SCAN

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING

Please change your bookmark

School libraries: empowering learning, on the NSW Department of Education and Training's **Network for education** web site, recently **changed its location** on the Internet.

www.det.nsw.edu.au/schoollibraries is an "alias" URL, and this will always take you to our updated site automatically, whether you are using a Departmental intranet computer, or an external connection to the Internet. If you have previously bookmarked **School libraries: empowering learning**, it is important that you delete the old bookmark from your browser, go to the site using the above URL, then bookmark the site anew.

Thank you.

From the editor

Thank you for joining us in 2002. We welcome the feedback, from district meetings, surveys and emails, which indicates that *Scan* is the principal information source in your professional work with students. This year *Scan* also welcomes over 300 additional subscribers. We hope you enjoy receiving *Scan* and using the information in the articles, research, and reviews of curriculum resources.

Recently, the *Scan* team perused the results of our most recent survey, and I hope to bring you a summary in the next issue. Meanwhile, some excellent suggestions have already been incorporated into this *Scan*, most notably the placing of our Internet site reviews into Dewey order. (For site reviews, from this issue, the Dewey number appears in square brackets between review date and the SCIS number.) For those who need to search for site reviews alphabetically, an additional index has been added at the back of *Scan*.

Since the start of 2001, all web sites reviewed for *Scan* and *HSC online* have been catalogued by the New South Wales SCIS agency before the reviews are published. An increasing number of schools are using these SCIS numbers to enable efficient downloading of Internet site catalogue records from *SCISWeb* into their automated library systems. Our Internet site reviews have undergone changes since *Scan* first began doing them in 1996; we continue to modify the reviewing process and the layout of reviews in response to feedback. Please keep us informed about how you use Internet sites in teaching and learning. If you locate appropriate web sites that have not yet been reviewed, you can identify your suggestions as "Attention: Review Coordinator".

Beverley Sampford's article, *Students searching the Internet*, addresses many concerns expressed by teachers and teacher-librarians when using the Internet with students. Note that, to complement Beverley's article, we have included web site reviews (see p 24) of several sites mentioned in the main text. A closer relationship between articles and reviews is something we intend to explore more often in *Scan*.

Other articles in Teaching and learning represent a range of ideas and teaching strategies. In addition to the feature article from professional author Simon Higgins, our writers include teachers, teacher-librarians and education officers. I encourage you to distribute *Scan* articles and reviews to your Principal, information technology specialists, library clerical staff and classroom teachers as appropriate. Many of our subscribers report that this is an efficient method for them when assisting their teaching colleagues to keep abreast of the latest initiatives. It is also an example of how teacher-librarians can demonstrate their "learning centred role" (see Ross Todd's article in Research columns), and the power of evidence based practice "on the lives of the students with whom we interact" (Todd, p 31).

Please check the *School libraries: empowering learning* web site at www.det.nsw.edu.au/schoollibraries regularly for updates on Hot topics in *Scan*; obtaining back issues; sample articles; and Contents of current issues. There are also Frequently asked questions (FAQs) about *Scan*, and information as to when to expect each new issue. For additional subscriptions to *Scan* in 2002, please request a tax invoice by fax (02 9886 7413), or download the subscription form/tax invoice located on the site.

Ian McLean

Currents

Colleen Foley *is Acting Manager SCIS/Scan, Library and Information Literacy*

Welcome back to *Scan* in 2002. The year promises to be a very busy and exciting one for the team here at Ryde. Please do not hesitate to contact us if you have issues you would like to discuss or requests for support. We enjoy attending District teacher-librarian network meetings and conferences organised by Districts or across Districts. These are important occasions for sharing ideas and directions, and ensuring our team meets the needs of teacher-librarians and our teacher colleagues. I can be contacted on 02 9886 7488 or colleen.foley@det.nsw.edu.au

Teaching and learning in 2002

The *NSW Public Schools Strategic Directions 2002-2004* can be viewed at www.schools.nsw.edu.au/dse/D5.0/schools2.htm. This guides our schools' implementation of quality teaching and learning reflecting ongoing priorities such as enhancing the *State Literacy and Numeracy Plan*, and developing lifelong learners who are confident users of information and communications technologies (ICT).

The Simon Higgins article offers some great insights, relevant to primary and secondary students responding to a range of texts including visual, ICT and multimedia texts. It has some wonderful suggestions for approaches to supporting literacy, encouraging the enjoyment of reading, and enhancing understandings of the power of language and the storytelling process.

More online raps and book raps will be available during 2002 to support literacy, the integration of ICT, and achievement of outcomes across a range of KLAs. Planned raps include:

Some proposed raps for 2002

Term Two:
- Road safety. This rap will focus on the Stage 1 PDHPE picture book and information kit, *Move ahead with street sense*, featuring the big book, *Jeffrey: a shared book with road safety messages*, by Margaret Wild.
- Local community. Stage 2 and Stage 3 HSIE unit
- *Matthew Flinders: Fiery or friendly*. Stage 3 English

Term Three:
- *Through Australian eyes*: Stage 6 English *Standard* (Telling stories) & Stage 6 English ESL (Area of study)
- *Book Week Picture Books*. Stage 2 and Stage 3 English
- *Matthew Flinders: the ultimate voyage*. Stage 4 Science (scientific expedition and web challenge)

Term Four:
- Only the heart: Stage 6 English *ESL* (Area of study)
- Harry Potter: Stage 3 English & Stage 4 English (web quest Term 3)

Advanced notice:
Term One 2003:
- *Brave new world* and *Blade runner*: Stage 6 English Advanced (Comparative study of texts and context)

The exact dates for the above and any additional raps will be advised in the *News* section of *School libraries: empowering learning* at www.det.nsw.edu.au/schoollibraries, as will news of other issues of importance, including *OASIS Library* training for 2002.

The Board of Studies is undertaking a review of Years 7 to 10 syllabuses. This is in keeping with the Board's K-10 Curriculum Framework, and will complete the process of implementing an outcomes approach K-12. The timeline for the review can be accessed from www.boardofstudies.nsw.edu.au/writing_briefs/timeline_consultation/timeline_consultation.html

Cross Curriculum Content statements to assist in embedding cross-curriculum content in the outcomes and content of Years K-10 syllabuses have been drafted by the Board of Studies. The range of areas to which cross-curriculum statements are being addressed include Key Competencies and Literacy.

Evidence based practice

We have been following with great excitement the work of Ross Todd on evidence based practice, which teachers and teacher-librarians can use to inform themselves and their learning community about the difference we make to student learning. In this issue comes the first of a two part paper by Ross with the latest information, drawing together a range of research in the field, and offering further insights and challenges. Future issues of *Scan* will include a brief focus on evidence based practice, from primary and secondary perspectives. The reports will offer positive examples of approaches to evidence based practice, how simple it can be to implement into best practice effectively, and how powerful such an approach is in articulating explicit learning gains in relation to specific outcomes. ■

Using visual texts to enhance storytelling

English syllabuses ask students to use language, and to understand and reflect on this use, in a range of contexts. Students learn to appreciate the worth and power of the English language by responding to and composing a wide variety of texts. This wide variety includes visual texts such as film and multimedia.

This article details practical suggestions for teachers to direct their students' attention to reflect on the interaction between and among texts, contexts and audiences.
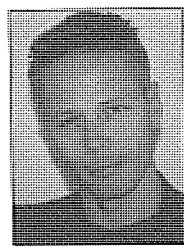
A former detective, **Simon Higgins** is now a novelist based in northern New South Wales, where he writes for the young adult market. Also a film and computer game enthusiast, Simon's novels are now in the early stages of movie development in Australia and the United States.

> I always use visual models.
>
> This strategy encourages the reader-writer to see the story three dimensionally.

Like many novelists, an exciting and fulfilling part of my working life is visiting schools and delivering 'meet the author' talks and those ubiquitous 'visiting writer' workshops. At these sessions, I regularly confront a lively sample of what I call the 'vistext generation'. By this I mean the generation of students whose early lives, and daily exposure to the storytelling process, have been, primarily, *visual* experiences. These are the readers, and potential readers, of the 'screen generation'… configured to movies, television, and computer games.

I treat these circumstances as a foundation on which to build, and avoid any adversarial tone implying that books are in competition with, or an alternative to, familiar, seemingly easier, visual forms of art and entertainment. My core truth, if you like, is that *it's all the same thing*. Good computer games with logic, goals and a structure, such as the *Lara Croft, tomb raider* series, or an engaging, complex, dual genre movie, such as

Author Simon Higgins teaching a workshop in Armidale, New South Wales, in 2001.
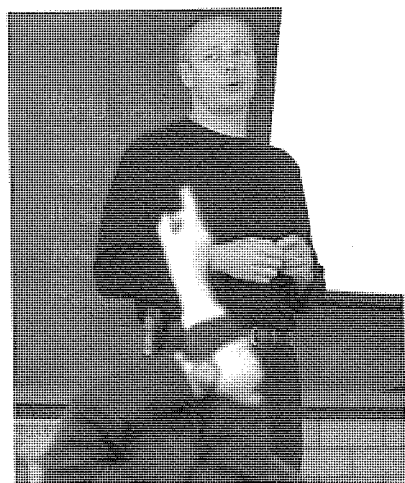
Photograph courtesy of the Armidale Express.

Ridley Scott's *Blade runner*, are as writer driven and dependant as the best books.

This is my motive: to get reluctant readers reading, and keen readers and writers digging deeper, by showing them that text based stories and visual texts, including interactive ones, branch from the same tree.

Storytelling: dynamics and structure

My method is underpinned by two principles. Firstly, most of my examples of storytelling dynamics are from visual texts rather than books. Why? It's the most direct and relatable way of proving and illustrating my core truth to my audience, for one thing. Not all teenagers know the key plot elements of Shakespeare's *The taming of the shrew*, but interpreting that text certainly becomes easier by exploring its latest incarnation, the motion picture *10 things I hate about you*, complete with 'hunk de jour' Heath Ledger as an incentive for at least half the class's lasting concentration.

Secondly, while teaching deconstruction or explaining the time honoured essentials of structure, such as the well worn *Introduction, Complications, Climax* and *Resolution* headers, I always use visual models, including line graphs, pie diagrams and cluster maps. This strategy encourages the reader-writer to see the story three dimensionally, or graphically, rather than textually. Why do that? In youth-speak terms because: "it's so them" and it "works for them big time".

Wherever possible, I also relate these principles back to my own work, so that the students' follow up reading, born of curiosity, can reinforce these ideas. For instance, I'm often asked to discuss detective fiction with students. I show a series of overhead transparencies of cover art "from around the world" for my crime fiction books. Together, we note key genre and cultural elements in the designs. Then I lay out charts on the whiteboard that may, for instance, compare clue trails, dream images, technology, or the archetypal sleuth models found in my serial killer novel, *Doctor Id*, and Ridley Scott's *Blade runner: the director's cut.*

My high tech siege thriller, *Cybercage*, was deliberately and ironically based in part on the ancient Greek myth of *Theseus and the minotaur*, with key elements, including gender and the nature of the weapons, meaningfully reversed. I've had fun with many workshop classes pulling the ancient/futuristic story threads apart, and then back together, with a series of whiteboard charts that end up covered with the names of movies, games and plays that students can relate to such 'eternal' structures.

The hero's journey

Much of my writing is concerned with variants of the classic 'hero's journey', and I admit to a fascination with gutsy female vigilante types. In my novels *Thunderfish* and *Under no flag*, billionaire in hiding, Kira Beaumont, a turbo charged Athina Onassis type, reinvents herself as a 21st century submarine commander. Kira battles pirates, saves refugees, and sabotages the harvests of illegal whalers. In my novel *Beyond the shaking time*, young Cass Marshall survives a global disaster to help rebuild a brave, primitive, new Australia. Much to the angst and scepticism of her father and other males in her life, insecure, petite Cass feels deeply drawn to the role of warrior/protector of her new community and, of course, is forced to prove herself amidst blood and danger.

> The movie and television industry culture suggests a 'way of thinking' that readers and writers can harness.

These themes provide a format for lively class discussion and analysis of issues such as gender typecasting in fiction, and structural dissection. Recently in a school in Victoria, an animated group responded to my geometrical themes chart for *Thunderfish* with a fascinating discussion, taking in characters such as: Bodicea; Joan of Arc; Batman/Bruce Wayne; Patty Hearst; Athina Onassis; Robin Hood/The Earl of Locksley; and GI Jane. The discussion included the nature of tabloid newspapers and the Sigourney Weaver *Alien* movies. What we shared and learned, for instance, about controlling notions applied to female warriorhood, was valuable and absorbing. Of course, it was only part of what I'm really after: conveying a way of seeing, and of thinking about storytelling in whatever form.

A favourite example of mine is James Cameron's *Titanic*, as this motion picture opens discussion on: classic four stage structure; bookends and flashbacks; history and research; and much more. The chart shown below (*Figure 1*) is a method I use to focus on the character of Rose, as played by Kate Winslet, using a visual model. It traces Rose's heroic journey and path of eventual empowerment.

Figure 1.

Introduction	Complications	Climax	Resolution

rising level of suspense — ICEBERG — RESCUE
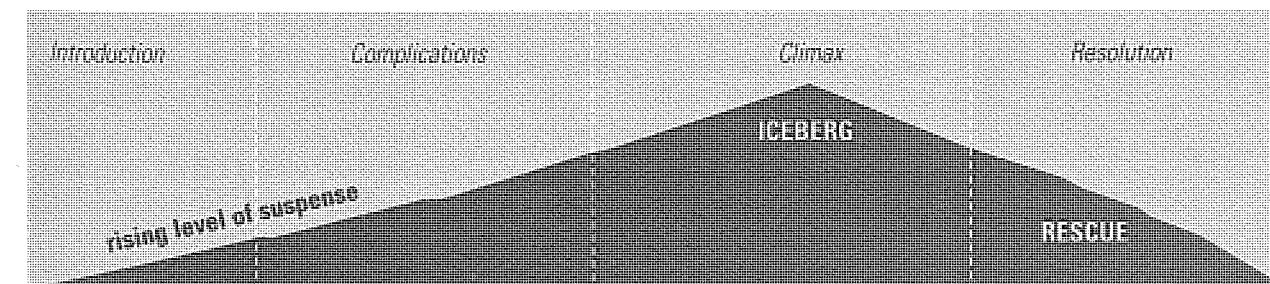
Introduction:	Rose resigned to marriage to brutal Cal Hockley (Billy Zane)
Complications:	Jack Dawson (Leonardo DiCaprio) confronts her with real passion, escalating conflicts
Climax:	As *Titanic* sinks, Rose sees Jack's love put to the ultimate test
Resolution:	Empowered Rose lives dreams, circle completed before death.

Students practising analysis and summary

I also try to get students excited about the idea that the movie and television industry culture, with its demands for synopses, treatments and 'pitches' (ie. summing up the whole plot of a project excitingly, but as briefly as possible), also suggests a 'way of thinking' that readers and writers can harness, and from which they can grow. Practising this kind of streetwise analysis and summary, I tell them, is a great skill building exercise that eventuates with: strong titles; intriguing 'shoutlines' on book covers and movie posters; and irresistible blurbs for book covers and point of sale displays.

To illustrate this concept, l often refer to the different ways that shoutlines and blubs are used effectively. On the cover of *Under no flag*, I encouraged the publisher add the line 'In the future, courage is a silent hunter.' This is a triple keyword information teaser. It tells the potential reader just a little, yet lures them to ponder its keywords:

- *Future*: this novel is a near future, hard science fiction adventure
- *Courage*: it is also an epic hero story
- *Silent hunter*: submarines are involved.

In contrast to this, one can consider the lengthy shoutline on the movie poster for *Gladiator*, which starred Russell Crowe and was (again) directed by Ridley Scott.

"The general who became a slave, the slave who became a gladiator, the gladiator who defied an empire."

This shoutline is far more than a teaser. It actually reports the three acts of the story in advance, laying out the path of General Maximus's heroic journey in detail. The students are then asked to practise creating interesting or emotive shoutlines, or to set about analysing existing ones for their 'writing hook' secrets.

> One effective solution for students worried about developing a too familiar or traditional storyline, is to boldly or cheekily reference the canon of such literature, rather than hide from it.

Action writers, including Michael Crichton and Australia's own Matthew Reilly, use simple, cunning shoutlines or blurbs with a recognisably sensational tone, such as "*His men would follow him into hell. In fact, they just did…*" Asking students why such lines are both strong and amusing, I encourage them to pull the device apart, understand it, then take it home and own it forever.

The power of individuality

Another use of Hollywood style story 'pitches' is for demonstrating the power of individuality in storytelling. Often, students complain that there are simply no new ideas left to come up with; that it's all been done, and done over and over. They have a valid point. But, as I recently told a class in central Queensland, they can "start with an idea you love or find engaging, develop it properly, and what you will eventually produce will still be worthy, alongside both similar contemporaries and the historical literary canon itself."

Although a national bestseller, *Thunderfish* was hardly an original idea. Before I 'invented' Kira and her rebel crew, submarine novels of both the 19th and 20th centuries had, respectively, exploited the same storyline. *20,000 leagues under the sea* and *The hunt for Red October*, like *Thunderfish*, concern a vigilante submarine skipper pursuing a daring personal agenda while, in turn, pursued by the legitimate navies of the world. In each story, the leadership figure is highly cerebral, at times morally ambiguous, but remarkably gifted at 'war beneath water'.

One effective solution for students worried about developing a too familiar or traditional storyline, is to boldly or cheekily reference the canon of such literature, rather than hide from it. For this reason, in the sequel, *Under no flag*, I have the reader learn that Kira sometimes sits on the bridge of her submarine and actually reads *20,000 leagues under the sea*, a tale with which she has a strong and credible personal connection.

Contrasting visions

Here is another useful example to illustrate the concept of 'fresh spins on familiar plots':

Two major Hollywood studios recently produced movies using, almost exactly, the same plot. The applied differences in treatment from two teams of writers made each film a worthy, standalone project, and provide useful material for comparison by students. The plot line of the movies is istantly recognisable: *a rogue comet or asteroid is heading for earth, certain to kill us all. America sends up a team of astronauts, who drill into the menace and use nuclear charges to blow it up, just in the nick of time.*

One version of this idea is *Armageddon*, produced by Jerry Bruckenheimer Studios, who gave us *The Rock* and *Con-Air*. *Armageddon* stars Bruce Willis and, not surprisingly, is characterised by action and lots of comic relief. Most of the major characters survive and the earth takes moderate damage. The yarn ends with a wedding, complete with a gut wrenching ballad by Aerosmith; good, silly, thrilling fun. In my opinion, as an escapist type of film, it works, and performed quite well at the box office.

A contrasting vision of the identical story is *Deep impact*, partly funded by 'career sentimentalist' Steven Spielberg.

In this far more realistic and sober telling of the same tale, all of the astronauts and most of the major characters die, sometimes in heartbreaking, on camera situations of self sacrifice. The world takes massive damage and the final scene is a hopeful speech amidst ruins. *Deep impact*, I say, also works. It, too, did respectable business at the box office, but buy tissues before hiring it on video.

How can educators best promote the timeless genius of a well built book?

21st century students often have a detailed knowledge of the components of recent, exciting movies. I find that these two 'comet-trashing-us' films offer myriad structural examples of how different writers and directors work the same themes and audiences from fairly unique viewpoints.

Analysis before writing

Last year, a student in Adelaide asked me if "analysing the hell out of everything like this" was a prerequisite for successful writing. Given the many forms of storytelling that exist, perhaps the right answer to that student's question is "Not always, but often."

In an age dominated by visual imagery on multiple fronts, and shortly to be overrun with voice controlled software in applications, I do believe very much that encouraging students automatically to "dig deeply while being entertained" has to be worthwhile. Once thinking along certain lines, there are many enjoyable ways to "sell" these analytical approaches to students.

One helpful Year 10 student from western New South Wales recently emailed me an idea through my web site. Above all, it told me that she had really latched on to my approach in our recent workshop together:

"Dear Mr Higgins… how about this? We watch Raiders of the lost Ark [her favourite movie], then do projects like 'Where is the real Ark of the Covenant?' 'Did Romans or Nazis steal it?' 'Were those traps in the movie really made by Incas and Egyptians?' That bit could tie up with The Mummy movies with Brendan Fraser…"

How can educators best promote the timeless genius of a well built book? Sometimes with the latest cybertoy, a flashing screen, and a swag of linked ideas. ◪

References and further reading

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Lara Croft, tomb raider [series] [computer software]. Sony Inc.

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Simon Higgins' website [website] at: **http://www.homepages.better.net.au/doctorid/**

Verne, J. *20,000 leagues under the sea.* 1873; Galley Press reprint, 1987.

Films cited:

directed by Ridley Scott: *Alien, Blade runner* (commercial and Director's cut versions) *Gladiator, GI Jane*

directed by Stephen Spielberg: *Deep impact, Raiders of the lost Ark*

produced by Jerry Bruckenheimer Studios: *Armageddon, Con-Air, The Rock*

10 things I hate about you written by Karen McCullah Lutz & Kirsten Smith, directed by Gil Junger.

The Mummy, The Mummy returns directed by Stephen Sommers

Titanic written and directed by James Cameron

HIGGINS, Simon

Under no flag

Random House Australia, 2001
ISBN 0091839815

Vigilante, Kira Beaumont, returns to hunt illegal whalers in this sequel to *Thunderfish*. As a wealthy orphan with trusted family retainers, Kira realises an independence, which would appeal to many adolescents. A clever juxtaposition of sensational media articles alongside the fast paced narrative may prompt the reader to question the veracity and purpose of newspaper and magazine reporting. Themes of conservation, power and corruption, trust, relationships, and censorship, are incorporated into the tension packed story. From its Jules Verne allusions, to the plotting and intrigues of the CIA, this novel provides action, plot twists and thought provoking social comment: a multi layered book that can be enjoyed and studied from many aspects. B. Hull

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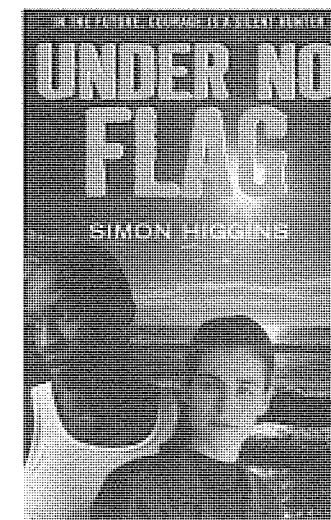
SCIS 1054737

More than words

count Me In Too

The NSW Literacy and Numeracy Plan underpins our work across all key learning areas, and teacher-librarians have a vital role to play. But what is numeracy, and how can teacher-librarians support teachers to teach numeracy skills? **Peter Gould**, *CEO Mathematics with the Professional Support and Curriculum Directorate, outlines some of the added depth numeracy brings to what we mean by information skills.*

I s it possible to communicate information reliably from one point to another? This simple question underpins many modern theories of learning, such as constructivism. It is also critically attached to the development of ICT (information and communication technologies) and information literacy. Information literacy is a compound term that relies on an appreciation of what we mean by information and literacy. Although the work of Claude Shannon has contributed to the development of a theory of information, it is not well known even by those who claim to live in the information age. Added to this challenge, more and more it is becoming clearer that literacy has a sibling: *numeracy.*

Origins of numeracy

My spellchecker does not recognise the word, but '*numeracy*' as a term was coined in 1959 by a committee on education in the United Kingdom. It said that numeracy should "represent the mirror image of literacy" and should imply "an understanding of the scientific approach to the study of phenomena..." and "on the other hand... the need in the modern world to think quantitatively, to realise how far our problems are problems of degree even when they appear as problems of kind" (*The Crowther report*, 1959). Just as the early definitions of literacy have progressed from "reading and writing", numeracy is more than "numbers and measurements".

