeth Maxwell, Cherrybrook Technology High
Ian McLean, Scan editor
Graham Penn, ESL, Bankstown Primary
Jenny Quirk, Turramurra Primary
Sally Rasaiah, Balgowlah North Primary
Janelle Redfern, TAS, Karabar High

Beverley Richardson, teacher-librarian/literature specialist
Kathleen Rushton, Literacy Consultant
Cathy Sly, English/Drama, Barrenjoey High
Wendy Smith, Tamworth Primary
Bill Spence, SEO2, English
Graham Spindler, Parliamentary Education Liaison Officer
Kaylene Taylor, Barham High
Carol Thomas, English, Prairiewood High
Laurence Ward, DP, Carlton Primary
Kerrie Wratten, DP, Granville South High

# Noticeboard

## IBBY

The International Board on Books for Young people (IBBY) is a non profit organisation which awards the biennial Hans Christian Andersen Medals for writing and illustrating. In 2000, the winners are: writer Ana Maria Machado (Brazil); and illustrator Anthony Browne (United Kingdom). The medals will be presented at the IBBY Congress on 21st September in Cartagena de Indias, Colombia.

In Australia, membership of IBBY is an activity of ALIA (Australian Library and Information Association). The *IBBY official home page* can be located at www.ibby.org/

For further details, please contact Australia's Liaison Officer for IBBY, Ena Noel.

Phone: (02) 9363 5075
Fax: (02) 4731 6883
Email: *noeldoc@pnc.com.au*

## NSW Premier's Literary Awards

Meme McDonald and Boori Monty Pryor, whom we interviewed in the last issue of *Scan*, were recently the recipients of three awards at the 2000 NSW Premier's Literary Awards for their novel, *The Binna Binna man*. This sequel to *My girragundji* was awarded the Ethel Turner Prize for Young Adults, the Ethnic Affairs Commission Award, and the highest accolade, the NSW Premier's Literary Awards' Book of the Year. Congratulations Meme and Boori.

## Audio and Braille Books for Library Awards

The 2000 shortlist has been released by Vision Australia Foundation, with the winners to be announced on 24th August. The Junior Audio Book of the Year nominees are:

- *The view from Ararat* by Brian Caswell
- *Hitler's daughter* by Jackie French
- *The ivory trail* by Victor Kelleher
- *Pizza features* by John Larkin.

For further details, contact Vision Australia Foundation at 03 9867 6022 (phone) or 03 9598 4158 (fax).

The Foundation's web site is at: www.visionaustralia.org.au

## Murder under the microscope!

*Scan* vol 17 no 2 (pp 26-28) carried an article about *Murder under the microscope*, an interactive, annual Internet competition for schools.

We would like to congratulate the "Inspector G-Gadget" students of Gol Gol Public School, who were placed ninth in Australia in this year's mystery, *Evil in the estuary*.

Gol Gol is 1030 km from Sydney, and has a school population of 183 students. Sue Mason, teacher-librarian, and teacher Marlene Morrison worked with the Year 5-6 students to analyse the clues critically in cooperative groups and discover the solution.

For more information about *Murder under the microscope 2000*, and a full list of winners, go to: http://203.147.197.37/

# noticeboard cont.

## Rap for the Paralympics

The next rap for Stage 3 students on the *School libraries: empowering learning* web site will take a slightly different approach. It will not be centred around a single book, but will focus on the Paralympic Games and the Paralympians.

A wide variety of resources will be referred to in the ParaGames rap, and students will be invited to investigate a number of aspects of the Paralympic Games in order to respond and participate.

Resources already in schools, such as the *Set no limits* kit, will be important sources of information. Schools already participating in LEAP (Link Elite Athlete Program) will find that program to be an excellent source of information for responding to the rap points. Students who will be attending the Paralympics will be able to share their experiences with rappers from all over NSW and Australia.

The ParaGames rap will commence in the second week of Term 4, Monday 9th October. Join this new and different rap on the Teaching and learning pages of the web site at: www.det.nsw.edu.au/schoollibraries

### Set no limits: 2000 Paralympic Games

*Set no limits*, the Paralympic Games kit (SCIS 944424), was the first comprehensive schools education resource about Australia's involvement at the Paralympic Games. *Set no limits*, was launched in 1998 and distributed to 10 200 primary and secondary schools.

Developed by a team of teachers, the kit aims to provide students with a better understanding of the Paralympic sports, background on the Paralympics movement, and to introduce the elite athletes.

Note that this resource is now out of print, so please look for it in your school for use as a resource during 2000 and during the ParaGames rap.

## ALIA School Libraries Section (NSW Group)

Section meetings are held at 5.30-7.30pm in the Joint Council Meeting Rooms, corner Marion and Norton Streets at Leichhardt, often concluding with an Italian meal in one of the suburb's restaurants. All ALIA members are warmly welcomed. Remaining section meetings for this year are: 28th August; and 30th October, 2000.

End of year function: 27th November, 2000 (venue to be announced).

Full details about Australian Library and Information Association (ALIA), professional development activities for teacher-librarians, and the online newsletter *AliaS* at:
www.alia.org.au/sections/school/nsw/home.html
Email:      *Ian.McLean@det.nsw.edu.au*

Limited quantities of ALIA's *Information process poster sets* are still available for sale. The GST has been absorbed, so cost to schools is now 10% less. Further information, an order form, and sample cards are available online at:
www.alia.org.au/sections/school/nsw/posters/index.html

## ASLA (NSW) Inc

Libraries On the Move & ASLA (NSW) Inc Annual General Meeting
*Our seventh edition of this popular professional development day.*
Topics:      ILPO sessions, primary literature, school intranets and more
Date:        21st October, 2000
Enquiries:   *aslainfo@ozemail.com.au*

Professional Development Day
Topics:      To be announced
Date:        24th February, 2001
Venue:       State Library of NSW
Enquiries:   *aslainfo@ozemail.com.au*

More details about ASLA (NSW) Inc are available online at:
www.asla.nsw.edu.au/

# indexes

## Author

## Title