In the 1980s, the British Cockroft Committee developed a definition of numeracy. It stated that a numerate person should understand some of the ways mathematics can be used for communication, and this required the possession of two attributes:

- being 'at ease' with all those aspects of mathematics that enable a person to cope with the practical demands of everyday life
- the ability to understand information presented in mathematical terms.

Numeracy, then, appears to have something to do with information.

Numeracy as sense making

In May 1997, the *Australian Numeracy Education Strategy Development Conference* developed a framework to describe numeracy. The following elements are considered central to any description of numeracy: "numeracy involves... using... some mathematics... to achieve some purpose... in a particular context" (p. 13).

> **Numeracy involves using mathematics to make sense in a particular context.**

What is common to all definitions is the recognition that numeracy involves using mathematics effectively to make sense of the world. While numeracy necessarily requires understanding mathematical ideas and techniques, it also involves drawing on knowledge of particular contexts and circumstances in: deciding when to use mathematics; choosing the mathematics to use; and critically evaluating its use.

To be numerate is to use mathematical ideas efficiently to make sense of the world.

In school education, numeracy is a fundamental component of learning, performance, discourse and critique across all areas of the curriculum. It involves the disposition to use, in context, a combination of:
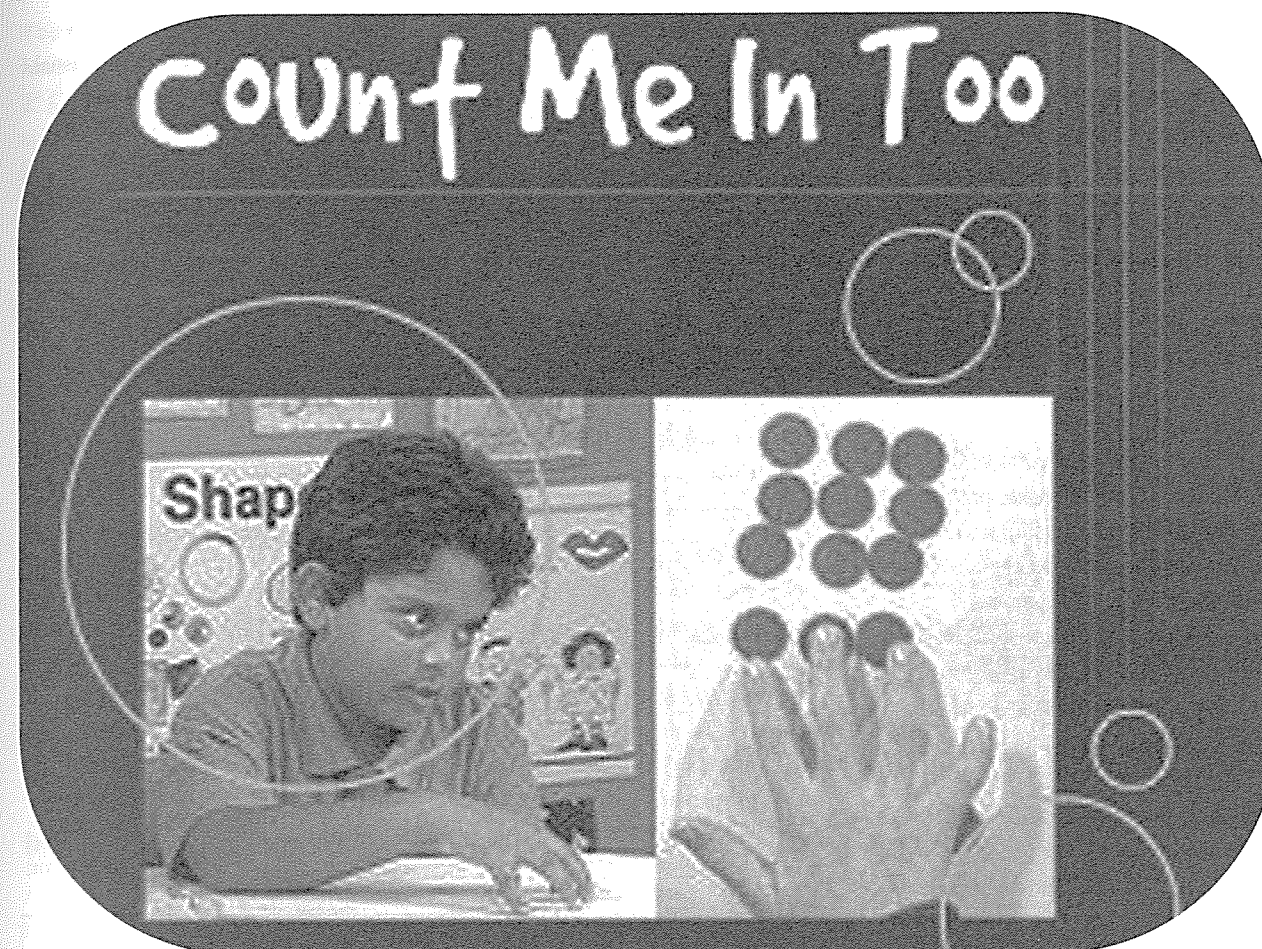
- underpinning mathematical concepts and skills from across the discipline (numerical, spatial, graphical, statistical and algebraic)
- mathematical thinking and strategies
- general thinking skills
- grounded appreciation of context. (Adapted from *Numeracy = everyone's business*, 1997, p. 15)

Although mathematics and numeracy are not the same thing, numeracy always involves using some mathematics to achieve some purpose. Within numeracy, it is not the formal derivation of these mathematical ideas that is important, but rather their use in 'sense making'.

Numeracy and literacy

Much debate has taken place nationally on the nature of numeracy. This debate has often focussed on the distinction between mathematics and numeracy, and the differences between literacy and numeracy. Both the commonality and the distinction between literacy and numeracy are highlighted by a newspaper clipping from Holland at the start of this decade. The year 1990 was designated the International Year of Fighting Illiteracy, and the following extract occurred in October 1990:

> "From data collected... it appeared anew that no less than 1 out of 25 people cannot read or write, that is, cannot read or write a shopping list, cannot follow subtitles on the TV, cannot read newspapers, cannot write a letter.

> "Just imagine, 1 out of 25 people, living in a country that sends helpers to developing countries in order to teach their folks reading and writing! 1 out of 25, which means 25% of our citizens.

"How many does The Netherlands count? 14 millions? That is to say that in our highly developed country no less than three millions and a half cannot read nor write. Aren't you speechless?"

(Quoted in *Educational Studies in Mathematics* 22, 1991, p. 333)

Assuming one out of 25 to be correct, how many illiterates should The Netherlands count? If you think the number would be closer to 560 thousand, you may appreciate the irony of this article.

Literacy and numeracy appear to have some differences as well as some commonalities. Yet, as numeracy is the more recent of the twin constructs of literacy and numeracy, early definitions of literacy appear to have attempted to absorb numeracy. Even as recently as 1996, the Australian Bureau of Statistics Survey of Aspects

of Literacy examined three types of literacy:

- prose literacy
- document literacy
- quantitative literacy.

The definitions of the latter two categories emphasise the overlap between literacy and numeracy. Within the survey, document literacy was defined as the ability to locate and use information contained in materials such as tables, schedules, charts, graphs and maps. Quantitative literacy was defined as the ability to perform arithmetic operations using numbers contained in printed texts or documents.

Numeracy and graphs

One of the most recognisable elements of numeracy embedded in other areas of learning is the topic of graphs. This topic is explicitly addressed in the Mathematics syllabuses K–10, and is embedded to a lesser extent in all syllabus documents. In particular, within the primary years, students learn to read, make and interpret picture graphs and line graphs. They are also taught to use tally marks and to interpret pie graphs and divided bar graphs.

If we were to define 'document numeracy', it may very well subsume 'document literacy'. In addition to locating and using information contained in tables, charts and graphs, document numeracy would incorporate the ability to select appropriate formats to represent information and construct graphs and tables. Adding a dimension of critical understanding to document numeracy would also require students to identify graphs and data that are misleading.

Document numeracy is a useful organiser for many numeracy sub skills. The numeracy demands of understanding percentages, reading scales, interpreting decimals, fractions or ratios could all be explored in relation to document numeracy.

More than pictures

Graphs and other diagrams are spatial means of representing non spatial ideas. Sometimes difficulties arise in communicating ideas through graphs, since spatial aspects of the representation may distract readers away from the ideas being presented.

For example, Kerslake (1977) found that Years 8, 9 and 10 students in the United Kingdom had difficulty interpreting graphs. They were shown the following:
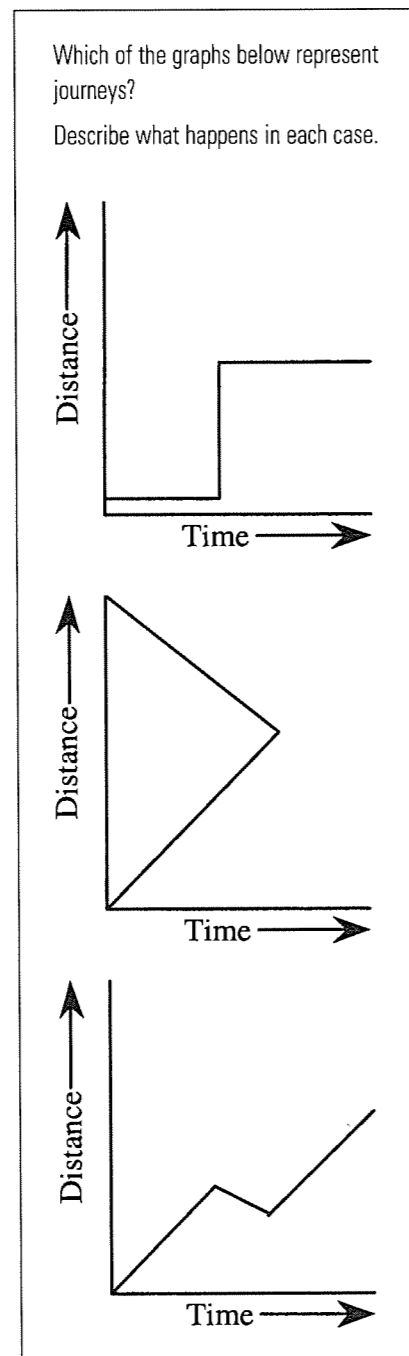
Which of the graphs below represent journeys?

Describe what happens in each case.

Figure 1.

Equal interval scales

Having students construct their own scales for a graph provides useful information beyond that provided by reading information from a graph. In classrooms, we have often witnessed students attempt to use non linear scales. Using the lines in an exercise book to form units on a vertical scale can result in the following type of error:
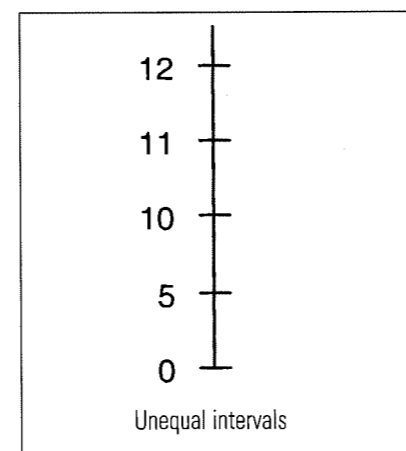
Unequal intervals

Figure 2.

Assessing students' understanding of graphs should include providing students with opportunities to construct their own scales. You could present students with a 6 x 6 square grid and ask them to show the following information on a graph.

These were the temperatures at 9:00 am for five days during a week:

Monday	12° C
Tuesday	10° C
Wednesday	5° C
Thursday	1° C
Friday	11° C

A third or more of the students in each year level focussed on the visual characteristics of the graphs and described them in terms such as: "going along, up and along"; "going NE then NW"; or "climbing a mountain". *They saw the graphs as representing pictures of what was actually happening rather than information to be interpreted.* This reinforces the need for students to spend time discussing and interpreting graphs in order to understand how graphs represent information.

The best use of the grid provided is to have each vertical unit correspond to 2° C. When presented with this task, some students attempt to draw more lines, believing that each line must represent 1°, whilst others number the spaces rather than the lines.

Simple tasks, such as the one outlined above, might be used to gather information from the expressive mode of students' document numeracy. Traditional assessment normally emphasises the receptive mode. That is, students are passively engaged in processing material generated by someone else. Using the expressive mode in assessment involves students in constructing, drawing, making and doing. This information can provide a richer picture of students' numeracy beyond locating and using information contained in graphs.

Interpreting graphs

Another type of activity to support students in developing understanding of graphs involves matching appropriate graphs to stories. This is readily achieved by matching travel graphs to stories. Often, students lack an understanding of the global features of graphs, such as change over an interval. For many students, the predominant experiences they have had with graphs concern the technical skills associated with accurate point plotting.
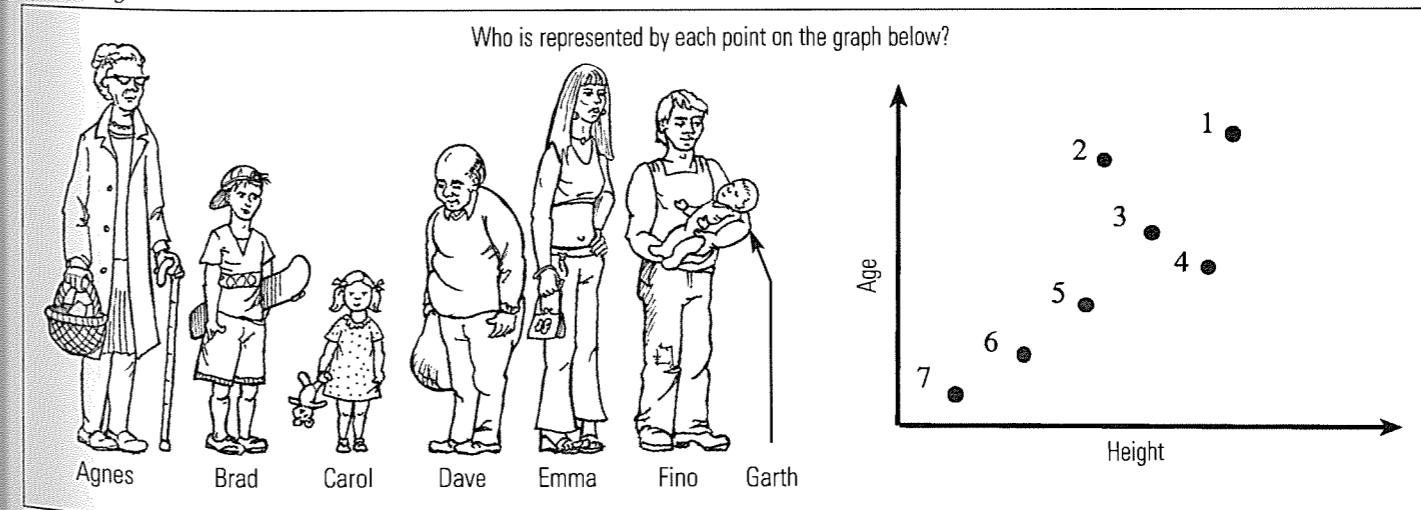
Linking together two pieces of information, as occurs with scatterplots, is frequently used when looking for patterns in data. It is important to develop students' appreciation that the ordered pairs of data on a scatterplot represent "things".

The choice of placing height on the horizontal axis is to challenge some students' beliefs that graphs are merely pictures.

The use of axes without numbers is intentional. This activity is designed to emphasise interpretation and the significance of the *relative positions* of the points. In particular, it draws upon the convention that quantities increase as we move across the page from left to right or vertically upwards. The choice of placing height on the horizontal axis is to challenge some students' beliefs that graphs are merely pictures. That is, the beliefs that "high" points are "tall" people.

Malcolm Swan's work with *The language of functions and graphs* (Swan, 1985) is an excellent source of ideas to develop this kind of interpretation of graphs.

There is an implicit instructional sequence when dealing with graphs that moves through interpreting

graphs and sketching graphs from information, in verbal or pictorial form, to using graphs as problem solving tools. Developing a graph that illuminates, rather than obscures, is a fine art. As Tukey expressed it, a good pictorial display of data "*forces* us to notice what we never expected to see" (1977, p. vi). John Tukey is also famous for coining the terms 'software' and 'bit'.

Diversity of numeracy needs

The recognition that numeracy involves using mathematics to make sense in a particular context emphasises that numeracy is not culturally neutral. Indeed, the tensions between the specific practices in which students participate in the classroom, and the practices of the out of school communities in which students use mathematics, are commonly reported (Maier, 1980; Resnick, 1987; Saxe, 1991; Nunes, Schliemann & Carraher, 1993).

Students' access to educational and economic opportunities can be limited by differences in the ways of knowing associated with participation in the numeracy practices of different communities. These limitations are compounded by the difficulties of reconciling their views of themselves, and who they want to become, with the identities they are invited to construct in the different communities

Who is represented by each point on the graph below?

Agnes Brad Carol Dave Emma Fino Garth

Figure 3.

(Willis, 1977; Shultz, Erickson & Florio, 1982; Zevenbergen, 2000). Our perceptions of the world are shaped by our cultural expectations.

The tensions between the identities students are invited to construct in different communities parallels the constructed identities of mathematics and numeracy. For some, mathematics is a codified set of symbols and procedures separated from the everyday practices of numeracy. This plays out in examples such as the tension between the school taught algorithms and the strategies developed for calculating mentally.

The culture of power

Beyond the recognition of the role played by culture in the development of numerate students and numerate adults, is the need to develop individuals who are confident users of numeracy in a culturally diverse society. This is a non trivial task. Numeracy is essential in enabling students to take part in discourse that is central to the culture of power. As an illustration, it is apparent that public policy discourse increasingly involves the formulation and critique of arguments based on data. Yet 'data sense' is a relatively rare form of reasoning, especially in the political domain.

For example, at the Bonn conference on global warming held in July 2001, Australia obtained agreement to use 'carbon sinks' as credit for cutting greenhouse gas emissions. Carbon sinks are forests that eliminate carbon dioxide from the atmosphere. Combining this information with information on forests in Australia highlights the issue of data sense in politics. A recent government report showed that the area of forest in Australia had increased from 43 million hectares in 1992 to just under 157 million hectares in 1998. How could this be? Trees did not suddenly sprout up all over the country. It was the definition of 'forest' that changed. Now we count all our woodlands, where the

trees are quite far apart, and most of our mallee, where the trees aren't very tall, as forest. The simple numeracy principle of needing to compare like with like is easily overlooked.

'Data sense'... enables students to

participate in a type of discourse

that is central to... the culture

of power.

Students' development of relatively sophisticated forms of 'data sense' that are implicated in such arguments has *clout* in that it enables students to participate in a type of discourse that is central to what Delpit (1988) termed the culture of power.

The Numeracy Plan

The numeracy component of the New South Wales *State Literacy and Numeracy Plan* (2000) identifies a range of key objectives in the Department's support for numeracy. These include:

- the effective use of quality assessment information to guide the teaching of numeracy
- support for teachers in recognising and addressing the numeracy needs of students
- recognising and supporting the continuity of each student's numeracy learning
- developing effective partnerships with parents and caregivers in a shared understanding of numeracy needs.

The plan addresses these objectives through a strategic focus on transition points in learning. In particular, the transitions from home to school within the early years, and across the middle years, are critical. These transition points are central to the defined areas of focus for school numeracy and are targeted in the *Count me in too* and *Counting on* programs. ▣

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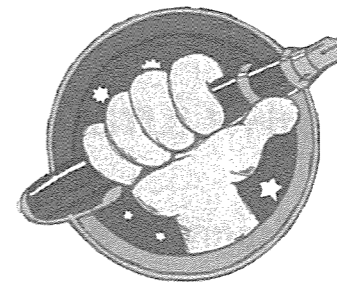
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Nestlé Write Around Australia
www.writearound.com.au

NESTLÉ Write Around Australia is coordinated by the State Library of NSW and supported by state and public libraries throughout Australia. **Rob Murray** *is Managing Director of Nestlé Australia and* **Val Noake** *is National Coordinator of the NESTLÉ Write Around Australia competition.*

2001 was the biggest year ever for *NESTLÉ Write Around Australia*. A record 33 000 stories were entered in the competition by Stage 3 (Years 5 and 6) students; a lot of words and a lot of great stories by any measure.

NESTLÉ Write Around Australia began with a pilot program in one New South Wales library in 1993. Since then, Australian student authors have written almost 200 000 stories for the program, the equivalent of more than 1500 novels. 130 000 students, covering just about every corner of Australia, have attended creative writing workshops.

Entries to the program arrive from some very remote and distant places. Last year, entries were received from young Australians studying by distance education in Israel, Papua New Guinea and Costa Rica. One story arrived in a bottle, one in Braille, and another on a cassette.

A published author at sixteen

When Jing Jing Guo of Victoria entered her story, *Grandpa's mask*, in the competition in 1997, she didn't imagine that one day it would be illustrated by well known illustrator, Di Wu, and published as a beautiful children's picture book.

Jing Jing was born in China in 1985, coming to Australia in 1991 and not speaking a word of English. Within five years she had learnt the new language so well that she was a zone finalist in *NESTLÉ Write Around Australia* in 1996. The following year Jing Jing was a Year 6 State Winner with *Grandpa's mask*.

Write Around Australia in 2002

NESTLÉ Write Around Australia has a presence on the World Wide Web. Full details of the program, writers' tips, short biographies of participating children's authors, and archives of winning student entries can be located at www.writearound.com.au

Many schools incorporate *NESTLÉ Write Around Australia* into their collaborative teaching and learning programs for Stage 3 students (Goudge, 1999). Closing date for entries for 2002 is 17th May. Val Noake, National Coordinator, can be contacted on (02) 9273 1680. ▣

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GUO, Jing Jing & WU, Di
Grandpa's mask

Benchmark, 2001
ISBN 1876615052
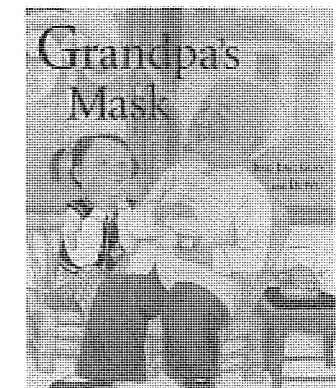
A girl and her grandfather, newly arrived in Australia from China, love to watch Peking Opera together. Young Jing Jing is fascinated by the striking, painted masks of the performers playing good and evil characters, and enjoys the rapport with Grandpa as he patiently explains the traditions. One day, when Grandpa has fallen asleep, Jing Jing takes the opportunity to paint his face! Warm watercolours across double page spreads complement this affectionate and humorous tale. That the author wrote the story for this picture book when in Year 6, as her entry in the annual *NESTLÉ Write Around Australia* competition, is a source of inspiration and celebration for all budding authors. I. McLean

USER LEVEL:	Stage 1 Stage 2 Stage 3
	$24.75

SCIS 1050927

More picture book reviews can be found from p 63

Achieving outcomes through literature showbags

*Students at Marayong Public School have discovered an exciting way to explore literature through the creation of novelty showbags for selected books. This activity encourages the students' interest and appreciation of reading, and challenges them to develop and use critical analysis skills. **Jenny Scheffers** is teacher-librarian at Marayong Public School.*

I first trialled the concept of students making literature showbags several years ago. A teacher-librarian colleague had successfully employed this idea for a teaching and learning activity, adapted from a high school task (suggested in Keyte & Baines, 1981-85). Since then, I have further developed and refined the parameters of the activity to support students to achieve outcomes in English and Creative Arts, and to best suit primary students' interests and abilities.

The products created by the students during this unit are based on traditional showbags, which some of us remember fondly as 'sample bags'.

My students were already familiar with showbags. It is important for anyone trying out this strategy to establish that there is a common understanding of what showbags are and their purpose. Students might have experienced something similar but not be familiar with the term.

Well known to attendees of Sydney's annual Royal Easter Show, and various agricultural shows around the country, showbags aim to create interest in, or recognition for, particular brand names and products.

Successful showbags provide well selected, tantalising samples of goods, often related to a theme, and utilise decisive marketing choices and clever design techniques.

The students' literature showbags share this same design brief, but the stated purpose becomes book and author promotion.

Australian picture book showbags

Last year, I introduced literature showbags to three Year 4 classes at Marayong Public School. Two of these classes were undertaking a unit which focussed on Australian picture books. The other class studied *Mrs Millie's painting* by Matt Ottley, as part of their participation in the NSW Department of Education and Training book rap hosted on the *School libraries: empowering learning* web site.

Stage 2 English outcomes included:

Values and attitudes

- V2 enjoys experiencing and responding to a range of spoken and written texts

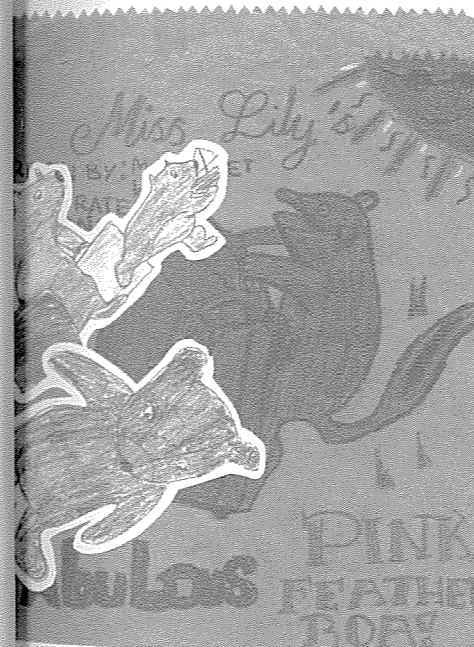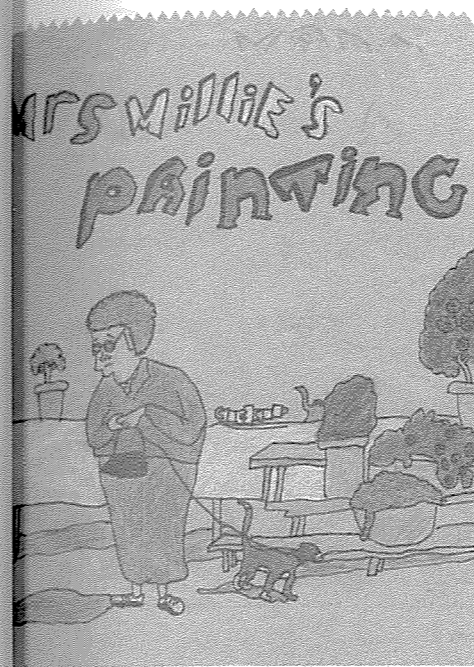### Learning to read

- RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.

Learning to write

- WS2.9 Drafts, revises, proofreads and publishes well structured texts that are more demanding in terms of topic audience, and written language features.

(English K-6 syllabus, p 16-19.)

We began by brainstorming to identify the intended audience, purpose and essential qualities of a successful showbag. This was an important part of the process, as it meant we all shared similar ideas about the purpose of showbags.

After the brainstorm session, the students were required to:

- Copy or redesign images, inspired by a book's cover, onto the front of a brown paper bag.

- Research biographical information about the author or illustrator, eg. date and place of birth, other occupations, a bibliography, and hobbies and interests.

- Draft and publish a blurb about the author or illustrator, using researched keywords. The writing of blurbs was modelled. Students wrote drafts and conferenced with the teacher-librarian or class teacher, then handwrote or word processed a final copy for affixing to the reverse of the bag.

- Collect or design three important items as novelties to be placed in the showbag. These items might include models of main characters, material belongings, and maps or diagrams.

- Present an oral presentation, using the showbag as a visual aid, essentially promoting the original book to classmates.

Each of these activities was supported by focussed lessons, honing in on specific areas of research and understandings about the blurb as a type of persuasive text.

The students had to explicitly discuss with peers how they could effectively incite interest in a book they had really enjoyed.

Defining and locating

The teacher-librarian discussed the concept of a literature showbag with each class. Examples of Royal Easter Easter showbags were presented, and completed literature showbags, made from brown paper bags, were demonstrated. Comparisons between literature showbags and commercial showbags encompassed: purpose (eg. product promotion); audience; design techniques (eg. use of logos and bright colours); and contents (objects found inside the bag).

Names of well known Australian author/illustrators were brainstormed by two of the classes, and the teacher-librarian also supplied students with a list of suggestions from which to choose. 4A and 4J researched their chosen authors using relevant bookmarked Internet sites, original searches, and books.

Selecting and organising

Keywords were recorded on prepared research proformas, under the headings *Family background, Writing (and illustrating) background* and *Other information.* Students in 4L had already researched biographical information about Matt Ottley, in preparation for the *Mrs Millie's painting* book rap.

The structure of a blurb was discussed with each class. Examples were read from several Morris Gleitzman novels. The sample blurbs were examined with reference to their purpose and audience, the type of biographical information included, the sentence structure, and their length. Using their keywords, students then drafted basic blurbs about the chosen author. These blurbs were drafted, conferenced, word processed, printed onto coloured paper, and then pasted onto the backs of the showbags. (see p 19). Students in 4L used their Matt Ottley keywords in the construction of a blurb for *Mrs Millie's painting.*

Students also made or collected three items which were important in the story of their choice to put into their showbag.

Reproduced with kind permission of Hodder Children's Books.

Reproduced with kind permission of Penguin Books.
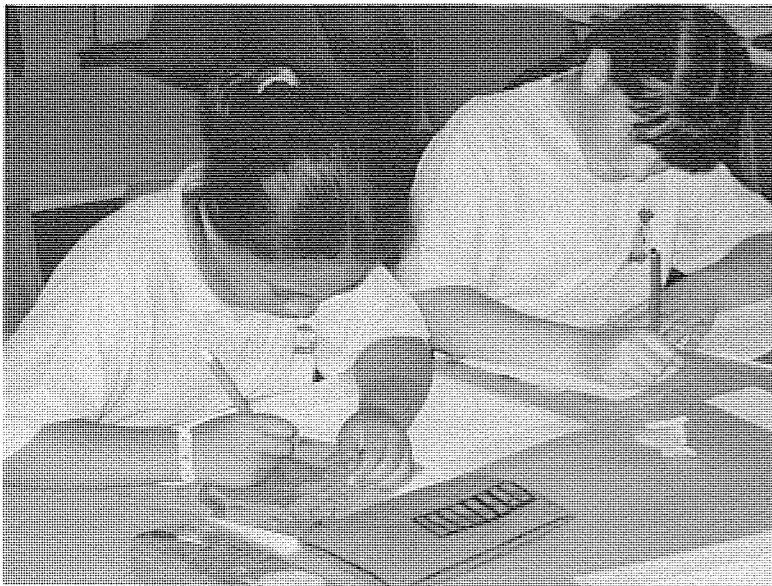
Year 4 students creating their showbags and researching information about authors and illustrators.
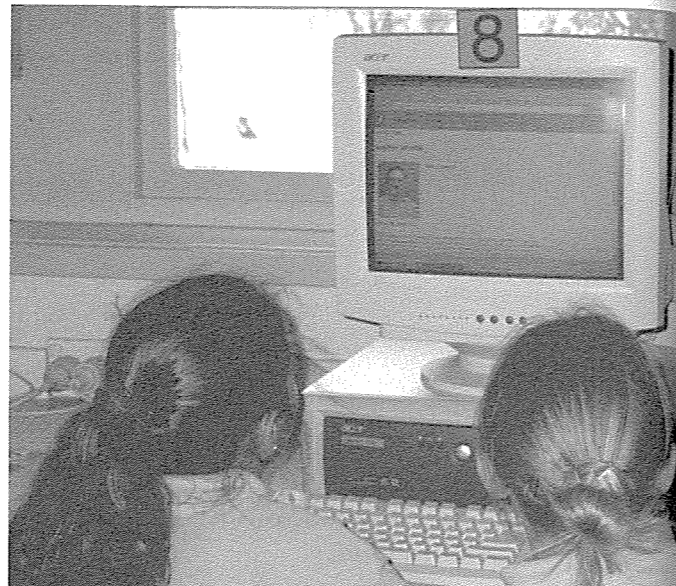
Presenting and assessing

Each student gave a brief oral presentation about their literature showbag. This included displaying the showbag's cover, identifying special design features and decisions, and explaining the significance of each of the items of content. They had to make links with their particular choice and the reasoning behind their decision.

Peers were encouraged to comment about the positive aspects of the presentations. Where possible, another class was invited to be an audience. The students also completed a written unit evaluation and a self assessment. The students' responses have been most rewarding, as evidenced by their evaluative comments.

As a means of reporting to parents, completed showbags were placed in students' individual portfolios, which were sent home at the end of term. A certificate of achievement, which accompanied the showbag, briefly explained the unit to parents.

Students achieving and enjoying

Most students were demonstrating evidence of achievement of English outcomes, as evident in the high

Literature Showbag Certificate

Name:

During Term Four, students in Classes 4L, 4J and 4A have designed their own *Literature showbags*. These showbags were used to promote an Australian children's book.

Students in 4J and 4A selected an Australian picture book to study, whilst students in 4L studied *Mrs Millie's painting*, in support of current book rap activities.

Students:
- read their chosen book
- redesigned or copied the cover onto the front of a brown paper bag
- researched the author or illustrator, using information from the Internet and/or books
- drafted, then word processed, a blurb about the author or illustrator, using their researched keywords. This was printed then pasted onto the back of the showbag.
- made three pictures of important characters, animal or objects from the book. These were placed inside the showbag.
- gave an oral presentation to promote their chosen title
- completed a written evaluation of the unit.

Congratulations on your wonderful efforts!
Mrs Scheffers (Teacher-librarian)
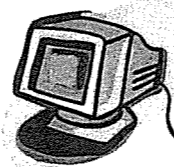
quality of the completed showbags, the oral presentations and the collated student evaluations. Students enjoyed experiencing and responding to the texts (V2), the vast majority of students surveyed (82%) indicated that they would be interested in making another showbag.

Students displayed their skills of reading and interpreting texts (RS2.6), through their cover designs, their choice of three important items to go inside the showbag, and in their speeches.

Many students were able to draft, revise, proofread and word process well structured blurbs (WS2.9). Some students were having dilemmas with how to organise their texts, as they wanted to both inform their audience about details but also wanted to convince the reader to read the book.

Successful design techniques included exaggeration of chosen characters' features. This was done through the use of sharply contrasting colours, or by increasing the size of the main character.

As an integral part of the learning process, students further developed all six steps of the information process (*Information skills in the school*). Throughout the production of the showbags, students were continually defining, locating, selecting, organising, presenting and assessing.

Researching authors and illustrators via the Internet enhanced students' computer skills. This part of the activity involved students accessing previously bookmarked author and publisher sites, plus some original searching using various search engines. Word processing their blurb and experimenting with text boxes, different fonts, letter sizes and clip art, added to the computer presentation skills in their repertoires of competencies, and challenged more able students to extend themselves.

The students' knowledge and appreciation of Australian authors and illustrators, and their books, was greatly

A Visual Arts approach

Students can explore the contents of the picture book, *Mrs Millie's painting*, and its paintings as a stimulus for exploring their own environment. They consider how the qualities of the subject matter, ie. flowers, can be adapted to enhance a designed object, ie. a showbag. At the same time, the students will motivate users to want to discover more about the book and its artworks.

Visual arts - Appreciating

VAS2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.

- Discuss Mrs Millie's paintings represented in the book. Students explore the colours, textures, brushwork used, and the concept of overlapping.
- Discuss Mrs Millie's environment and her selection of flowers for representation and consider the qualities of growth and proliferation. How do the paintings of flowers reveal life and movement?

Visual arts - Making

VAS2.2 Uses the forms to suggest the qualities of subject matter.

The students will:

- collect flowers from their home garden, or the school or neighbourhood environment.
- make sketches of various flowers with coloured inks and brushes.
- repeat each several times to suggest a growth or reproduction of flowers, aiming to show movement and flowing line. Details can be applied with a different colour and a finer brush when the first colour is dry.
- cut these out and glue them onto the showbag in a way that suggests growth. Use overlapping.
- think of ways to organise the flowers so that they appear to be moving into the showbag and inspire users to explore the contents.
- incorporate the title of the book in amongst the flowers, as though the title is also alive and moving.

(Outcomes from *Creative Arts K-6 syllabus*, p 30) ▪

increased by the exercise. At the commencement of this unit, our students could only name a few well known Australian picture book authors. After studying their own selected title, and by sharing in other classmates' oral presentations, the students were much more aware, and better informed, about numerous authors and their books.

There were important opportunities to show respect, support and appreciation for the work of their peers.

The time spent brainstorming, talking and listening, about what made an effective Easter showbag, before the students commenced work really paid off. They realised that the most simple designs can also be the most effective. Creating literature showbags helped to promote students' interest and self confidence in their own drawing and designing techniques.

For example, students stated:

> From making the showbags I learnt:
>
> "… how good I could draw." Shree, 4L
>
> "… that Bob Graham wrote lots of books and I learnt that I can draw better than I thought." Sherif, 4A
>
> "… that my confidence of drawing increased." Corey, 4A
>
> "… that I saw how good I can draw when I really try." Boyan, 4L.

The students' talking and listening skills were also refined through the preparation, rehearsing and final oral presentation. There were important opportunities to show respect, support and appreciation for the work of their peers.

A readily adaptable activity

The literature showbags concept can be easily adapted to suit the differing abilities, interests and ages of students. Students from Kindergarten through to high school can successfully create them. Several years ago, I trialled the literature showbags activity with a multi aged Stage 3 class at Merrylands East Public School. The students designed showbags based on various titles by well known author and illustrator, David Legge, who was to be visiting the school during Book Week.

The completed showbags were displayed in the library. As a result, many Stage 1 students requested that they, too, be given an opportunity to undertake the activity. We adapted the concept to address Stage 1 outcomes, and the younger students' enthusiasm and final products were just as impressive as those of the older students.

The reverse of a Toby showbag (left) features a biographical blurb about author Margaret Wild, plus illustrations inspired by Noela Young. Reproduced with kind permission of Noela Young. A Wombat divine showbag (right) features student artwork based on illustrations by Kerry Argent.

Although the Stage 1 students didn't construct their own blurbs, this could have been done as a joint construction.

This activity may be used to support a range of different key learning areas (KLAs), and the structure can be modified to be suited to students working as individuals, in pairs, or in groups. Collaboratively taught class literature studies, book raps, Human Society and Its Environment (HSIE) or Science and Technology units, and Book Week celebrations, may suggest thematic links.

The size of the paper bag, and the number of items placed inside, can be varied. For example, A4 sized envelopes can be utilised just as effectively. Depending on the time available, more than three items could be designed. Alternate book formats, such as primary fiction, non fiction, or big books, could be studied.

It is also important to discuss copyright issues, as commercial producers of showbags would consider these in real life.

Teachers and teacher-librarians working together is a particularly effective strategy when modelling blurb writing with students. Having more than one teacher work with students as they draft and conference can be very productive.

The audience for the oral presentation can also be flexible, although it is essential that the students know for whom they are preparing their presentation. Information about the intended audience helps them to make informed choices about the kind of information they give, and how they might engage the audience.

Literature showbags have provided a dynamic, motivational and successful strategy for supporting literacy and encouraging interest in books and reading. This article has described an activity that is readily adapted or extended to suit students of all ages and abilities and, whilst it describes some basic concepts, the possible applications for using literature showbags with students are unlimited. ◙

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School libraries: empowering learning [website] at: **http://www.det.nsw.edu.au/ schoollibraries** (Click on **Teaching and learning**, then **Book raps**).

Wild, M. & Argent, K. Miss Lily's fabulous pink feather boa. Viking, 1998.

Wild, M. & Young, N. Toby. Omnibus, 1993.

Students searching the Internet

*Directing students to authoritative web sites of known quality is an effective technique when introducing students to the research possibilities offered by the Internet. However, this strategy does not support students' locating and selecting requirements as lifelong skills. **Beverley Sampford** has previously worked as a teacher-librarian, and currently teaches Science and Software Design & Development at Henry Kendall High School on the New South Wales central coast. In this article, Beverley shares some successful collaborative strategies she has used with students when searching the World Wide Web.*

See page 24 for reviews of some of the web sites highlighted in Beverley's article. SCIS numbers have also been added to several web sites in the reference list.

F ew educators doubt that the Internet is an amazing source of information, and that wonderful, interactive web sites, such as the *DNA is an instruction manual* site at www.thetech.org/exhibits_events/online/genome, provide real learning opportunities for students. Finding sites containing exciting, relevant, authoritative information, and at appropriate levels of difficulty for use by students, remains a frustrating and challenging process. Time spent searching the World Wide Web for information is often time wasted, with thousands of hits leading to irrelevant, dead or useless sites.

Most teachers have abandoned searching in class time in favour of directing students to authoritative sites of known quality. These are often found by the teacher in textbooks and subject association publications, or through reviews in *Scan*. While this is an effective technique for developing Net literacy in accessing and organising information, it does not address the locating and selecting dilemmas. Teachers need to develop strategies for explicit teaching that will model and provide skills in locating quality information as a lifelong skill.

Students and search engines

The problems associated with using web based search engines to locate information on the Internet have many causes, and each needs to be understood and addressed separately:

- Many searches are doomed from the outset because the defining phase of the information process (*Information skills in the school*) has been missed out. Students, particularly, often embark on searches without a clear understanding of what it is they need to find out.
- There are a multitude of search engines and directories to choose from, all with different strengths and weaknesses. Each search engine uses unique rules for searching, and these rules are regularly changing. To keep themselves current, teachers and teacher-librarians can regularly visit sites such as *Search engine watch* at www.searchenginewatch.com and watch for updates.
- Developing good search strings or search plans is a higher order thinking skill. This demands a different approach when working with students familiar with conducting searches in *OASIS Library*. Search engine English is different from both the organised, keyword based language of library searches, and everyday 'kid speak'. Students need regular, guided practice, and opportunities to experience success.
- For many students, recognising a 'good' site, (ie. an accurate, relevant and appropriate site) when they find one can be a challenge. As with print materials, a site that seems vaguely 'on topic' is considered a triumph to some students. They need encouragement and explicit teaching as they evaluate such information, and compare it with other sources.
- Syllabus outcomes recognise the importance of students learning how to learn. As the information process is more important than a final product, students can work through a series of tasks for each step of the process. Modelling, revisiting earlier steps, talking about their learning, and recording progress in a learning journal, can all assist students to practise and reflect on their skills as they achieve the syllabus outcomes.

Time is needed in order for teachers and teacher-librarians to assist students to develop information literacy skills. "Two-thirds to three-quarters of all users cite the inability to find the information they seek as one of their primary frustrations (second only in frustration to slowness of response)…", so this is a major problem that needs to be addressed (*BrightPlanet – Search tutorial – the size of the Internet*). Referring students to bookmarked quality sites is often a fast solution to meet immediate needs. However, all students, and their teachers, need some simple and effective searching strategies to allow them to develop independent learning skills.

Defining the problem

Students need to be taught how to make their search specific enough to increase their chances of returning quality information. A recent activity with Year 7 students researching an endangered animal of choice, came unstuck because, although they successfully entered the search term "endangered animals" into the search engine, many did not recognise that a web site entitled *Endangered creatures* was potentially relevant. This example reinforces the importance of programming time to be spent with students on developing lists of keywords, finding likely synonyms, and discussing in advance what information a useful web site might contain.

Teachers and teacher-librarians can demonstrate how to interrogate an assignment task to provide suitable keywords. For example, a student looking for a list of fire resistant plants to use in gardens in bushfire prone areas is always going to fail by looking up the search term "fire". I encourage students to work backwards by imagining their 'ideal' web site and describing what it might look like. This process can quickly generate some more specific keywords, and helps to define information about other requirements, such as the images needed to complement the written text. Debbie Flanagan's *Finding it online: web search strategies* has excellent tutorials on developing more specific searches, and on using some specific search engines. Plenty of interactive practice material and quizzes makes this an invaluable site.

A useful group activity to illustrate specific searching uses groups of ten words chosen from a useful web site. Each group has the same words in an envelope. Groups draw three words from their envelope and then try to predict the subject of the article in which the words were used. Students record and share their ideas, then modify their initial choices as they draw more words. Finally, they get a copy of the original web page to compare with their predictions, and are asked to highlight four words in the article which might have given them the best clues.

Choosing a search engine

Deciding which search engine is most likely to return useful results for students demands practice and up to date knowledge. Many Internet users rely only on the default search engine in their Internet browser. In teaching locating skills to students, I believe it is better to reduce the plethora of choices on offer and set up a search page on the school intranet. This page could contain shortcuts to a small selection of search engines, including brief instructions about their use. It would need to be regularly reviewed as search engines' rules change, or as new search engines are created or recommended.

Typically, a useful search page for students might include links to:

- a **web crawler**. *Google* is efficient, as it has a high refresh rate and keeps cached copies of the sites included. This means that fewer 'dead' sites are returned.
- a **directory**. *Beaucoup!*, *Search.com*, *Yahoo!*, and its Australian equivalent, *Yahoo! Australia & NZ*, are examples of directories where sites are submitted, reviewed, and judged to be of quality by the engine's organisation, before inclusion. Students can be challenged to discuss how various organisations make such judgements of quality.
- a **meta search engine**. For example, *MetaCrawler®* sends searches to a group of different search engines, for those really hard to find topics.
- an **Australian search engine**. *Web wombat* is useful for local content.
- a **natural language search engine**. *Ask Jeeves* is a facility at *Ask.com* where students can enter whole questions or phrases.

Typically, search engines cover less than 20% of the Internet, so the school search page would be even more useful if it contained links to a range of directory sites. These could include:

- *Staff: online resources* at Network for education for web based resources reviewed through *Scan* and *NSW HSC online*
- sites of useful government agencies, local councils and other

> All students need some simple and effective searching strategies to allow them to develop independent learning skills.

bodies, which can provide better starting points for student searches and lead to more authoritative sites

- *ABC online* for access to a large number of quality sites
- *smh.com.au – The Sydney Morning Herald* and other newspapers of choice, including local papers
- *EdNA online* for reviewed sites arranged by themes
- sites maintained by subject teachers associations.
- Elizabeth Keller's *Extreme science – the ultimate online science experience*
- *DiscoverySchool.com* offers help with homework from BJ Pinchbeck or similar homework helpers
- *Welcome to the Cornell Theory Center*, which has interactive sites and lesson plans for teachers.

By offering students a more structured starting point, it is easier to help students build up search skills, and to have more success in finding material. In interactions with students, it is useful for teachers to encourage them to speculate on where useful information might be located.

Constructing a search

In designing an effective search, students need to focus on:

- **what** the web site they need is likely to contain (eg. keywords and phrases; synonyms; images)
- **where** the information they need is likely to be located.

If there is an obvious location, such as *ABC online*, *The Sydney Morning Herald* for news, or *ATSIC (Aboriginal and Torres Strait Islander Commission)* for information on Aboriginal issues, then students will

save time by going directly to the site. Links from these sites are likely to lead to more useful information as someone with knowledge of the topic has chosen them. Directory sites, such as *Beaucoup!* can also help users find likely locations. A poster displaying a list of subjects, relevant agencies and their sites, or including such information on a purpose built search site on the school intranet, encourages students and teachers to use this approach.

> By offering students a more structured starting point, it is easier to help students build up search skills.

Boolean searches

Students also need to be able to construct effective search strings that return a manageable and ordered list of relevant sites. Boolean searches use AND to search for sites containing both search words, OR to search for either word and NOT to exclude sites. For example:

> **endangered AND (animal OR creature OR species) NOT book**

Putting phrases in quotation marks ensures that only matches with the phrase are returned. For example:

> **"John Howard" AND actor NOT "prime minister"**

Several search engines also use NEAR to look for words found close to each other in the same paragraph. Constructing Boolean searches that include likely synonyms depends on knowing the search rules for the chosen search engine and is a very complex task.

The difficulty in designing effective search strings, and modelling them explicitly for students, is increased by the fact that the search rules change. Pressure from advertisers has meant that most search engines have now changed to using OR as the implied rule if users enter words separated by

spaces. Many of these rules are discussed, with practice examples given, at the *Finding it online: web search strategies* web site. Again there will be opportunities to instigate class discussions about selecting the "best" search engine for the task.

In introducing the concept of search strings to students, I find it best to start with a simple approach using just + (for AND) and – (for NOT) along with quotation marks to group phrases. This works with nearly all search engines. If students acquire the habit of using them, they will increase their hit rate.

A search for **+cricket +"Australian team" +statistics** is more likely to return useful sites than just a search for **cricket Australia**.

Adding **–shopping –book** to the end of a search string usually cuts out some advertising sites. While some students will become interested in learning more advanced searching techniques (and, for them, there are many sites teaching these skills), for most students +/- searching provides a relatively simple starting technique that will improve their success rate. It is worth noting that *Google* remains one of the few crawlers to use AND as the default connector in search strings of words separated just by spaces. Perhaps that explains its popularity with students who have mastered searching.

Evaluating results returned by search engines

> "Information on the Web represents many people's versions of reality, past, future, knowledge, culture, ideology, and power. Dealing with issues of quality and relevance are key critical and information literacies that will assist students in making decisions about: what to believe; what to doubt; what to pay attention to; and what to care about. These will help students make clear the ideologies and ideological

workings of texts, and make explicit the belief systems inscribed in texts: the key starting point to a quality information endpoint" (Todd, 1999)

Students need to understand that searching for information on the Internet is like panning for gold. You can improve your chances of finding that nugget by using the right equipment and searching in a likely place, but you still need to keep a sharp eye out to spot that flash of colour. For many of us, lists of web sites can still represent information overload. Sometimes the site previews offered by the search engine can be helpful, but often they are misleading or confusing. Students should be encouraged to look carefully at the URLs and understand that .edu or .gov implies that the site might have been checked for accuracy. A good search plan should reduce the number of hits but students also need explicit teaching in how to evaluate and access information on sites.

Practice makes perfect

A simple search scaffold can be used to focus student attention on the steps:

- Where might I find the information I need? ➜ Look for a site directly
- What key words might be useful?
- Look up spelling and synonyms?
- Choose a suitable search engine
- Put in your search string ➜ Search.

Students need opportunities to practise locating good sites. Setting tasks where the end product required is a list of the five best sites, perhaps with reasons for choosing them, can ensure that time is taken to focus on this skill. Groups can create topic bibliographies of top sites, and publish them for others to use, or organise bookmarked URLs into folders on the web browser or onto a disk. Students can review web sites and enter them into the Notes section of catalogue records in *OASIS Library*.

Quizzes and topic tests can be used as group activities to practise search skills and find answers as a race. Many such resources already exist on the Internet.

Constructing *Similarity/Difference* charts is an example of an exercise that allows students to practise accessing information. A debate arguing the relative merits of two similar sites gives students the chance to focus on unpacking a site to see what it really has to offer in terms of: authority; level; local content; currency; inclusivity; and ease of navigation.

Making comparisons

Opportunities to compare the results of their searches with those done using the so called natural language search engines, such as *Ask Jeeves*, will increase students' understanding of the search process. Compare the results of **"how do birds sing?"** in *Ask Jeeves* with **+bird +sing +how** in *Google* or *Yahoo!*

Ask Jeeves – ask.com
http://www.ask.com

By entering questions or phrases in plain English, users of this site receive answers in the form of links to web pages containing relevant information. The clear interface and friendly butler graphic reflect the mission of the creator: to provide a sophisticated service which is non threatening and easy to use. The site is an excellent tool for teaching effective search strategies, and incorporating technology and the information process across all KLAs. Students learning to refine searches can begin with entire questions in **Ask Jeeves home**, progress to more precise requests in **Browse by subject**, and experience online interactions with **Ask other people**. A link to *Ask Jeeves kids* provides a colourful site which operates the same way as the parent site, but with larger fonts, solid colours, and subject categories of interest to children, such as **Wide world wizardry**. S. Rasaiah

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
SCIS SUBJECTS:	Search engines
KEYWORDS:	Ask; Jeeves
PUBLISHER:	Ask Jeeves, USA
REVIEW DATE:	12/12/01 [025.04] SCIS 1026204

Beaucoup! 2,000+ search engines, indices and directories
http://www.beaucoup.com

The publisher of this site has compiled over 2500 search engines, indices and directories, and listed them in categories. Each site has been previewed before inclusion, ensuring that only reputable, free, and non commercial information is available to the searcher. **Reviewer/what's new** contains engines which search and rate quality sites. **General searchers** links to major search engines, such as *Alta Vista, Google,* and *Yahoo!,* while **Beaucoup super search** is a meta search feature which queries ten search engines at once within *Beaucoup!.* This site demonstrates the diversity of search engines available on the Internet, and is a useful tool for teaching students how to locate and select an engine best suited to their needs. S. Rasaiah

USER LEVEL:	Community Professional
SCIS SUBJECTS:	Internet (Computer network); Search engines
KEYWORDS:	Directories; search engines
AUTHOR:	Teri Madden, USA?
REVIEW DATE:	11/12/01 [025.04] SCIS 1068283

Finding it online: web search strategies
http://home.sprintmail.com/~debflanagan/main.html

Useful for teachers incorporating technology into teaching and learning, this site has a text based tutorial which explains how to develop a clear search strategy when searching the Internet. Two key steps for successful searching are emphasised: **Preparing your search**; and learning how to use the variety of search engines and subject directories available. The tutorial guides participants through a series of topics and practice exercises. **Other search tutorials** lists additional sites which develop web searching skills for beginners and experienced users. The site supports the explicit teaching of steps in the information skills process across all KLAs. Students can revisit the tutorials to practise strategies such as: Boolean logic; phrase searching; truncation; or using synonyms and variant word forms. S. Rasaiah

USER LEVEL:	Stage 4 Stage 5 Stage 6 Community Professional

SCIS SUBJECTS:	Information skills; Search engines; Web browsers
KEYWORDS:	Search engines; tutorial; web search strategies
PUBLISHER:	Debbie Flanagan, Florida
REVIEW DATE:	12/12/01 [025.04] SCIS 1070222

Search engine watch: tips about Internet search engines & search engine submission
http://searchenginewatch.com

Helpful tips on more efficient usage of search engines are found from the front page of this comprehensive guide to searching on the Internet. The site is designed for two sets of users. **Search engine submission tips** shows web creators what they can do to improve strike rates for their sites, by explaining how search engines find and rank web pages, how to submit URLs, and how to use meta tags effectively. Less experienced users will find excellent **Web searching tips**, clearly displayed in a table. Techniques to see how other people search online are explained; these will provide teachers with real, relevant examples for explicitly teaching information skills across the KLAs. **Search links** compares major search engines and methods of retrieval, while **Kids search engines** will interest parents and teachers. S. Rasaiah

USER LEVEL:	Community Professional
SCIS SUBJECTS:	Search engines
KEYWORDS:	Search engine; web searching
PUBLISHER:	Internet.com, USA
AUTHOR:	Danny Sullivan
REVIEW DATE:	10/12/01 [025.04] SCIS 1013999

ATSIC (Aboriginal and Torres Strait Islander Commission)
http://www.atsic.gov.au/default_ns.asp

An essential page for the understanding of contemporary Aboriginal Australia, this site has been recently rebuilt using frames, and exploration time may be needed to get used to the navigation. It has a great deal of relevant information for Aboriginal Studies, with several main categories leading to specific information and relevant links for different perspectives on all Indigenous issues. Topics include: **Native title; Cultural information; Media/Speeches; Library/Publications**; and a contacts page. Information on NAIDOC Week and many links to other Indigenous sites, including the Minister's, make this a comprehensive site, though exploration time is required to verify syllabus relevance. A new and valuable addition is the *Torres Strait Islander Advisory Board* (TSIAB) Internet site. Because of the volume of information present, students would need to be clearly focussed to ensure efficient use of the site. Specific sections of this site are part of the prescribed texts 2001-2002 for the *Advanced* course of the *English: Stage 6 syllabus.* C. Dorbis

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	English; HSIE
SYLLABUS:	Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English Stage 6: *Advanced*; Legal Studies Stage 6; Modern History Stage 6
SCIS SUBJECTS:	Aboriginal peoples; Torres Strait Islanders
KEYWORDS:	Aboriginal; Indigenous studies; Torres Strait Islander
PUBLISHER:	ATSIC, ACT
REVIEW DATE:	24/4/01 [353.534] SCIS 998769

Many more Internet site reviews can be found from p 45.

Students need to have many experiences with activities that focus on this step of the information process, **Selecting**, before being expected to put it all together in producing projects. They need to gain the ability and confidence to reject sites quickly that are too difficult or not obviously relevant. This involves skills such as: skim reading; scrolling down for headings; and using tables of content.

Finding quality web sites to use in a particular subject area will help teachers practise their search skills, too. Some excellent examples of pairs of sites to compare in class activities are:

- *The New York Times on the web* and *smh.com.au – The Sydney Morning Herald,* perhaps comparing a particular news story from the perspective of different countries
- *CELLs alive!* and *Virtual cell*
- *Dinosaur fossil locations: Australia – Enchanted Learning Software* and *Walking with dinosaurs – Australian dinosaurs*

> **We need to model explicity all six steps of the information process.**

The World Wide Web represents a precious resource and students who develop expertise in its use have access to a wealth of information that can enrich their learning for life. Teachers need to think carefully before assigning research tasks so that students have the opportunity to develop skills in all the phases of the information process.

To give students the skills to become independent learners we need to model explicitly *all six steps* of the information process (eg. Defining; Locating; Selecting; Organising; Presenting; and Assessing) and provide opportunities for students to practise the full range of skills. Doing

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this requires a move away from the more traditional research tasks that tend to focus on the production of a finished product every time. By designing smaller tasks, as demanded by syllabus outcomes, and by using explicit teaching, we can support students as they develop and demonstrate their achievements of outcomes at each stage of the information process. ◙

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BrightPlanet – Search tutorial – the size of the Internet [website] at: **http://www.brightplanet.com/deepcontent/tutorials/search/part1.asp** SCIS 1070224

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NSW HSC online [website] at: **http://hsc.csu.edu.au** SCIS 1031560

Online resources at *School libraries: empowering learning* [website]: **http://www.det.nsw.edu.au/schoollibraries** (Click on **Resources** then **Database of Internet site reviews**)

Search engine watch: tips about Internet search engines & search engine submission [website] at: **http://www.searchenginewatch.com** SCIS 1013999

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Collaboration, web based learning and 'hotlists'

*Liz Derouet is teacher-librarian at Lightning Ridge Central School, which has over 500 students K-12. While completing her Master of Education degree in Teacher Librarianship, Liz was introduced to the **Filamentality** web site, and began creating and using 'hotlists' for linking Internet sites around similar themes. This article discusses successful teaching and learning for secondary teachers and students at the school.*

Being the teacher-librarian in a large central school has many advantages. One that I particularly enjoy is interacting with the junior secondary students as they apply and further develop skills, knowledge, values and attitudes learned during Years K-6, in their secondary subjects.

The school library at Lightning Ridge Central is housed in a demountable building and caters to students from Kindergarten to Year 12. We are always looking for ways to extend our collection and networks beyond the four physical walls. More and more, web based resources have become important supplements to our collection for supporting students and teachers in their classrooms and homes.

A hotlist of web based resources

One simple strategy which the teachers and I have found to be extremely helpful is to create interactive "hotlists", for use with specific students and subject areas, on the *Filamentality 2.0* Internet site. *Filamentality* is a 'fill in the blanks' interactive site that guides you through picking a topic, searching the World Wide Web, gathering appropriate Internet sites, and turning them into a user friendly interface: a web page of hyperlinked sites organised to complement a task. Excellent for group projects, the range of Activity

formats includes: Hotlist; Scrapbook; Treasure hunt; Subject sampler; and WebQuest.

Easy to use and simply presented, this web tool enables users to vary the degree of difficulty of the web based tasks they set, and the thinking and problem solving skills that can be addressed. There are no graphics, for space storage reasons, which means that the focus is more on content than visual effects.

> **A hotlist allows a number of relevant web sites on a topic to be linked together.**

A *Filamentality* hotlist allows a number of relevant web sites on a topic to be linked together, in up to five categories. A descriptive title is decided upon, and the creator of the hotlist can write an introduction, or adapt one from the examples provided. Changes do happen daily on the Internet, so we regularly check that the selected web sites' URLs are current before using the hotlist with a new group of students, and that information on the sites is still appropriate since last recommended.

Getting started

One hotlist created for this school's staff was in response to a need for professional development on how to use the Internet. Our categories for grouping the sites included: An introduction to the Internet; Techniques for searching the Internet; Evaluating web sites; and Using the Internet to enhance student learning.

Realising that hotlists created through *Filamentality* were readily accessible to students through our network computers, we were able to develop the strategy further when a teacher required access to Internet sites relevant to a Stage 4 Languages assessment task. We ensured that the sites chosen were both current and authoritative, increasing the opportunities for these students to experience success.

The hotlist we devised was promoted as being available to the students through: the computers in the library; the computer lab; a variety of locations around the school; and from the students' homes.

Using Internet sites in Geography

Last year, I worked closely with the Year 8 Geography teacher, Raelene Cobham, on a *Global Geography* (4G3 *Managing global environments*) unit involving an investigation into threatened habitats, and the plight of certain endangered animals.

> **This collaborative planning enabled us to define clearly our criteria for choosing relevant web sites for the hotlist.**

Raelene and I selected the Stage 4 syllabus outcomes and content areas that would be addressed, and what information the students would be seeking to complete their tasks. This collaborative planning enabled us to define clearly our criteria for choosing relevant web sites for the hotlist. Preselecting the Internet sites

enabled us to plan an activity that would develop the students' technology skills, while avoiding the "problematic nature of browsing the Internet, with outcomes characterised by time wasting and whole lessons spent on meaningless searching, and poor intellectual returns for time spent" (Todd, 2000, p 27).

We also considered: previous experiences of the students; the structure of the chosen web sites (eg. Is the site easy to navigate and relatively quick to load?); the usefulness of the sites to the task; the authority of organisations and authors (eg. Do they have credibility to write about their chosen topic?); and whether the sites contained misleading information. *[Editor's note: As students become proficient, these considerations can be discussed explicitly with students.]*

Having established that many of the students had limited computer skills, we wanted to create an activity that supported them to learn to use the Copy and Paste functions of a word processing program when selecting, organising and presenting their work.

Stage 4 outcomes covered in this activity from the syllabus were:

- 4.2 organises and interprets geographical information
- 4.3 uses a range of written, oral and graphic forms to communicate geographical information
- 4.7 describes the interrelationships between people and environments.

Content from the *Geography Stages 4-5 syllabus* included:

The need to protect and conserve changing global environments

- the competition for space and resources (habitat destruction)
- preserving environments for the future (sustainability)
- maintaining the variety of living organisms (biodiversity).

<div align="right">(Geography Stages 4–5 syllabus,1998, p 26.)</div>

Examples of some Stage 4 activities which require the students to "use computer-based technologies, to

locate, access, evaluate, manipulate, create, store and retrieve information" can be found in *Computer-based technologies in the HSIE KLA: enhancing student learning* (1997, pp 12-13). We chose to have the students "use the Internet as a source of .....information" and "manipulate graphics and text".

Our task required the students to use information from preselected web sites on the hotlist to:

- explain what "endangered" means
- choose an endangered animal
- provide a description and information as to why this animal has become endangered
- use Copy and Paste functions of a word processing program to manipulate text
- use the Draw tool bar to mark the endangered animal's location on an electronic version of a world map
- provide at least one picture of the animal.

We anticipated that the final copy should be at least one page of computer generated work in length.

Working with students

With the hotlist ready, the time had come to work with the students in the computer room. The strategies we used to assist the students were drawn from the outcomes.

As a whole group, the students defined the purpose of the exercise. They brainstormed keywords that would be useful when looking for information on the selected web sites. The teachers modelled how a completed example was created, and demonstrated how the five hotlist categories supported different parts of the task.

After setting to work, individually or in pairs, each student was supported

> The students brainstormed keywords that would be useful when looking for information on the selected web sites.

at the point of need. Skills development included: note taking skills; use of word processing functions; organising selected information into a document; and creating headings and layouts.

After the first double period in the computer room, the students needed only a small amount of additional time in which to complete their work; the computers in the library were utilised by small groups at a time. They demonstrated a vast range of abilities in computer skills. For example, some students needed considerable help to navigate a web page, while others were proficient in using the Internet. Having two teachers available assisted the students to overcome difficulties quickly.

Evaluating the unit

The students gained a great deal from this exercise. The outcomes were achieved to a satisfactory standard, and these will be consolidated in future units of work. The identification and location of geographical information was achieved through the successful use of keywords and applying their prior knowledge about geographical features. They experienced a sense of achievement by each handing in a piece of work of high standard.

The required computer skills were demonstrated by all students, several of whom had little previous experience with computers. The successful completion of this unit boosted their confidence and enthusiasm for working with computers and the Internet. The opportunity to have two teachers working with them in their classroom was especially beneficial. As one student wrote in the evaluation survey at the completion of the unit, "… there is always someone to help you when you are stuck."

Where to from here?

> "Technology provides access to enormous amounts of information and today's students should be challenged to go beyond simple information gathering! … such an approach can assist students to develop their own skills in questioning. The Internet can become an incredibly powerful tool in this process."
>
> *(Carr, 2000, p 23.)*

We are most interested to see where we can take the students next. Of the other sections on the *Filamentality 2.0* Internet site, the WebQuest option provides a structured approach to students' presentations, as WebQuests allow learners to engage in higher order thinking in topics for which there is no simple, definitive answer. Now that we have taught the students how to use Copy and Paste word processing functions to manipulate text, it is important that their next assignments require responses that takes them beyond information gathering.

[Editor's note: See also the range of strategies suggested by Beverley Sampford in this issue, pp 20-25.]

Finding opportunities to work collaboratively with other teachers, and groups of responsive students, is a very fulfilling part of my job. It is satisfying to see the students mature as they prepare for the demands of secondary syllabuses. ▣

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Scan's regular Research columns feature is refereed by Dr Ross J. Todd, Associate Professor, School of Communication, Information and Library Studies at Rutgers University, New Brunswick, New Jersey, USA. Research columns continues to build a value for research as a process, strengthening the theoretical basis for the practice of teacher-librarianship. It gives particular emphasis to demonstrating how research can inform practice through the application of findings, questioning of assumptions, and identification and analysis of practical problems.

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Evidence based practice:

the sustainable future for teacher-librarians

Introduction

*T*his paper, derived from my address at the International Association of School Librarianship conference in Auckland, New Zealand, in July 2001 (Todd, 2001), posits that action and evidence based, learning centered practice, rather than position and advocacy, are key mindsets for the school library profession if it is be acknowledged as playing a central role in the learning goals of the school. Evidence based practice, where day by day practice is directed towards demonstrating the tangible power of teacher-librarians' contributions to schools' learning goals, is critical to future sustainability of the profession, and represents one of the most significant challenges facing teacher-librarianship today. This paper explores the concept of evidence based practice, provides an overview of the evidence base, and outlines approaches that schools might take in establishing and demonstrating evidence based practice.

It is clear that there are some fundamental issues that continue to concern teacher-librarians. As indicated both in the results of the short survey reported to IASL (Todd, 2001), and their ongoing profiling in the professional literature over many years, these issues continue to center around:

- impact of information technology on library and role of teacher-librarian
- perceived lack of understanding of the nature and dimensions of the role
- perceived lack of value, importance and appreciation
- negative perceptions of the image of teacher-librarian by others
- perceived lack of support for the role of teacher-librarian
- not able to do 'the job I want to do' as teacher-librarian
- perceived low status
- concerns related to student learning, its processes and outcomes
- advocacy of position and role
- problems with adequate funding and professional development.

These are important issues, and ones that need to be addressed. Continued advocacy centering on these issues will not, however, resolve them, nor can teacher-librarians expect to be somehow released or rescued from these issues by appealing to other authorities. The position of this paper is that we need to shift our thinking to what we espouse as the

> **We need to shift our thinking to what we espouse as the real purpose of our roles.**

real purpose of our roles, a learning centred role, and demonstrate its power on the lives of the students with whom we interact. There is a need to move beyond the *advocacy/sell/public relations* approach that has typified our outreach, and to focus on an evidence based practice approach, and make *this* the public voice of the profession. The strong voice of the profession has to be the tangible evidences that, when the school library, or information technology centre, is an integral part of the learning mindset of a school, a real difference is made to students' achievement of outcomes.

The advocacy, role, status, image and position messages are the messages that school executives, system administrators, school library educators, and school library professional associations have been hearing for many years. Why haven't they been heard to the extent that the teacher-librarian's position today is the most exalted, cherished and sought after position in the school? One key element in this answer is that role, status, image and position are all self centered and ego driven dimensions. People sometimes do not convincingly see the links between what teacher-librarians espouse and do on a day by day basis, and how that enables the learning outcomes of students. That is, what are the outcomes of these activities in

> **What differences does our school library and its learning initiatives make to student learning?**

terms of gains in student learning? Teacher-librarians will not be heard until their day by day practice is evidence based; a professional practice that is directed towards demonstrating the real tangible power of the library's contributions to the whole school's learning outcomes.

It might be argued that there is a great deal of published evidence available that highlights the empowering role of the school library, and that this should be sufficient to convince any administrator of the importance of adequately funded, staffed and resourced school libraries. There is certainly a great deal of published evidence. But even with this evidence, it is sometimes difficult to convince school executive of the nature, scope and importance of this role. Why? There is possibly a simple answer to this. The evidence is not local, immediately derived from the day by day teaching and learning going on in a specific school. Principals, teachers, and parents want to hear of local successes, and local improvement; they want to know how *their* students *in particular* are benefiting, more so than how other schools or districts are doing. Local outcomes matter. Local improvements are watched, listened to, and clearly factored into decisions relating to staffing, budgets, resourcing and technology. Oberg (2001) makes this timely comment: "Many people, including educators, are suspicious of research and researchers. Research conducted closer to home is more likely to be considered and perhaps to be viewed as trustworthy". Central to this is the notion of evidence based practice.

Evidence based practice: learning and building from research

Evidence based practice revolves around the key question: What differences does our school library and its learning initiatives make to student learning? That is, what are the differences, the tangible learning benefits, defined and expressed in ways that lead a school community to say: "we need more of this!"?

More specifically, evidence based practice focuses on the conscientious, explicit and judicious use of current best evidence in making decisions about the performance of the day by day role. It is about using research evidence, coupled with professional expertise and reasoning to implement learning interventions that are effective. Without current best evidence, practice runs the risk of not only being out of date, but detracting from the real purpose, to the detriment of learners. The current research in the field provides an enormous amount of evidence that should shape the initiatives of the library. It is very important that teacher-librarians engage with this research.

Scan's Research columns is one important source of research, and it is gratifying to see that readers, as shown in the biennial evaluations of *Scan*, are using this research to inform their practice. Research informing practice, and practice informing research, is a fundamental cycle in a sustainable profession. It is not an acceptable position for a teacher-librarian to argue that he or she does not have time to read research, or to dismiss research as being 'out there' in a world 'removed from practical reality', as is sometimes posited. Such an attitude devalues both the profession as a thinking and informed profession, and cuts off the profession from advances in knowledge which shape sound practice. A profession without

reflective practitioners willing to learn about the advances in research in the field is a blinkered profession, one that is disconnected from best practice and best thinking, and one which, by default, often resorts to advocacy and position as a bid for survival.

There are two types of research evidence readily available that should underpin the day to day practice of teacher-librarians. These are loosely labeled *Macro-research*, and *Micro-research*. Macro-research focuses on the broader relationship of a range of library dimensions to learning outcomes, and which are primarily large scale, broad based studies involving large samples. Micro-research is that research which seeks to identify and understand the specific dynamics of individuals' engagement with, and use of, information in a variety of ways, both within and outside the classroom setting. These are typically studies of small groups of students in local settings focusing on a narrow range of information and learning dimensions.

Both types of research evidence are well documented in substantive reviews undertaken over a number of years, for example, by Didier (1984), Haycock (1992, 1994), Loertscher &

"Principals, teachers, and parents want to hear of local successes, and local improvement..."

Wools (1999), and Oberg (2001). There is a long tradition of research in school libraries, dating back to the 1950s, when library facilities were established in many countries around the world. Both types of research play an important role in the decision making of teacher-librarians, and it is essential that teacher-librarians continue to engage critically and reflectively with this literature in terms of local contexts and needs, and use it as a way of determining how each individual school might: incorporate the library or information technology centre in its whole school teaching and learning program; identify learning goals; and chart its own evidence.

The research evidence: Macro-research

The most prominent macro-research has been undertaken by Keith Curry Lance and colleagues, based in the Colorado Department of Education, USA. These researchers have undertaken substantial statewide studies, involving hundreds of primary and secondary schools, and include: Colorado I (1993); Alaska (1999); Colorado II (2000); Pennsylvania (2000); New Mexico (2001); Oregon

(2001); and Texas (2001). While there are individual differences in each of these studies, they have generally sought to establish insights into the relationship of school libraries and their programs to maximise student achievement, and to establish some important generalisations about components of school library services that are especially important predictors of student achievement, by collecting data on school libraries and their school and community context, including data from statewide skills/competency test scores. These are fundamental generalisations that are essential platforms for the learning centred focus of the school library.

Several of these studies are briefly described here. Lance, Rodney & Hamilton-Pennell's study, known as Colorado II (2000), tested Grades 4 and 7 of 200 schools in Colorado (of 1178 schools). The school libraries were surveyed in terms of: staffing levels; time spent on staff activities; collection holdings; usage levels; available technology and its functionality; reading scores (Colorado Student Assessment Program or CSAP); community characteristics, such as educational level, socioeconomic data, racial/ethnic demography; and school characteristics, such as teacher-student ratios, teacher characteristics, and school lunch program (as an indicator of socioeconomic status). The findings showed that CSAP reading scores improve with increases in the following characteristics of school library programs: a clearly developed learning program; access to information technology; collaboration between teachers and the teacher-librarian; and facilitating individual visits to the school library. Reading test scores were found to mprove with increases in library opening hours, staff hours available, print volumes per student, periodical subscriptions, electronic reference titles, school library budgets, and networked computers linking libraries and
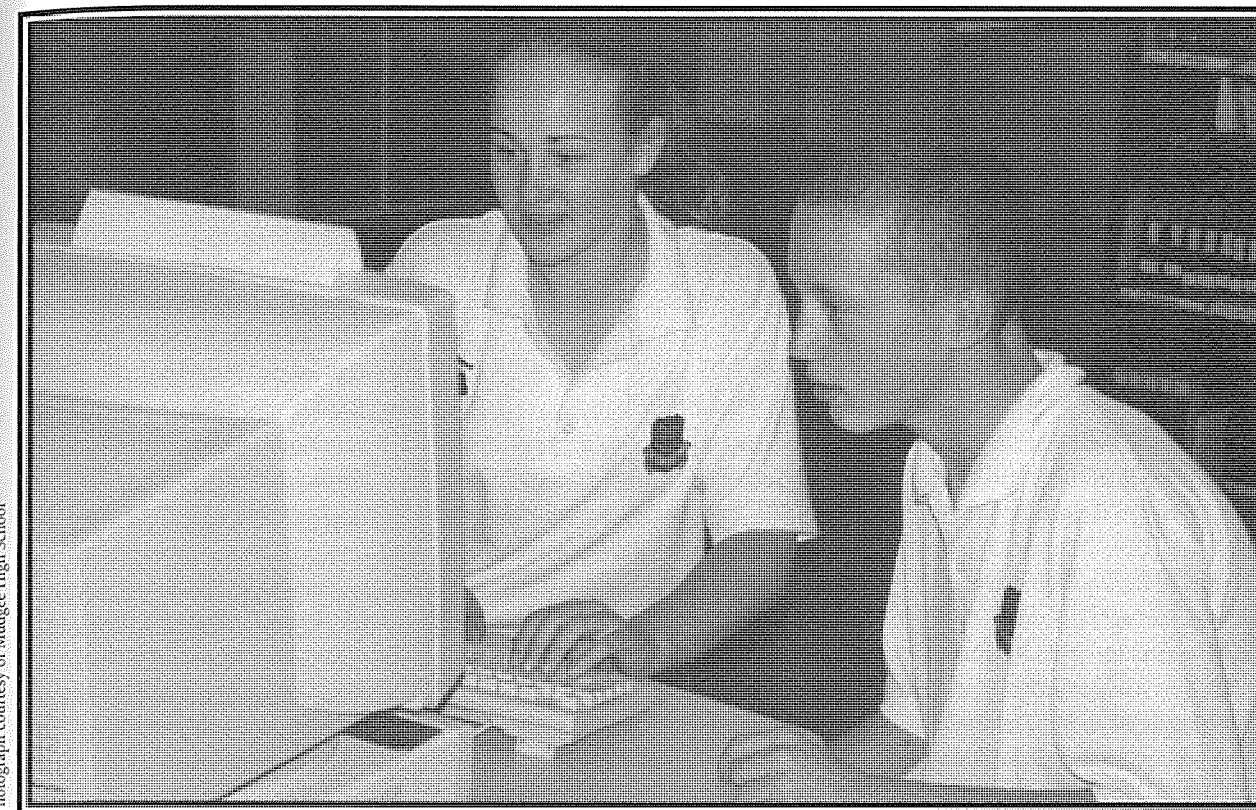
"The primary unit of analysis in micro-research is the learner..."

classrooms. Test scores rise in both primary and middle schools as teacher-librarians and teachers work together. Test scores increase with the amount of time teacher-librarians spend as inservice trainers of other teachers, acquainting then with the changing information environment, and facilitating the integration of information technology into learning.

In particular, test scores increase as teacher-librarians specifically spend more time in planning collaboratively with teachers, identifying materials for teachers, teaching information literacy skills to students, providing inservice training to teachers, and managing an integrated computer network. Higher levels of collaboration result from: meeting regularly with school administration; serving on standards and curriculum committees; working with teaching staff at school wide staff meetings; and facilitating meetings with the library staff at the building level. In addition, the study also shows that flexible scheduling, or 'just in time'

learning at point of learning need, is a strong indicator of higher test scores. This study also found that predictors of academic achievement cannot be explained away by: *school differences*, such as school district expenditure per student, teacher-student ratio, average years of experience of classroom teachers, and their average salaries; nor *community differences*, including adult education attainment, children in poverty, and racial/ethnic demographics.

The Alaska study (1999) tested Grades 4, 8, 11 of 211 of 461 schools across the state. With findings similar to those of the Colorado studies, this study particularly demonstrates the importance of a full time teacher-librarian who is centrally involved in teaching and learning initiatives. In primary schools with well developed library programs, 86% of the students scored proficient or above on state reading tests, compared with 73% of the students in schools with less developed literacy programs developed by the library. The findings show that

students' test scores tend to be higher when: the school has a full time teacher-librarian; the teacher-librarian spends time teaching information literacy to students, planning instructional units with teachers, and providing inservice training to teachers; the school library is open longer hours as opposed to shorter hours; the school library has a cooperative relationship with the public library; the school library provides Internet access; and when the library has a collection development policy targeted to curriculum goals.

The Pennsylvania study (1999) tested Grades 5, 8, and 11 of 435 schools (out of 1691 schools) across the state. Here, the success of the school library's involvement in promoting high academic achievement was dependent on the provision of professionally qualified teacher-librarians and adequate staffing levels. The study sought to identify what constitutes adequate staffing, and found that where there is at least one fully
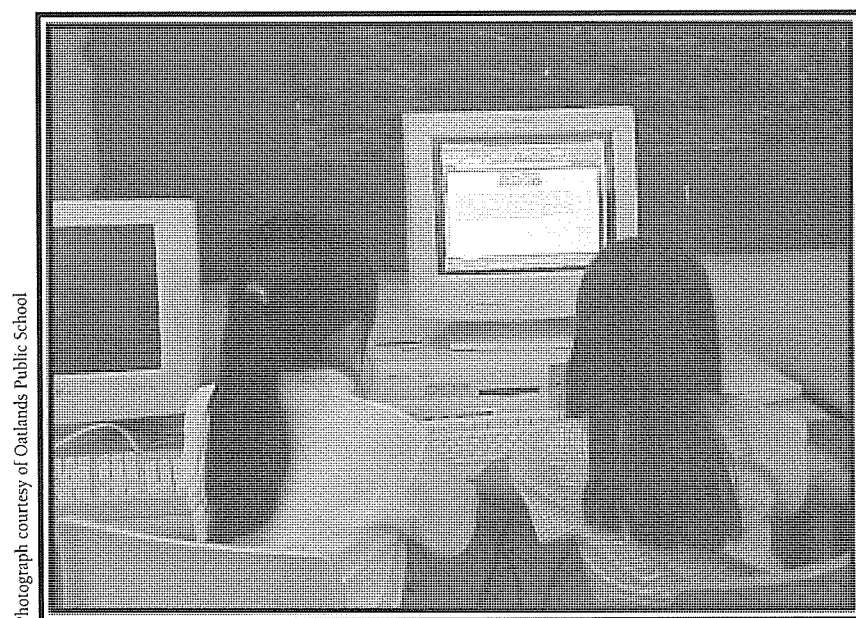
qualified teacher-librarian and one fulltime support staff, test scores increased up to 8% when compared to schools without such a level of library staffing. One reason for this, according to the study, is that as school library staffing increased, so too did the amount of time that teacher-librarians spent on instructional activities, working collaboratively with classroom teachers, and developing the information literacy competencies of teachers.

Another particularly interesting statewide study in the US was undertaken by Mary Eldringhoff & James Baughman of the Graduate School of Library and Information Science, Simmons College, Boston, Massachusetts in 1999 (Baughman, 2000). This study, independent of the studies undertaken by Lance and colleagues, centred on a questionnaire mailout to all of 1818 public schools in the state, with 519 schools participating in the study. In terms of US Department of Education rankings on the provision of school libraries, Massachusetts ranks poorly in terms of: providing its public schools with school libraries; teachers' perceptions of the adequacy of library materials in supporting learning objectives; mean circulation per student per school of all library materials; and the employment of state certified teacher-librarians. The study sought to identify specific dimensions of school libraries associated with the 1998 Massachusetts Comprehensive Assessment System (MCAS) scores, which apply to all grade levels. The study found that at each grade level: schools with library programs have higher MCAS scores; students score higher on MCAS tests when there is a higher per pupil book count; schools with increased student use of library have higher MCAS scores; schools with more open hours score higher on MCAS tests; students score higher on MCAS tests when there is a library instruction program; and average MCAS scores are higher in schools with larger per pupil expenditure for

school library materials. In addition, the study found that, at each grade level: students who are served by a fulltime teacher-librarian have higher MCAS scores than those in schools without fulltime teacher-librarians; library staff assistance (ie. non professional help) makes a positive difference in average MCAS scores; and, at the high school level, schools with automated collections have higher average MCAS scores.

While it is important to acknowledge that these are not Australian studies, and that the focus is on relationships between state testing programs and dimensions of school libraries, the commonalities of findings in all of these studies suggests some generalisable patterns that cannot be ignored. The key finding of all of these studies is the importance of a collaborative approach to the development of information literacy.

Test scores rise in both primary and secondary schools as teacher-librarians collaborate, both as instructional partners in the learning process, and as inservice trainers of other teachers, particularly in terms of information technology, and the intellectual scaffolds needed for effective utilisation of technology and information sources in research.

> **School leaders tend to be more supportive when they can see the library actively engaged in the teaching and learning process. Such evidence, demonstrates people centered, learning centered empowerment.**

This research clearly provides some important messages. These include:

- the need for funding of school libraries must sufficiently allow for adequate professional and support staff, information resources, and information technology so that maximum opportunities are provided for students to engage in

effective information based learning

- the importance of school policies and practices that encourage teacher-librarians to assume positions of leadership in their school
- the vital importance of networked information technology to make library resources available throughout the school
- flexible scheduling to allow maximum student access to library media resources.

What is of *critical importance* about these studies is that improvements are shown in student learning outcomes when it can be demonstrated that the school library has a carefully articulated instructional focus that fosters the development of information and technical literacies, ie. the development of students' intellectual scaffolds for interrogating and utilising information in all its formats to enhance learning. This, in turn, means that school libraries that are able to demonstrate such improvements have a strong evidence base for negotiating additional staffing, resourcing and technologies.

Local evidence based practice which tangibly demonstrates a range of learning outcomes becomes a strong basis for establishing a range of library service needs, such as staffing, budget, technology, and facilities. School leaders tend to be more supportive when they can see the library actively engaged in the teaching and learning process, and when they can articulate specific impacts of this engagement. Such evidence, to them, demonstrates people centered, learning centered empowerment. Evidence based practice is accountable practice. It is

the most affirming and satisfying form of accountable practice that can exist in the school library profession.

The research evidence: Micro-research

To date there is a substantial number of research papers published which examine the micro dimensions of the relationship between student learning and student engagement with the information environment, particularly though instructional approaches. Rather than focussing broadly on evidence that school libraries and teacher-librarians have a positive impact on student achievement at regional or state levels, such as the Lance studies, these papers seek to understand more precisely and specifically how targeted groups of students, across a wide range of age groups, curriculum settings and instructional designs, interact with, and learn in, information environments. How this can be best enabled, the specific impacts of the development of information scaffolds, and the range of behavioural, affective and cognitive dimensions that shape the information behaviours of students, are also examined.

The primary unit of analysis in micro-research is *the learner*. Studies published in *Scan's* Research columns since 1996 are typical of these studies: documenting a specified sample of students; investigating questions about information relationships; testing specific hypotheses; documenting specific findings; and exploring what these findings mean for day to day practice in the school. Using a range of methods, such as case studies, action research approaches, survey questionnaires, interviews, quasi experiments, observational approaches, process tracking, document analysis, group comparisons, and the like, these studies provide:

- a rich understanding of the dynamics of the learning process

when students engage with information sources

- practical insights into how local evidence might be gathered, analysed, and utilised to position the school library as central to the learning process.

One of the factors that hampers the dissemination and utilisation of this research in the profession is the disparate nature of this research, and the fact that there have been few attempts to synthesise this research so that a cumulative picture of the findings can effectively inform the profession. Some significant attempts to do this need to be noted here.

Given that information literacy has been the educational platform for schools, Loertscher & Woolls' detailed analysis and synthesis of information literacy research (1999) is required reading. This book was written to bring together much of the information literacy research in and out of schools, and has a specific focus on extracting from the research a range of pointers towards best practice. The authors have translated what is known through research into solid suggestions for the field, identifying applications, issues, and questions. Sections of this book focus on: stages of the research process; information skills; working with specific groups of students such as low achievers, gifted students, and bilingual students; issues such as gender and equity; and analysis of instructional techniques, such as cooperative student learning, constructivist strategies, and curriculum integration.

Part of the ongoing professional development of teacher-librarians must center on actively engaging with this research. Research based journals in the field, including *School Libraries Worldwide*, and *School Library Media Research* (available online at www.ala.org/aasl/SLMR) are fundamental tools of professional practice.

Kuhlthau's ongoing research (1991, 1993, 1994, 1999) provides our field

with the strongest research evidence of the nature and dynamics of inquiry based learning centring on the information search process. An inquiry approach "takes students out of the predigested format of the textbook and rote memorization into the process of learning from a variety of sources to construct their own understandings. They learn to think through subject content apart from prescribed responses or preset solutions. They are guided through a process of intellectual construction that enables them to build on what they already know and to come to a deeper understanding of the concepts and problems underlying the subject" (Kuhlthau, 1999).

With a strong focus on knowledge construction, Kuhlthau's research establishes the cognitive, behavioural and affective dimensions of the search process. The model particularly highlights that the early stages of the search process, from Initiation to Formulation, are complex stages where students:

- contemplate the accompanying assignment and its question in preparation for the investigation ahead
- consider what they already know, and what they want and need to find out
- undertake initial exploration, where they commonly encounter information that is inconsistent and incompatible with what they already know and what they expect to find
- come to a point where they are able to identify and formulate the focussed questions that will enable them to collect and utilise *pertinent information*, rather than relevant information, to construct their own focussed perspective of the topic.

These early stages are complex and critical stages, and stages often overlooked in many of the more simplistic models of information skills available, and which are not validated

by research, nor developed in the information skills instructional process. The outcome is that many students: fail to create a personal information need from an imposed information need; fail to build background knowledge that promotes seeking and formulating a focus during a search; fail to establish a clear focus that guides the collection of, and interaction with, highly pertinent information rather than vaguely relevant information; fail to stay focussed and not be detracted from the learning task; and fail to move beyond perceiving the task of searching as primarily one of information gathering to a task of forming a focussed perspective from the information encountered.

The micro-research literature identifies a range of important findings, particularly about the impact of teaching information skills on student learning. There is a considerable amount of Australasian research evidence that supports this, and this is highlighted below. Three major generalisations are identified:

Firstly, the research evidence establishes that a process approach, focussing on the systematic and explicit development of students' abilities to connect with, interact with, and utilise information to construct personal understanding, results in improved performance in terms of personal mastery of content. This is shown in examination and assignment grades, and through the mastery of a wide range of particular information skills (Todd, Lamb & McNicholas, 1993; Todd, 1995; Jones, 1996; Moore, 1996; Hawkes, 1997; Grant, 1998; Lewis, 1999; Gordon, 2000; Maxwell, 2000).

> **Research spanning many decades highlights that when there is access to diverse reading materials, more reading is done, and literacy development fostered.**

> **These evidences will clearly convey that learning outcomes are continuing to improve.**

What is clear in this research is also that successful information literacy programs are ones that set clear expectations and manageable objectives, establish realistic timelines, and gather meaningful and systematic feedback from students and teachers on the learning impacts.

Secondly, the systematic and explicit development of students' abilities to connect with, interact with, and utilise information to construct personal understanding, results in: more positive attitudes to learning; increased active engagement in the learning environment; and more positive perceptions of students themselves as active, constructive learners (Todd, 1995; Moore & Poulopoulos, 1999; Rich, 1999). Kuhlthau (1993), in particular, has studied attitudes and feelings of certainty and confidence in the search process, and demonstrates how feelings of uncertainty and poor self concept can change positively through engagement in active inquiry centered learning.

Thirdly, there is clear evidence that active reading programs encouraged by the school library can foster higher levels of reading, comprehension, vocabulary development, and language skills. Indeed, research spanning many decades highlights that when there is access to diverse reading materials, more reading is done, and literacy development fostered. (See also the New South Wales *State Literacy and Numeracy Plan* documents.)

Providing opportunities for voluntary reading impacts positively on reading comprehension scores. (Elley, 1991; Foertsch, 1992; Krashen, 1993, 2001; Lipscomb, 1993; Digiovanna, 1994; Halliwell, 1995; McQuillan, 1997). For example, Krashen (2001) concludes that students "with libraries and librarians read more books than those in school libraries with no staff. And, children with no libraries at all read the least. Amount counts!"

Local evidence based practice

Evidence based practice is about ensuring that day to day efforts put some focus on gathering meaningful and systematic evidence on dimensions of teaching and learning that matter to the school, and its support community. These evidences will clearly convey that learning outcomes are continuing to improve. In other words, teacher-librarians need to engage actively in more carefully planned strategies that gather evidence about the impact of their instructional role.

In the next *Scan* Research columns, further Australian evidence based practice will be identified, and examples of local action and local outcomes shall be discussed. ◪

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Languages Continuity Initiative
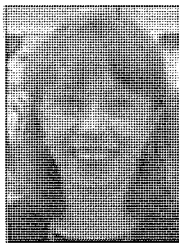
The Languages Unit of the Professional Support and Curriculum Directorate provides support for language learning K-12. One of the major projects of the Languages Unit is the Languages Continuity Initiative. **Stacy Lambert** is Languages Continuity consultant K-12, Newcastle State Office.
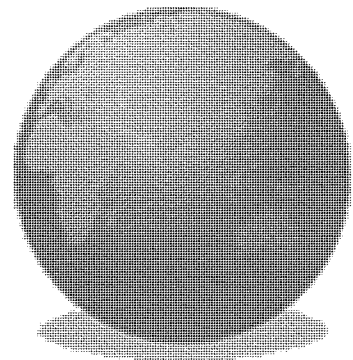
The Languages Continuity Initiative (LCI) was launched in 1999. Focussing on Years 5 to 8, it is a comprehensive initiative which offers primary, central and high schools the opportunity to establish and consolidate language learning pathways in a range of flexible ways. This initiative builds on the prior learning of students. It provides opportunities to bring primary and high school teachers together in a productive and collaborative working environment to plan for sequenced learning.

Communication between primary and high school teachers has been paramount to the success of the initiative. Effective planning and sharing of information about the students' progress, avoids the situation where they have to 'start again' when arriving in Year 7. The students see direct evidence of their prior work being valued.

The Languages Continuity Initiative builds on the prior learning of students.

Year 6 students involved in the LCI also have the opportunity to participate in the Languages Assessment Project in Japanese, French or Indonesian. This project is a listening task, developed in conjunction with the Australian College of Educational Research (ACER). The results have been outstanding this year alone with

44.3% of participants achieving a Distinction in Japanese, 46.7% of participants achieving a Distinction in French and 53.3% of participants achieving a Distinction in Indonesian. All students who participate receive a certificate for their effort.

If you would like more information on the LCI, go to *The Languages Unit* web page at www.curriculumsuport.nsw.edu.au/languages/index.cfm and click on Programs, then Languages Continuity Initiative (LCI).

The Languages Unit supports language learning in schools through this web site. A range of language specific sections include:

- teaching and learning resources and ideas
- online copies of the language specific bulletins
- web based learning activities
- LCI case studies and sample implementation models
- information on languages and literacy

- languages workshops and inservices which can be registered for online. This includes the *LANGUAGES The New Millennium* conference in July 2002. For conference details you can also go directly to: www.hotelnetwork.com.au

The Languages Unit web site has the facility for submitting teaching and learning ideas and suggestions to an online discussion board. The web site also contains a list of contacts you can call for support for languages programs. It is being constantly updated so, why not add it to your bookmarked favourites and check it regularly?

Resources to support the teaching of languages

Every term, the Professional Support and Curriculum Directorate delivers a series of support documents in signature colours: lime green for primary schools and burgundy for high schools. High schools receive a series of key learning area (KLA) specific documents, and the *Curriculum support for the teaching of languages 7-12* documents (SCIS 887069) contain information that is pertinent to both high schools and primary schools. If you are developing links between primary and high school, then maybe this is one way of strengthening that link, by sharing the information between schools. Swap the documents for a week or make a copy and post to the other school(s) you are working with. The documents contain useful teaching ideas, offer suggestions and relevant educational information. When the documents

arrive each term, consider organising a network meeting to discuss the issues together.

The Languages Unit, in conjunction with Curriculum Corporation, has developed a suite of six language specific CD-ROMs aimed at upper primary and junior secondary. These resources enhance effective language learning through the integration of technology into teaching. The CD-ROMs contain interactive listening activities, sequenced levels of learning, dictionaries, student tracking facilities, and graphics that can be downloaded and repurposed in worksheets, *PowerPoint* presentations and paint programs.

Titles available are:

- *Chouette!: learn to speak French* SCIS 1013044
- *Hebat!: learn to speak Indonesian* SCIS 947197
- *Ottimo!: learn to speak Italian* SCIS 1013046
- *Sugoi!: learn to speak Japanese* SCIS 1013048
- *Super!!!: learn to speak German* SCIS 1013047
- *Tai hao le: learn to speak Chinese* SCIS 947194

These CD-ROMs are a great resource and competently support any language program. Even more importantly, they are engaging and help to make learning enjoyable. A similar CD-ROM for Greek is under development and should be available in 2002.

Languages through movement, also offered by the Languages Unit, is a video and print material resource series that assists students to develop their language skills through the key

learning area of Personal Development, Health and Physical Education (PDHPE). Available for eight different languages, each set includes games, flashcards, assessments, and a variety of other activities. These resources demonstrate clear links with literacy skills development, and can be integrated with English, Creative and Performing Arts, Mathematics, Human Society and Its Environment (HSIE), and Science and Technology.

2001 saw the launch of the *Languages continuity initiative: Japanese program 5-8* (SCIS 1037074) that has been designed as a model to support schools in planning and programming for continuous language learning.

The *Japanese program 5-8*:

- demonstrates a spiral approach
- models a range of teaching and learning strategies
- acknowledges prior learning
- follows appropriate Board of Studies NSW Japanese syllabus documents.

The program also incorporates video segments from the *Access to languages via satellite* (ALS) resources. The *Languages continuity initiative: Indonesian program 5-8* (SCIS 1057973) will become available in Semester 1, 2002. ■

For more information, please contact Stacy Lambert on telephone 02 4924 9996, or email: Stacy.Lambert@det.nsw.edu.au
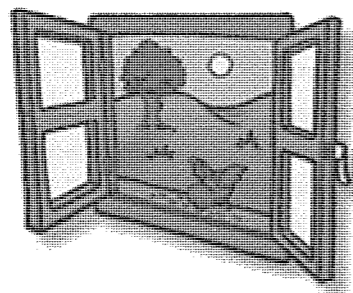
from

Professional Support and Curriculum

Through my window
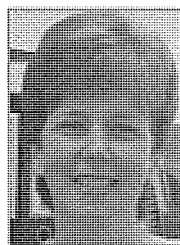
Barbara Ferguson-Smith *is Acting Curriculum Adviser, Computers in Schools.*

Internet projects allow students to become involved in real life situations, which involve communication, collaboration, self directed learning, problem solving, researching and publishing findings in order to achieve syllabus outcomes.

Each project sets up a purpose or goal and requires students to work with others using the Internet. They might seek information, relay their findings, or work directly with people in another place.

Through my window is a simple and engaging email project, designed to allow students to communicate about their world through words and images. It is also a great way to contact other schools. As students start using email to communicate with other students around the state, they not only eagerly await replies to each message sent, they become very curious about their keypals and wonder what their schools and communities look like.

The project offers students an opportunity to tell of their surroundings.

Students write a description of the view through a window in their classroom. As the descriptions are to be read by students in other schools, it needs to be as accurate as possible, using vivid and precise language. The completed descriptions are emailed to the *Through my window* coordinator, and are then posted to the project web site.

Students from other schools can access and create a visual representation (a drawing, printing, painting, collage or computer generated image) of the unseen view that complements the written description. Students then send the visual representation to the authoring school as either a digital image attached to an email, or by regular post.

Using either a digital or still camera, the writers at the authoring school can capture the actual scene so that the students in the other schools may see how close they came with their visual representation.

Teachers are able to use this project to help facilitate the achievement of outcomes for English K-6 students.

Schools can join whenever they complete a description or find one that they wish to create visually.

Outcomes

Through my window addresses outcomes from the *English K-6 syllabus*. Teachers should refer to the Content overview of the relevant stage for teaching strategies which link with these outcomes.

Early Stage 1

In this activity students will:

- develop an understanding of how the spoken word can be written down and read by others: *Context and text* (RES1.7)
- write a text describing a view from their classroom window for an unknown audience: *Producing texts* (WES1.9)
- use computer technology to construct a group e-mail message: *Skills and strategies* (WES1.12).

Stage 1

In this activity students will:

- read e-mailed descriptions from other schools: *Reading and viewing texts* (RS1.5)
- produce a text using adjectives to provide more information to their description of a view from their classroom window: *Skills and strategies* (WS1.10)
- use computer technology to present their text ready to send as an e-mail message: *Skills and strategies* (WS1.12).

Stage 2

In this activity students will:

- read and interpret descriptions provided by other schools: *Reading and viewing texts* (RS2.5)
- draft, revise and proofread a text describing a view from their classroom window for an unknown audience: *Producing texts* (WS2.9)
- use computer technology to construct and send a class e-mail message: *Skills and strategies* (WS2.12).

Stage 3

In this activity students will:

- use e-mail to request and receive information: *Reading and viewing texts* (RS3.5)
- critically analyse text to construct a group understanding: *Context and text* (RS3.7)
- produce a well-structured description of the view from their classroom window: *Producing texts* (WS3.9)
- use computer technology to construct and send an e-mail message as an attachment: *Skills and strategies* (WS3.12).

> "Through my window I can see in the distance a paddock with a friendly brown horse. Closer to me in the school playground I can see a jungle gym with a tyre on the end of a rope that we use as a swing."

Above: A description posted to the Through my window web site.
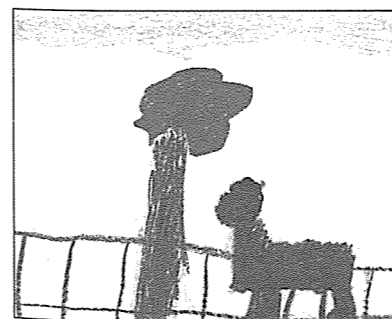
Above: An interpretation of the description by a Year 1 student.

What does the project look like in the classroom?

Discuss the project with the class. Decide whether it will be an individual, small group or whole class activity.

Start by asking the students to describe common objects, such as fences, trees, or classroom objects, to practise using the precise language necessary to clearly describe something in detail.

Students then select a view from one of their classroom windows. Have them talk about the view, using descriptive words to help others "see" the view. This can include not just adjectives and adverbs, but a lot of positional language about things that were attached and next to trees, cars, playground equipment and so on.

Student's descriptions should be edited and trialled many times until the words used accurately describe the view. The descriptions should only be about a paragraph in length.

Finally, the completed word processed descriptions are emailed to the coordinator of the *Through my window* project on the Professional Support and Curriculum Directorate's *Through my window home page* at www.curriculumsupport.nsw.edu.au/learningtechnologies/window/index.htm

Whilst waiting for responses to their written descriptions, students can view descriptions from other schools. As the sets of drawings arrive from other schools, they should be compared with the actual view, and then with the written description. This allows the students to see how their words have been interpreted.

If it is possible, take a photograph of the view as described and send it to the other school, so that they may see what the view really looks like, along with some feedback explaining how close they were with their interpretations.

Flexibility

The time frame is not rigid. Depending on access to computer resources and student abilities, the timing must be sufficient to allow all students to word process their descriptions, email them to the coordinator, and access other schools' emails.

Through the successful completion of this project, the students can learn the value of precise, vivid, descriptive language, and delight in the opportunity to gain a better understanding of the communities in which their email friends live.

This project is also ideal for *Languages* students. The descriptions can be constructed in any language, allowing them to practice positional language, adjective and adverb structures using real world examples. Teachers should confer with individual syllabus documents for teaching strategies which link with this project.

Further information

Student Internet projects can be used for motivating students and creating more effective learning. Support materials for Internet projects are provided in the Department of Education and Training publication *connect.edu: Internet in teaching and learning* (1997) and on *The Learning Technologies Unit* web pages of the *Professional Support and Curriculum* web site at www.curriculumsupport.nsw.edu.au/learningtechnologies/index.cfm ▣

References and further reading

connect.edu: Internet in teaching and learning. NSW Department of School Education, 1997.

English K-6 syllabus. Board of Studies NSW, revised 1998.

The Learning Technologies Unit [website] at: http://www.curriculumsupport.nsw.edu.au/learningtechnologies/index.cfm

Through my window home page [website] at: http://www.curriculumsupport.nsw.edu.au/learningtechnologies/window/index.htm

The Premier's Reading Challenge

Rosie Charles *is Senior Curriculum Adviser, Special Projects, in the Professional Support and Curriculum Directorate.*

The Premier challenges students in New South Wales, from Years 5 to 8, to read at least twenty books in one year.

The aim of this initiative is simply to encourage the love of reading.

To meet the challenge, a student must read at least fifteen books from the *Premier's Reading Challenge list*, and five books of their own choice, in one year before 1st September, 2002. Every successful student will receive a certificate signed by the Premier. After four successful years, students receive a Gold Award. Schools with the highest proportion of successful students in each year receive a special award of $1500.

The Premier targeted Years 5 to 8 because education experts have been concerned, for some time, about the decline in literacy levels and engagement in schooling in these years.

Students can enter individually or through their local public library. Most students, however, will enter the *Premier's Reading Challenge* through their school.

We are inviting teacher-librarians, particularly, to support the *Premier's Reading Challenge*. We ask you to provide students with access to the recommended book list through a display, and to promote the challenge to students in Years 5 to 8.

All the information that you need, including the reading list, the rules, how to register, and record sheets, are provided on the *Premier's Reading Challenge* web site at:

www.schools.nsw.edu.au/ premiersreadingchallenge

or contact Rosemary Charles, Senior Curriculum Adviser, Special Projects

Phone: 02 9886 7336

Email: Rosemary.Charles@det. nsw.edu.au

Premier's Reading Challenge

| The full list | Rules | Reading records | Latest news |

TEXT ONLY VERSION

Welcome to the Premier's Reading Challenge.

The Challenge is for all students in New South Wales in Years 5 to 8.

The Challenge was instituted by the Premier of NSW, the Hon Bob Carr, as a way of encouraging an interest in reading. The Premier will give a certificate to all students who rise to the Challenge.

WHAT IS THE CHALLENGE?

Your Challenge, should you choose to accept it, is to read 20 books in one year, that is, the books you read from 1 September this year to 31 August next year. Of those 20 books, fifteen should be chosen from the list, which you can view on this website. Five of the books can be of your own choice, of any sort.

When you read 20 books, give your Reading Record to your teacher. Your Reading Record will be sent to the Premier, who will then send you a signed certificate.

You can do it again the following year, and get another certificate. If and when you receive certificates for four years in a row, you will receive a Gold Award for Reading.

Your school is also invited to be in the Challenge. The primary school and high school with the most students who receive certificates will receive a special prize of $1500.

WHAT DO I DO?

Step 1
1. View the Premier's Reading Challenge List of books
2. Read and understand the rules
3. Download your Reading Record.

www.schools.nsw.edu.au/premiersreadingchallenge

ScOT: an online thesaurus for Australian schools
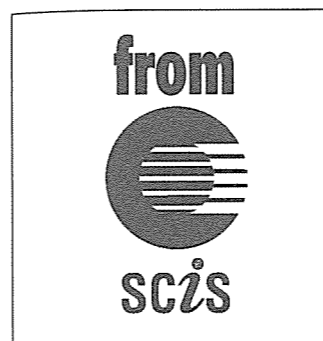
Steven Haby *is Manager, Metadata Initiatives, with the SCIS Unit at Curriculum Corporation.*

Metadata is now widely accepted as an means of effectively indexing or describing web sites and their content. Watson (2000) argues that the consistent use of metadata provides a solution to the vast number of resources available on the Internet. When used effectively, metadata has the potential to save users time in finding resources on the Internet. In other words, metadata acts like a library catalogue with agreed standards, such as the EdNA Metadata Standard or Dublin Core, providing guidance and scope in much the same way as USMARC and AACR2.

In 2001, the Prime Minister announced *Backing Australia's ability: innovative action plan* that sees $34.1 million over five years committed to the Schools Online Curriculum Content Initiative (SOCCI), now called Le@rning Federation. This project will see the establishment of online curriculum content for use in schools, which will enable teachers in all states and territories to assemble learning objects housed on a database for use within their classroom. These objects will be indexed using the EdNA Metadata Standard, and subject access will be through a controlled vocabulary based on *SCIS subject headings*: the *Schools online thesaurus*, or *ScOT*.

> **The development of *ScOT* recognises the importance of a robust controlled vocabulary that can effectively navigate through today's online environment.**

The scope of *ScOT* encompasses Preschool to Year 12 education, and will include terms relating to curriculum resources, educational administration, teaching methods, and general subjects. *SCIS subject headings*, on which *ScOT* is based, is well placed to meet these needs, given its widespread use in Australian school library catalogues, and that its comprehensive subject content relevant to the curriculum, and the language of the headings, are aimed at P-12 students.

It is intended that *ScOT* will be available through the World Wide Web. A planned feature of *ScOT* will be its interoperability that will enable systems from various departments and educational sectors to access and incorporate the same version of the thesaurus without the need for changes. *ScOT* terms will have all the usual features associated with thesauruses: references to broader, narrower, related, and non preferred headings; and scope and indexing notes.

The *Schools Online Thesaurus* Consultative Group (ScOTCG) consists of representatives from state, territory and non government schools sectors, and Curriculum Corporation. The brief is to manage the ongoing development of *ScOT*. Preliminary work has commenced on recommendations for: overarching principles and policies; interoperability standards; structure and content; and ongoing workflows.

The development of *ScOT* represents a major step forward in the development of online educational resources in Australia, and it recognises the importance of a robust controlled vocabulary that can effectively navigate through today's online environment.

References and further reading

Backing Australia's ability – an innovative action plan for the future [website] at: http://www.innovation.gov.au/iap

CESCEO – Schools Online Curriculum Content Initiative [website] at: http://socci.edna.edu.au

Dowling, A. & Schauder, C. 'New format for SCIS subject headings', *Scan* 18(4), 1999, pp 46-48.

Dublin Core metadata element set, version 1.1: reference description, Dublin Core Metadata Initiative, 1999. Available online at: http://www.dublincore.org/documents/dces (cited 13 August 2001).

Guidelines for the construction, format, and management of monolingual thesauri. ANSI/NISO Z39.19-1993. National Information Standards Organization, NISO Press, 1994.

Guidelines for the creation of content for resource discovery metadata, draft for comment, July 2001. National Library of Australia & State Library of Tasmania, 2001.

Schauder, C. *An assessment of the appropriateness of SCIS subject headings as an online thesaurus with special reference to multiconcept topics: report*. Curriculum Corporation, 2001.

SCIS subject headings (4th edition). Curriculum Corporation, 1999.

Watson, H. 'Metadata (part 3)', *Connections* (33), 2000, pp 1-2, 7.

Briefly...

I *n this section of **Scan** may be found: dates for the school planner; contact details of suppliers; upcoming professional development activities; information about teacher-librarians' associations and networks; and late breaking news.*

*Contributions to **Briefly...** from our readership are most welcome. There is no charge to have news or events listed in **Briefly...** However, due to space limitations, the editor cannot guarantee the inclusion of any item. To be certain of your event or product information appearing elsewhere in **Scan**, eg. via display ads or fliers, please refer to the paid advertising details on Page 1 of each issue.*

Please change your bookmark

School libraries: empowering learning, on the NSW Department of Education and Training's **Network for education** web site, recently **changed its location** on the Internet.

www.det.nsw.edu.au/schoollibraries is an "alias" URL, and this will always take you to our updated site automatically, whether you are using a Departmental intranet computer, or an external connection to the Internet. If you have previously bookmarked **School libraries: empowering learning**, it is important that you delete the old bookmark from your browser, go to the site using the above URL, then bookmark the site anew. Thank you.

Children's Book Council of Australia

This year, Book Week activities will be from 17th-23rd August, with the CBCA Awards medal presentation on 16th August. The theme for this year is: *Book Week - Book feast*.

Visit the official *Children's Book Council of Australia* web site at: www.cbc.org.au

Further information: CBCA National Secretariat, PO Box 765, Rozelle NSW 2039

Phone:	02 9818 3858
Fax:	02 9810 9765

The New South Wales Branch of the CBCA publishes *News & Views*, a newsletter for members.

Phone/Fax: 02 9810 0737

Fifteen years of KOALA

The Kids Own Australian Literature Awards (KOALAs) are book awards nominated and voted by students in New South Wales. Celebrating its fifteenth year at a ceremony at the Powerhouse Museum, KOALA announced the following winners for 2001 on 25th October:

PICTURE BOOK:	*Max* by Bob Graham
JUNIOR BOOK:	*Miss Wolf and the Porkers* by Bill Condon (illus. Caroline Magerl)
SENIOR BOOK:	*Just crazy!* by Andy Griffiths (illus. Terry Denton).

This time, the KOALA voting procedures had been streamlined. The shortlist had a current, fresh look, with only ten titles per category. Apart from a few old favourites, such as *Rowan of Rin* and *Blabbermouth*, the majority of books on the 2001 shortlist had been published in the last three years. Interestingly, the KOALA shortlist included three of the books shortlisted for the Children's Book Council of Australia (CBCA) Awards, compared with only one the previous year.

Visit the official *KOALA NSW awards* web site at www.koalabooks.com.au/koalanswawards.html for: details of the 2001 shortlists (Top 10 and KOALA Hall of Fame); past KOALA winners; other states' children's choice awards; and how to participate in KOALA in 2002.

Enquiries:	PO Box 268, Artarmon NSW 1570
Fax:	02 9273 1248
Email:	koalansw@hotmail.com

YARA (Young Australian Readers) Awards

Winners in the inaugural Young Australian Readers Awards were recently announced. This is the only national children's choice award where students choose their favourite book without shortlists or other adult intervention.

YOUNGER READERS:	*Dear writer* by Libby Gleeson
OLDER READERS:	*The day my bum went psycho* by Andy Griffiths
PICTURE BOOKS:	*Turtle song* by Kim Michelle Toft

Visit the *Y.A.R.A. – Young Australian Readers' Awards* web page at: www.teachers.ash.org.au/ozreading/yara

Enquiries:	Barbara Braxton
Email:	barbara@dynamite.com.au

Some proposed raps for 2002

Book raps and other raps for 2002 on *School libraries: empowering learning* will feature collaborative planning and units of work written by teachers. These raps are jointly managed and supported by the Library and Information Literacy team and relevant Key Learning Area teams from Professional Support and Curriculum Directorate. The exact dates for the raps will be advised in the News section of *School libraries: empowering learning* as soon as they are confirmed. Some of the raps planned include:

Term Two:

- Road safety. This rap will focus on the Stage 1 PDHPE picture book and information kit, *Move ahead with street sense*, featuring the big book, *Jeffrey: a shared book with road safety messages* by Margaret Wild
- Local community. Stage 2 and Stage 3 HSIE unit
- *Matthew Flinders: Fiery or friendly*. Stage 3 English.

Term Three:

- *Through Australian eyes*: Stage 6 English *Standard* (Telling stories) & Stage 6 English ESL (Area of study)
- *Book Week Picture Books*. Stage 2 and Stage 3 English
- *Matthew Flinders: The ultimate voyage*. Stage 4 Science (scientific expedition and web challenge).

Term Four:

- *Only the heart*: Stage 6 English ESL (Area of study)
- *Harry Potter*: Stage 3 English & Stage 4 English (web quest Term 3).

Advanced notice:

Term One, 2003:

- *Brave new world* and *Blade runner*: Stage 6 English *Advanced* (Comparative study of texts and context).

School libraries: empowering learning is at: www.det.nsw.edu.au/schoollibraries

ZooNooZ

ZooNooZ magazine is published quarterly by the Association of Zoo Friends in New South Wales. It provides students with photographs and authoritative articles about the animals and events at both Taronga Zoo and Western Plains Zoo. Regular features include Noah's notes, which contains puzzles, poetry and cartoons, and Zoom in, which focuses on specific exhibits and happenings. Conservation issues are addressed in Threatened. A yearly subscription to *ZooNooZ* is $25.00.

Phone:	02 9968 2822
Email:	info@zoofriends.org.au

ASLA conference 2002

Catching the waves of change: Inspire, Innovate, Integrate

A conference to be held at the Novotel North Beach, Wollongong, NSW.

Hosted by Australian School Library Association (NSW).

Dates:	Friday, 25th October, 2002 Saturday, 26th October, 2002.
Contact:	Deirdre Bowman Wollongong Public School Church Street Wollongong NSW 2500
Phone:	02 4228 9120
Fax:	02 4226 5091

The Wilbur Environmental Art Prize

Are you interested in a worm's view of the history of the world? The results are in! Go to: www.wilburworm.com ▣

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.schools.nsw.edu.au>. Site reviews and some other resource reviews for a number of HSC syllabuses are also available on NSW HSC online <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.

The subheading ABSTRACT indicates this resource is described rather than evaluated.

All prices in the availability statement include GST.

All references to HSC syllabuses are now specific to new HSC syllabuses. Courses are referred to by their syllabus title in the review eg. Aboriginal Studies: Stage 6. In the SYLLABUS descriptor, they will be followed by 'Stage 6', with any relevant delineations following a colon eg English Stage 6: Standard. Core topic and option topic titles within syllabuses are italicised in a review.

Guest Internet site editor: Sally Rasaiah

Reviews of Internet sites

Sites are listed in Dewey order. 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 reviewed.

Beekman
http://www.prenhall.com/beekman/

A companion web site to the text, Computer confluence, this is a good resource to use individually. It covers a wide area of the syllabus and, though displaying some content, its value is in providing links to further information, which would require exploration time to determine curriculum relevance. The area on history of computers is most useful, especially with reference to Computing Studies: 7-10 syllabus. The site provides: **Multiple choice; True and false; Fill in the blanks; Matching; Labelling;** and **Enrichment** exercises, which can be completed, submitted and marked online. A glossary of terms is also provided, and the **Software downloads** and **Helper applications** are helpful in fully utilising the Internet. This site is a good starting point for researching any area in Computing Studies. A. Crockett

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	Computing Studies 7-10; Information Processes & Technology Stage 6
SCIS SUBJECTS:	Computers; Information technology
KEYWORDS:	Computers
PUBLISHER:	Prentice Hall Inc, USA
REVIEW DATE:	24/12/01 [004] SCIS 1066762

Information processing and technology - a virtual approach
http://www.wonkosite.ausbone.net/cybertext/ipt.htm

Created to support the Queensland Information Processing and Technology syllabus, this site provides valuable information for NSW teachers and students. In particular, **Computer systems, Artificial intelligence,** and **Social and ethical issues** within

Course **organisation** support NSW syllabuses. External links would require exploration time to determine their possible curriculum application. The exercises are useful, as the solutions are also included. The list of acronyms provided is a helpful tool in the subject area. Assignments presented include a **Topic planner booklet**, which shows students how to organise and write answers to assignments. This is a useful site for both students and teachers. A. Crockett

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	Computing Studies 7-10; Information Processes & Technology Stage 6
SCIS SUBJECTS:	Electronic data processing; Information technology
KEYWORDS:	Artificial intelligence; computers; information processing
PUBLISHER:	Peter Whitehouse, Australia
REVIEW DATE:	24/12/01 [004] SCIS 1066769

KidsClick! Worlds of web searching
http://www.worldsofsearching.org/

With a bright space theme interface, this site aims to show users how to effectively search the Internet, supporting an information process approach to learning. Its purpose is to direct parents, teachers and students to worthwhile, age appropriate sites that could address their information needs. Nine sequential steps, called **Worlds of searching,** lead users through: **Keyword searching; Subject guides; Selection vs filtering;** and database building (**Robots vs humans**). Balancing the notion that all information is free and easily found on the Internet, **What's NOT on the web** lists alternative sources of information. There are links to the KidsClick! Internet search engine, which was set up by librarians, and recommended **Kids search tools**. This site offers opportunities for teaching students to critically analyse information. S. Rasaiah

USER LEVEL:	Stage 2 Stage 3 Community Professional
KLA:	CA; English; HSIE; Mathematics; PDHPE; ST
SYLLABUS:	Creative Arts K-6; English K-6; HSIE K-6; Mathematics K-6; PDHPE K-6; Science & Technology K-6
SCIS SUBJECTS:	Information skills; Search engines
KEYWORDS:	Information; search engine
PUBLISHER:	Ramapo Catskill Library System, Middletown, NY
REVIEW DATE:	24/12/01 [025.04] SCIS 1066047

Surfing the Net with kids: guide to the best kid sites for kids of all ages
http://www.surfnetkids.com/

Teachers and parents will find lists of topics of interest to students, and pointers to related information on the Internet, on this site. The lists are compiled by a newspaper columnist. The topics are extensive, updated frequently, and cover areas from crafts, games and hobbies, to history, holidays, mathematics and **Preschool & K**. Free daily content is aimed at web coordinators seeking fresh information or games to include on web pages. An archive enables users to research previously featured topics, eg. typing "Harry Potter" into **Search this site** provides book reviews of Harry Potter titles, a **Quidditch game**, crosswords, and puzzles. There are useful links to educational sites including **Schoolzone,** an Australian site. S. Rasaiah

USER LEVEL:	Stage 2 Stage 3 Community Professional

KLA:	CA; English; HSIE; Languages; Mathematics; PDHPE; ST
SYLLABUS:	Creative Arts K-6; English K-6; HSIE K-6; Mathematics K-6; PDHPE K-6; Science & Technology K-6
SCIS SUBJECTS:	Education; Information skills; Search engines
KEYWORDS:	Harry Potter; Internet games
PUBLISHER:	Barbara J. Feldman, USA
REVIEW DATE:	24/12/01 [025.04] SCIS 1066059

Seeing hearing & smelling the world
http://www.hhmi.org/senses/

Useful text and graphics about the senses are accessed from this easily navigated site. Relevant to option 9.5: Communication, of the Biology: Stage 6 syllabus, the site provides information on a range of topics related to the brain and the senses. This could be a useful starting point for the collection of secondary information for several aspects of this option, including colour vision, colour blindness, the hair cells of the cochlea, sound production in humans and bats, the sense of smell, and how the brain interprets information. Teachers, wishing to teach the nervous system in context in Stage 4 and Stage 5, would find this a useful resource. J. Morgan

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS:	Senses and sensation
KEYWORDS:	Behaviour; brain; communication; senses
PUBLISHER:	Howard Hughes Medical Institute, USA
REVIEW DATE:	24/12/01 [152.1] SCIS 1066773

Die andere Kinderkultur - Impressum
http://www.labbe.de/bunte/impressum.htm

Zap Zap Zebra Magazin by Micha Labbe is an online German magazine for parents, caregivers and teachers. It encourages creativity, fantasy and imagination through play, by providing articles on craft activities, songs, games and exploration of nature. The site utilises a picture index to take the user to other sections of the magazine including: November; **St Martin;** Lanterns; December; and Christmas activities. There is also a shop, where articles may be purchased online. This site contains no English language, being presented entirely in German. U. Purcell

USER LEVEL:	Community, Professional
KLA:	Languages
SYLLABUS:	German 7-10; German Stage 6: Beginners; Continuers
SCIS SUBJECTS:	Children – Periodicals; Classroom activities – Periodicals; German language text
KEYWORDS:	German; online magazine; Zap Zap Zebra
PUBLISHER:	LABBÉ - Verlag und Versand, Germany
REVIEW DATE:	24/12/01 [305.2305] SCIS 1067181

Australian Clearinghouse for Youth Studies
http://www.acys.utas.edu.au/

Designed to provide products and services for those working in the youth field, ACYS has some useful information to support the Preliminary core module, Personal and social identity of the Society and Culture: Stage 6 syllabus and the Preliminary core, Individuals and groups, of the Community and Family Studies: Stage 6 syllabus. Teachers requiring annotations of programs and research as stimulus to involve young people in decision making and promote

awareness of social concerns, will find innovative **Projects** gives ideas for discussion. The topics included could also serve as the basis for student developed surveys of issues of concern for students. **Resources** gives access to abstracts of articles and suggestions for additional web sites related to a variety of youth issues. Details of how to order the full text of the studies and articles are available. J. Hawkes

USER LEVEL:	Stage 6 Professional
KLA:	HSIE; PDHPE
SYLLABUS:	Community & Family Studies Stage 6; Society & Culture Stage 6
SCIS SUBJECTS:	Adolescents in Australia
KEYWORDS:	Youth studies
PUBLISHER:	Australian Clearinghouse for Youth Studies, Tasmania
REVIEW DATE:	24/12/01 [305.235] SCIS 1067966

Australian Institute of Family Studies
http://www.aifs.org.au/home.html.

As a centre for research and information about family well being, AIFS has much to offer. **Publications**, including abstracts from their journal, *Family Matters*, are available online. Full text of these clear and understandable articles, for all but the three most recent issues, are provided in PDF format. Many of these would be useful for the Preliminary core, *Families and communities* of the *Community and Family studies: Stage 6 syllabus*, and for the HSC cores, *Groups in context* and *Parenting and caring*. Current research and comment about aspects of family issues are found in **Media** releases. **Links** to sites dealing with policies, research, statistics and specific government agencies are annotated and grouped under useful headings, but would need to be evaluated for their curriculum relevance. J. Hawkes

USER LEVEL:	Stage 6
KLA:	PDHPE
SYLLABUS:	Community & Family Studies Stage 6
SCIS SUBJECTS:	Family – Australia; Family – Research; Family – Social
KEYWORDS:	Child protection; family; Family Matters; youth
PUBLISHER:	Australian Institute of Family Studies, Melbourne
REVIEW DATE:	24/12/01 [306.85] SCIS 1062589

Parliament of New South Wales – for schools
http://www.parliament.nsw.gov.au/prod/web/PHWeb.nsf/For+Schools!OpenFrameSet

As part of the New South Wales Parliament site, this education link is a most extensive and useful resource for primary and secondary teachers and their students. The home page includes **Resources for students and teachers** (a catalogue of free resources), **Visiting Parliament** (tour details), **Civics and citizenship – links** (time needs to be allocated to verify the curriculum relevance of these links), **Australian leaders** (lists of current Federal and State leaders) and **Emblems of New South Wales**. Well designed and readily navigated, the site includes photographs, maps and databases. This site would be most relevant in the planning and teaching of *Civics and Citizenship* studies and the Stage 3 HSIE units, *State and Federal Government* and *Australian Democracy*. J. Scheffers

USER LEVEL:	Stage 3 Professional
KLA:	HSIE

SYLLABUS:	HSIE K-6
SCIS SUBJECTS:	New South Wales Parliament
KEYWORDS:	Emblems; New South Wales Parliament
PUBLISHER:	Parliament of New South Wales
REVIEW DATE:	24/12/01 [328.944] SCIS 1064680

The David Suzuki Foundation
http://www.davidsuzuki.org/

The David Suzuki Foundation is a Canadian organisation which explores human impacts on the environment, with an emphasis on finding solutions. The site examines how changes in science and technology affect our lives and the world around us. Much of the site focuses on climate change and habitat conservation. Students and teachers wishing to research climate change will find the pages on **Climate** change; **Clean air project**; climate change solutions; and the science of climate change; most relevant to their research on the greenhouse effect. The site relates particularly well to the *Science: Stages 4-5 syllabus*. J. Morgan

USER LEVEL:	Stage 5 Professional
KLA:	Science
SYLLABUS:	Science Stages 4-5
SCIS SUBJECTS:	Environmental protection
KEYWORDS:	Global warming; greenhouse effect
PUBLISHER:	David Suzuki Foundation, Canada
REVIEW DATE:	24/12/01 [333.7] SCIS 1067115

(National Competition Council)
http://www.ncc.gov.au/

The study of government intervention in the economy, as part of the Preliminary topic, *Government and the economy*, of the *Economics: Stage 6 syllabus* is supported by this print based site. The official government position on issues of economic competition is presented. Of particular use is the simple explanation found in **An overview of national competition policy**, with the reasons why such competition is considered necessary for Australia. Using a question and answer format, many areas of concern to students are answered briefly and clearly. The site provides opportunities for additional detail through links to: The **Productivity Commission**; the Treasury; and The **Australian Competition and Consumer Commission**. N. McFayden

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Economics Stage 6
SCIS SUBJECTS:	Competition (Business and commerce)
KEYWORDS:	National Competition Council; National Competition Policy
PUBLISHER:	National Competition Council, Australia
REVIEW DATE:	24/12/01 [338.6] SCIS 1060720

Austrim-Nylex limited - home
http://www.austrim.com.au/page.asp?partid=-1

Austrim-Nylex is a diversified Australian business operating in five divisions: plastics; automotive; plant hire; building; and **Engineered products**. Aspects of the *Business management and change* topic of the *Business Studies: Stage 6 syllabus* are well supported by the information on this site. This company could be a suitable choice for a case study analysis using related media speculation about the company's future. Such analysis could include the company's share price collapse of October 2001, the trading halt, and subsequent bank backing until 1/7/02. There have been strategic changes in direction by management, such as

the company's exit from textiles, and this has received scant coverage on the site. **Key financial data** and **Historic trends** selections from **Investor information** provide plenty of material for class activity in the *Financial planning and management* topics of the *Business Studies: Stage 6 syllabus*. Business details such as major projects and new products make this a relevant site for teachers and students. N. McFayden

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Business Studies Stage 6
SCIS SUBJECTS:	Australia – Industries; Austrim Nylex Limited
KEYWORDS:	Austrim-Nylex
PUBLISHER:	Austrim Nylex Ltd, Victoria
REVIEW DATE:	24/12/01 [338.7] SCIS 1066433

Corporate profile
http://www.smec.com.au/aboutsmec/history.htm

The profile of the Snowy Mountains Engineering Corporation provides a good introduction to the scope of engineering. The company has provided multidisciplinary consulting services throughout the world for thirty years in **Technical areas** such as: **Energy**; **Environment**; **Project development**; **Transport**; **Urban development**; and **Water**. The details of many different projects undertaken are discussed. These projects range from disaster relief and community development in countries throughout the Asia Pacific region, to the development of high tech energy management software. The site provides a wealth of information for most modules in the *Engineering Studies: Stage 6 syllabus*, both at the Preliminary and HSC levels. R. Thompson

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Design & Technology Stage 6; Engineering Studies Stage 6
SCIS SUBJECTS:	Engineering industry – Australia
KEYWORDS:	Engineering; management; quality assurance
PUBLISHER:	SMEC Holdings Ltd, Australia
REVIEW DATE:	24/12/01 [338.7] SCIS 1049188

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 organisations 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 particularly applicable to: *The global economy*, in the *Economics: Stage 6 syllabus*; *Global challenges*, in the *Geography: Stage 6 syllabus*; and *Australia in its regional and global context* in the *Geography: Stages 4-5 syllabus*. M. Saphin

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Commerce 7-10; Economics Stage 6; Geography Stages 4-5; Geography Stage 6
SCIS SUBJECTS:	Australia – Foreign relations – Developing areas; Economic assistance; Economic Development Assistance Bureau
KEYWORDS:	Aid; development; government aid

PUBLISHER:	AusAID, Canberra
REVIEW DATE:	24/12/01 [338.91] SCIS 1031402

NSW Department of Community Services (DOCS)
http://www.community.nsw.gov

Many aspects of the *Community and Family Studies: Stage 6 syllabus* will be enhanced with the readily accessible range of information on this site. **Site index** provides a comprehensive listing of programs, factsheets, reports and services. Supporting the Preliminary core, *Families and communities*, are concise, and readable articles about parenting; hints, concerns and decisions. These are accessed by age groupings through **Parenting page** under categories: **Babies and toddlers** (0-5); **Children** (6-12); and **Teenage years**. Our **programs, projects and publications** can be downloaded for information on topics such as **Ethnic affairs** and **Kids in cars**. Contact with organisations concerned with domestic violence, adoption, youth, drugs and alcohol and homelessness is found in **Essential support numbers**. J. Hawkes

USER LEVEL:	Stage 6 Community
KLA:	PDHPE
SYLLABUS:	Community and Family Studies Stage 6
SCIS SUBJECTS:	Family; Social Welfare – New South Wales
KEYWORDS:	Children; parenting; young persons
PUBLISHER:	NSW Department of Community Services
REVIEW DATE:	24/12/01 [353.5] SCIS 1067969

Department of Family and Community Services
http://www.facs.gov.au/

Explanations of government programs which relate to social policy issues are explained on this site. **Stronger families** describes programs about supporting effective parenting, accessing child care, and coping with changing roles within the family. **Stronger communities** promotes self help and support through government, community and business initiatives related to housing, the homeless and Indigenous groups. **Economic and social participation** details services to strengthen self reliance in the workplace, promote independence for those with disabilities and provide support for the aged. Lists of state and national services and organisations relevant to family issues are included. These sections support the Preliminary core, *Families and communities* and the HSC core, *Family and societal interactions*, and *Government and community structures* for the *Community and Family Studies: Stage 6 syllabus*. J. Hawkes

USER LEVEL:	Stage 6 Community
KLA:	PDHPE
SYLLABUS:	Community & Family Studies Stage 6
SCIS SUBJECTS:	Australia. Department of Family and Community Services; Australia – Social Policy; Family – Australia; Social Welfare – Australia
KEYWORDS:	Communities; families; welfare
PUBLISHER:	Commonwealth of Australia, Canberra
REVIEW DATE:	24/12/01 [353.530994] SCIS 1010909

Welcome to SPRC online
http://www.sprc.unsw.edu.au/

This independent research centre of the University of NSW focuses its attention on research and discussion of social policy in Australia. Details about **Seminars and conferences** may be of interest to

students. **Research** provides concise annotations of projects currently being undertaken, and could serve as stimulus for both topics and social and cultural research methods for the *Personal Interest Project* in *Society and Culture: Stage 6 syllabus*, and the *Independent Research Project* for the *Community and Family Studies: Stage 6 syllabus*. **Publications** includes current articles, abstracts, and further details of scholarly research in the field, downloadable as PDFs. Links to other sites, found in **Other resources** would need to be checked for curriculum relevance. J. Hawkes

USER LEVEL:	Stage 6 Professional
KLA:	HSIE; PDHPE
SYLLABUS:	Community & Family Studies Stage 6; Society & Culture Stage 6
SCIS SUBJECTS:	Australia – Social conditions; Social welfare – Australia
KEYWORDS:	Social policy
PUBLISHER:	Social Policy Research Centre, University of NSW, Sydney
REVIEW DATE:	24/12/01 [361] SCIS 1067962

The Benevolent Society - index
http://www.bensoc.asn.au

Focussing on helping disadvantaged groups, this charity offers useful information for the HSC option, *Family and societal interactions* and the HSC core, *Groups in context*, of the *Community and Family Studies: Stage 6 syllabus*. **Children** identifies basic components of programs related to **Early intervention** and **Child protection**. **Women's health** includes information about domestic violence, issues for older women, and young isolated mothers. **Ageing** explains **Residential care** and **Dementia care**. Each section contains **Our stories** that are useful as brief case studies. The **Social leadership** program in which a team of business leaders explores complex social issues, may be useful as a discussion starter for students. This may assist in identifying issues and services as part of the HSC depth study on *Equality and difference* of the *Society and Culture: Stage 6 syllabus*. J. Hawkes

USER LEVEL:	Stage 6
KLA:	HSIE; PDHPE
SYLLABUS:	Community & Family Studies Stage 6; Society & Culture Stage 6
SCIS SUBJECTS:	Social welfare – New South Wales
KEYWORDS:	Adoption; ageing; children; women's health
PUBLISHER:	The Benevolent Society, Paddington, NSW
REVIEW DATE:	24/12/01 [361.7] SCIS 1067975

National crime prevention - Commonwealth Attorney General's Department
http://ncp.gov.au/ncp/

Prevention of violence and crime through collaboration with government, business and community sectors is the focus of this NCP initiative. **Priorities** introduces special government projects related to **Residential burglary**; **Domestic violence**; **Young people and crime**; and **Indigenous communities**. All will be relevant and of interest for the focus study, *Crime* and additional focus studies for the *Legal Studies: Stage 6 syllabus*. **Issues** provides brief overviews of each problem. **Publications**, reports and fact sheets on various topics are available to be downloaded as PDF files. Each section contains links to other predominantly government sites, containing further specific information and statistics, and which would need to assessed for curriculum relevance. J. Hawkes

USER LEVEL:	Stage 6
KLA:	HSIE

SYLLABUS:	Legal Studies Stage 6
SCIS SUBJECTS:	Crime prevention
KEYWORDS:	Crime
PUBLISHER:	Commonwealth Attorney General's Department
REVIEW DATE:	15/01/02 [364.4] SCIS 1062582

Insurance watch - compare motor, house & contents, life, income and trauma insurance
http://www.insurancewatch.com.au/

Practical, accurate and objective information on many insurance possibilities is provided here. Insurance is an important aspect of the areas of *Money*, *Records*, and *Business*, and the concepts *Ownership* and *Income*, from the *Commerce: 7-10 syllabus*, and this practical, comprehensive, and easily navigated site is highly suitable for individual, group, or class research. Policy types and premiums are explained and may be compared. The grouping of insurance types under headings such as: **Personal insurance**; **Motor vehicle**; and **House & contents**; gives a clear and straightforward approach. **Tips and traps** provides practical advice and explanation of key concepts. N. McFayden

USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	Commerce 7-10
SCIS SUBJECTS:	Insurance
KEYWORDS:	Insurance
PUBLISHER:	InsuranceWatch, Australia
REVIEW DATE:	24/12/01 [368] SCIS 1060713

abcteach.com
http://www.abcteach.com/index.html

Theme units on topics such as **Animals**, **Holidays**, and **Habitats** are featured on the home page of this useful site for parents, care givers and teachers. With printable and online activities in **Games/puzzles**, including **Interactive crossword puzzles** and **Easy puzzles for young children** there are activities for a range of age groups. In **Teaching extras** and **Portfolios**, teachers will find useful classroom templates. **Graphic organisers** and **Education** sites are available from the convenient side menu. Teachers would need to allow time to assess the curriculum relevance of these linked sites. **Babysitting**, which parents and care givers would find useful, contains craft ideas and projects for home or school. S. Rasaiah

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage 3 Community Professional
KLA:	CA; English; HSIE; Mathematics; ST
SYLLABUS:	Creative Arts K-6; English K-6; HSIE K-6; Mathematics K-6; Science & Technology K-6
SCIS SUBJECTS:	Education, Primary – Curriculums; Education, Primary – United States; Teaching – Aids and devices
KEYWORDS:	Classroom themes; crossword puzzles; games
PUBLISHER:	Sandra Kemsley, USA
REVIEW DATE:	24/12/01 [371.33] SCIS 1069044

Alfy – the web portal for kids
http://alfy.com/index1.asp?FlashDetect=True

Colourful and playful, this site for **Parents**, **Teachers**, and students is sure to excite the user. Fully animated sections with sound encourage interaction. One such section, **Interactive dinosaur**

story, provides a movable jigsaw whilst the movie is loading. Navigation can be slow at times, although there is animation to entertain the user. **Storyville** includes a range of talking books with spoken instructions for participation and cursor control. **Teach learn communicate** provides free online and offline resources and lesson plans to assist with integrating technology into early childhood education. This is a site which can be used in a variety of ways by inventive teachers. **Arcade** is sure to please games enthusiasts. S. Rasaiah

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Community Professional
KLA:	CA; English
SYLLABUS:	Creative Arts K-6; English K-6
SCIS SUBJECTS:	Adventure games; Early childhood education; Educational games; Computers in education; Talking books
KEYWORDS:	Alfy; games; stories
PUBLISHER:	Clever Island.com, USA
REVIEW DATE:	24/12/01 [371.33] SCIS 1068926

TeacherWeb – free websites for educators
http://www.teacherweb.com

The capacity for the Internet to make a difference to teaching and learning is demonstrated in this valuable site for educators. By creating a web page for their class using this simple straightforward site, teachers can communicate with their students and parents online. **See teacherweb in action** reveals sample templates to create pages for **Principal**, **School library** and **WebQuest**, whilst classroom teachers are catered for in **Teachers create your web!** Setting up a simple web page takes three short steps and is completed in minutes, with choices for colour, graphics and headings available from a comprehensive list. A password ensures that the site is secure. No prior knowledge of web site design or HTML is needed to create a professional looking and fully functional site. S. Rasaiah

USER LEVEL:	Professional
SCIS SUBJECTS:	Computers in education; Educational technology; Web sites – Design and construction
KEYWORDS:	Teachers; web site
PUBLISHER:	TeacherWeb, USA
REVIEW DATE:	24/12/01 [371.33] SCIS 1068936

Australian Food and Grocery Council
http://www.afgc.org.au/

Teachers and students of *The Australian food industry* or *Food manufacture* strands of *Food Technology: Stage 6 syllabus* will find valuable support material on this site. Easily navigated, the site covers a variety of relevant topics concerning the Australian food industry, including **Economy and trade**, political and **Environment**. **Newsroom** provides access to media releases and numerous affiliated sites, for example, **Ardmona Foods Ltd** and **Bundaberg Sugar Ltd**, as well as links to food related **Australian Government** sites. **Overview** relates to the organisation of the council, and contains a full text *Annual report 2000*, in PDF format. C. Barlow

USER LEVEL:	Stage 6
KLA:	TAS
SYLLABUS:	Food Technology Stage 6
SCIS SUBJECTS:	Food industry; Grocery trade
KEY WORDS:	Food; grocery
PUBLISHER:	Australian Food and Grocery Council
REVIEW DATE:	24/12/01 [380.1] SCIS 1066025

The virtual mummy
http://www.uke.unihamburg.de/institute/imdm/idv/forschung/mumie/index.en.html

With *Quicktime* movies and *Voxelman 3D navigator*, the virtual mummy is unwrapped on this current, regularly updated site. The procedures are clearly explained. Keywords and terms, such as **Ring of justification**, **Coffin** and **Mask**, are underlined and linked to further explanation. The colour photographs and movies add to the appeal of this site, which is easily navigated and of high interest to junior and senior secondary history students. This site could support the HSC Preliminary case study 1: *Preserved human remains* and *Studies of ancient societies*, or the HSC options on Egyptian societies. B. Hull

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History Stages 4-5
SCIS SUBJECTS:	Egypt - Antiquities; Mummies
KEYWORDS:	Egypt; mummies
PUBLISHER:	The University of Hamburg, Germany
REVIEW DATE:	24/12/01 [393] SCIS 1068865

German festivals and celebrations
http://www.billanookps.vic.edu.au/German/Resi.htm

Offering some online teaching material about festivals which are celebrated as part of the German culture, this site gives useful information about **Advent**, **St Nicholas**, **Christmas** and **Easter**. It provides a summary with links to each section. **Christmas** includes **The origin of the Christmas tree**, and recipes are provided in **German Christmas baking**. There are contact details for Billanook Primary School, Victoria, to obtain the advertised blackline resources, although the cost of this service is unclear. It would be helpful if a sample of the material on offer for teachers was online to help into determing its suitability. The site is clear and uncluttered, written in English, and easily navigated. U. Purcell

USER LEVEL:	Stage 1 Stage 2 Stage3
KLA:	HSIE; Languages
SYLLABUS:	HSIE; LOTE K-6
SCIS SUBJECTS:	Festivals – Germany
KEYWORDS:	Festivals; Germany
PUBLISHER:	Billanook Primary School, Victoria
REVIEW DATE:	24/12/01 [394.2] SCIS 1067197

Kid's domain holidays
http://www.kidsdomain.com/holiday/

The material available at this well organised site could support units of work on festivals and religion, and the celebration of special days throughout the year. The coverage is comprehensive with, for example, **Ramadan**, **Chinese New Year**, **Father's Day**, and seasonal festivities. Much useful information is provided within the site, but some is accessed from hyperlinked sites. These links are well indexed and described, but teacher time would be required to verify their curriculum relevance. The information and activities provided include: greeting cards; recipes; the history of the holiday; word games; clip art; colouring activities; and **Gift making ideas**. As the site is American, some dates of celebrations differ from those used in Australia. **What's new** lists the regular updates to this useful site. S. Leslie

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

SCIS SUBJECTS:	Holidays
KEYWORDS:	Festivals; holidays
PUBLISHER:	Attitude Network Ltd, Texas, USA
REVIEW DATE:	24/12/01 [394.2]
	SCIS 1068070

Aesop's fables
http://www.umass.edu/aesop/contents.html

Hypertext lists of Aesop's traditional fables, such as The lion and the mouse and The fisherman and the little fish, create the contents page of this site. On this level, there is a wealth of literary material to engage students. By utilising the motivational power of the Internet, reading is encouraged and supported by colourful graphics and clearly defined text features. The second layer of this site is the comparison between traditional and modern illustrations depicting the same tale. The progress in computer design by the fine arts students who illustrated the tales, is evident as some of the later versions of the tales are accompanied by interactivity, animations and sound. This site highlights the way in which syllabuses can be integrated. S. Rasaiah

USER LEVEL:	Stage 3
KLA:	CA; English
SYLLABUS:	Creative Arts K-6; English K-6
SCIS SUBJECTS:	Fables, Greek; Illustrators, American
KEYWORDS:	Aesop's fables
PUBLISHER:	University of Massachusetts, USA
REVIEW DATE:	24/12/01 [398.20938] SCIS 1068830

Fachberater für Deutsch in Queensland - DaF-Peter und Marianne Bloecker
http://www.powerup.com.au/~pebloecker/index.htm

Peter and Marianne Bloecker are German language consultants. This site contains very useful material for primary and secondary teachers. It features a newsletter with an invitation to join an email list, a bulletin board and a guest book. A copy of the (Queensland) Syllabus from Years 4 - 10 has many DaF links which are very helpful. These provide access to information about pen friends, jokes, games and books. Kurz und gut 100 tests, short language tests in both English and German, is worth a look. The site provides a handy link to the Google search engine. Overall, it is an excellent site for teachers and students of German. U. Purcell

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	Languages
SYLLABUS:	German 7-10; German Stage 6: Beginners; Continuers
SCIS SUBJECTS:	German language – Study and teaching
KEYWORDS:	Fachberater; German
PUBLISHER:	Peter Bloecker, Queensland
REVIEW DATE:	24/12/01 [438.007] SCIS 1067156

Vous voulez rire!
http://www.swarthmore.edu/Humanities/clicnet/rire

Designed for both students and teachers, this interactive site in French is rich in basic language, literary and cultural resources. Learning the alphabet, numbers, punctuation and colours is made easy and clear with entertaining games like matching cards or fill in the blank exercises. Publications are also provided with the worlds of poetry and theatre made accessible with English annotations. In addition, 70 dialogues from famous French movies with audio clip support, will help colloquial language understanding. Many other activities are provided and arranged in levels of difficulty. K. Le Bourdonnec

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	Languages
SYLLABUS:	French 7-10; French Stage 6: Beginners; Continuers
SCIS SUBJECTS:	French language; French language text
KEYWORDS:	French culture; French language
PUBLISHER:	ClicNet, USA
REVIEW DATE:	24/12/01 [448] SCIS 1067166

Grammar help
http://www.nv.cc.va.us/home/lfranklin/grammar.htm

An extensive web site offering French online grammar help, this resource provides verb conjugations, simple explanations, and a wealth of self correcting exercises. Students and teachers will find useful support material on this site, whether for test revision, class purposes or their own independent learning. Over 45 grammatical items are listed on the main page, including: verb tenses; pronouns; comparisons; possessives; demonstratives and interrogatives. Each topic is divided into different sections, grammar explained, exercises, and links to take it further. Students will master French grammar in no time through this excellent network of resources. K. Le Bourdonnec

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	Languages
SYLLABUS:	French 7-10; French Stage 6: Beginners; Continuers
SCIS SUBJECTS:	French language – Grammar – Problems, exercises, etc
KEYWORDS:	French grammar; French lessons
PUBLISHER:	Northern Virginia Community College, USA
REVIEW DATE:	24/12/01 [448.2] SCIS 1069502

Astronomy for kids: the planets of our solar system
http://www.astronomy.com/content/static/AstroForKids/default.asp

A component of a larger astronomy site, this section for younger scientists is bright and colourful, effectively utilising cartoon like planet characters as navigation links. Areas describing the facets of the nine planets, the sun and the moon, can be reached by placing the mouse over each character's head. Useful information is provided, including special features, composition, atmosphere, appearance and the origin of the name of each solar body. Thumbnail photographs can be enlarged to illustrate details. Users should be aware that imperial measurements are used for temperatures and distances. This site supports the study of the Stage 3 Science and Technology unit, Out in space. J. Scheffers

USER LEVEL:	Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K-6
SCIS SUBJECTS:	Solar system
KEYWORDS:	Astronomy; planets; solar system
PUBLISHER:	Astronomy.com, USA
REVIEW DATE:	24/12/01 [523.2] SCIS 1064685

The virtual sun
http://www.astro.uva.nl/demo/sun/

The sun's influence on earth, and terms such as photosphere, chromosphere and Solar spots are easily explained via a virtual tour of the sun on this well laid out site. The interactive journey through the layers of the sun can take up to 20 minutes to complete, and includes several MPEG movies. Navigation is simple, with large buttons and a basic menu. The text is informative and easy to read and is well suited to the syllabus needs of senior primary students. This site would support the teaching of the Science and Technology K-6 unit, Out in Space. S. Taylor

USER LEVEL:	Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K-6
SCIS SUBJECTS:	Sun
KEYWORDS:	Star; sun
PUBLISHER:	Astronomical Institute, University of Amsterdam, Netherlands
AUTHOR:	Michiel Berger
REVIEW DATE:	24/12/01 [523.7] SCIS 1060374

Star journey; credits @ nationalgeographics.com
http://www.nationalgeographic.com/features/97/stars/

The focus of this site is on stars and their investigation. The Star chart, depicting the night sky, is overlayed with very high quality telescope images. Constellations; galaxies; star clusters and nebulae are highlighted in the Star attractions component, which is accompanied by pictures from the Hubble telescope. Brief notes are provided for both sections. The Hubble module explains how the telescope works. This site is relevant to teaching to outcome 4.9 of the Science: Stages 4-5 syllabus, and to the module, The cosmic engine, and the option, Astrophysics, of the Physics: Stage 6 syllabus. J. Morgan

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Physics Stage 6; Science Stages 4-5
SCIS SUBJECTS:	Stars; Telescopes
KEYWORDS:	Astronomy; Hubble telescope; stars
PUBLISHER:	National Geographic Society, USA
REVIEW DATE:	24/12/01 [523.8] SCIS 1048039

FearOfPhysics.com: Fear not! Physics. Explained. Finally
http://www.fearofphysics.com/

The intent of this site is for students to observe an animation and then read the associated text explaining the physics involved. A range of topics is covered including: Speed and acceleration; gravity; Collisions; satellite motion; pendulum motion; relativity and atomic structure. The explanations use simple language and the animations will be helpful in developing an understanding of some basic physical concepts. There is a Make a quiz facility for teachers and a Take a quiz section for students. This site will be invaluable as a supplement to practical work for many aspects of the Physics: Stage 6 syllabus and is also relevant to the Science: Stages 4-5 syllabus. J. Morgan

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Physics Stage 6; Science Stages 4-5
SCIS SUBJECTS:	Physics
KEYWORDS:	Forces; motion; relativity
PUBLISHER:	Fear of physics, USA
REVIEW DATE:	24/12/01 [530] SCIS 1067125

The Soundry
http://library.thinkquest.org/19537/

From the most basic concepts of what sound actually is, to the specifics of how humans perceive it, this is an easily navigated site. How we perceive sound: the ear is an interactive journey through the human ear. The physics of sound introduces students to interference, diffraction and the Doppler effect. The interactive sound lab allows experimentation and further exploration of sound, including beats, the Doppler effect and harmonics. This site is highly relevant to the module, The world communicates, of the Physics: Stage 6 syllabus, and could be a useful adjunct to the Science Stage 5 content of Models, theories and laws. External links and references would need to be verified in terms of curriculum relevance. J. Morgan

USER LEVEL:	Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Physics Stage 6; Science Stages 4-5
SCIS SUBJECTS:	Sound
KEYWORDS:	Ear; sound waves
PUBLISHER:	Thinkquest, USA
AUTHORS:	Granite Christopher; David Green; Alex Kulesza
REVIEW DATE:	24/12/01 [534] SCIS 1047989

Atomic structure timeline
http://www.watertown.k12.wi.us/hs/teachers/buescher/atomtime.html

Teachers and students accessing this site could investigate the development of the understanding of atomic structure and address the prescribed focus area, The history of science, of several science syllabuses. The achievements of a comprehensive range of scientists are detailed, and a timeline is provided, beginning with ancient Greek philosophers and ending with the work of Enrico Fermi. Scientists such as Dalton, Mendeleev, Becquerel, Maxwell, Thompson, and Rutherford are included. This is a very useful site, particularly for the Chemistry: Stage 6 syllabus core study, The acidic environment, and the Physics: Stage 6 syllabus content area, From ideas to implementation. External links will need exploration time to determine their curriculum relevance. J. Morgan

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Chemistry Stage 6; Physics Stage 6; Science Stages 4-5
SCIS SUBJECTS:	Atoms; Science - History
KEYWORDS:	Atomic structure; electrons; history of science; neutrons; protons
PUBLISHER:	Lee Buescher, Watertown High School, USA
REVIEW DATE:	24/12/01 [539] SCIS 1066742

General chemistry online: exam survival guide
http://antoine.fsu.umd.edu/chem/senese/101/exam.shtml

Students wishing to access a variety of review and quiz questions, will find this easily navigated site a useful adjunct to class work. Three exams are presented, covering a range of chemistry concepts from The scientific method to Measurement, molarity, gases, energy, The periodic table, bonding and Intermolecular forces. Answers and a checklist of learning outcomes and notes are provided. This regularly updated site is relevant to many components of the Chemistry: Stage 6 syllabus. J. Morgan

USER LEVEL:	Stage 6
KLA:	Science
SYLLABUS:	Chemistry Stage 6
SCIS SUBJECTS:	Chemistry – Examinations, questions, etc
KEYWORDS:	Assessment; chemistry
PUBLISHER:	Frostburg State University, USA
REVIEW DATE:	24/12/01 [540.76] SCIS 1048045

ChemBalancer - welcome
http://www.dun.org/sulan/chembalancer/

The site consists of a well presented, online game that could be a useful resource for teachers introducing the concept of balancing chemical equations. Clear instructions, accompanying worksheets and a self check component facilitate independent or group activities. There is also additional information about each chemical reaction. This Internet site would be a relevant adjunct to the teaching of outcome 5.7 of the *Science: Stages 4-5 syllabus*, and would support components such as the *Metals* content strand of the *Chemistry: Stage 6 syllabus*. J. Morgan

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Chemistry Stage 6; Science Stages 4-5
SCIS SUBJECTS:	Chemical equations; Educational games
KEYWORDS:	Chemical equations
PUBLISHER:	Sulan Dun, USA
REVIEW DATE:	24/12/01 [541.3] SCIS 1048050

Educational development - fullerene information
http://wunmr.wustl.edu/EduDev/Fullerene/

The material at this site is presented in the form of an instructor's manual with diagrams. Student activities and problems are included, as are literature references. Students can research molecular structure and bonding, solid-state structure, modern spectroscopy, chemical reactivity, and the synthesis of fullerenes. Although the site has been prepared for university students, some pages are relevant to the *Energy* module of the *Chemistry: Stage 6 syllabus*, and will provide information about buckminsterfullerenes and other allotropes of carbon. J. Morgan

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	Chemistry Stage 6
SCIS SUBJECTS:	Chemical bonds; molecules
KEYWORDS:	Allotropes; buckminsterfullerenes; carbon
PUBLISHER:	Washington University, USA
AUTHOR:	R. F. Frey
REVIEW DATE:	24/12/01 [542] SCIS 1048032

Yue-Ling Wong's Java interactive titration curve simulation
http://www.cci.unl.edu/Teacher/NSF/C12/C12Links/yip5.chem.wfu.edu/yip/java/titrate.htmL

Students can use this simulation to model the changes that occur in pH during an acid base titration. They can investigate titrations involving strong acid strong base, strong acid weak base and weak acid strong base, and are able to manipulate K_a values and initial volumes for the reaction. Users are then led through a calculation of the concentration of one of the solutions used. This site will be invaluable as a supplement to practical work for the module, *The acidic environment*, of the *Chemistry: Stage 6 syllabus*. It would also allow students to meet the computer simulation requirement of the syllabus. J. Morgan

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	Chemistry Stage 6
SCIS SUBJECTS:	Acids; Chemistry, Analytic
KEYWORDS:	Acids; bases; pH; titrations
PUBLISHER:	Dr Yue-Ling Wong, USA
REVIEW DATE:	24/12/01 [546] SCIS 1048048

Introduction to basic organic nomenclature
http://www.sci.ouc.bc.ca/chem/nomenclature/index-2.htm

Easily navigated, with detailed textbook format, this site provides an explanation of the rules for naming many organic compounds that a student or teacher of Chemistry is likely to encounter. The groups covered include: alkanes; alkenes; alkynes; alkanols; alkanoic acids; and esters. The topic of isomerism is also covered. There is a combination of text and graphics on the site, and the user can be tested by using a self check component. This is a relevant reference to the modules *Energy*, and *The identification and production of materials*, of the *Chemistry: Stage 6 syllabus*. J. Morgan

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	Chemistry Stage 6
SCIS SUBJECTS:	Chemistry, Organic – Terminology
KEYWORDS:	Nomenclature; organic chemistry
PUBLISHER:	Okanagan University College, USA
REVIEW DATE:	24/12/01 [547] SCIS 1048054

Organic homepage
http://www.cem.msu.edu/~reusch/OrgPage/orghompg.htm

An easily navigated web site, with much of the information tabulated, this is a comprehensive overview of organic chemistry. The most useful part of this site is the Virtual textbook, which covers such topics as: structure and bonding; intermolecular forces; functional groups; nomenclature and isomerism. The textbook uses a combination of text, graphics and interactive practice problems, and requires the Chime plug in. The Related web sites will require exploration time to determine their curriculum relevance. This site is invaluable as a teacher reference or student tutorial for the modules, *Energy*, and *The identification and production of materials* of the *Chemistry: Stage 6 syllabus*. J. Morgan

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	Chemistry Stage 6
SCIS SUBJECTS:	Chemistry, Organic
KEYWORDS:	Nomenclature; organic chemistry
PUBLISHER:	Michigan State University, USA
REVIEW DATE:	24/12/01 [547] SCIS 1048019

earthq (The Newcastle earthquake)
http://www.ncc.nsw.gov.au/library/eqdb/earthq.htm

A plethora of information, including statistics on seismology and newspaper articles relating to the 1989 Newcastle earthquake, is included in this site. Articles provide a synopsis of the event, outline the Emergency response, Community impact, Insurance issues and Heritage issues. An Earthquake risk map of Australia is supplied. This is appropriate for modules 8.5 *Dynamic earth* and 9.2, *Tectonic impacts*, of the *Earth and Environmental Science: Stage 6 syllabus*. Earthquake preparedness is reviewed; which is relevant to option 9.8 of *Senior Science: Stage 6 syllabus*. Links to other Australian and international earthquake and emergency management sites are provided, and teachers would need to allow time to assess the curriculum relevance of such linked sites. A. Frost

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE; Science
SYLLABUS:	Earth & Environmental Science Stage 6; Geography Stage 6; Geography Stages 4-5; Senior Science Stage 6
SCIS SUBJECTS:	Earthquakes; Newcastle (NSW)

KEYWORDS:	Disasters; earthquakes; Newcastle
PUBLISHER:	Newcastle Region Library, NSW
REVIEW DATE:	24/12/01 [551.22] SCIS 1069164

FAQ - Gondwana
http://www.earth.monash.edu.au/dinodream/faq/faqgond.htm

Frequently asked questions about Gondwana and continental drift are the focus of this section of the larger *Dinosaur dreaming* site. Over eighty questions are answered and, while this could be time consuming to fully explore, the answers are interesting, factual and a good resource. The answers aim to make the material relevant to younger readers, while dispelling many of the myths surrounding the topics. Language and terms suit a wide audience. The site lacks an internal structure for ease of navigation, which makes scanning a slow process. The content constitutes a valuable resource to support the *Evolution and Australian biota* topic of the *Biology: Stage 6 syllabus*. S. Cole

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS:	Animals – Australia – History; Continental drift
KEYWORDS:	Animals; Australia; continental drift; continental plates; dinosaurs; Gondwana; kangaroos; Laurasia; Pangaea; spreading zones; subduction zones
PUBLISHER:	Dept. of Earth Sciences, Monash University, Melbourne
REVIEW DATE:	24/12/01 [551.1] SCIS 1047931

The Australian megafauna
http://www.mov.vic.gov.au/dinosaurs/mammmega.stm

Part of a larger Museum Victoria education site addressing the topics of fossils, dinosaurs and megafauna from an Australian perspective, this section is relevant to the modules *Life on Earth* and *Evolution of Australian biota* of the *Biology: Stage 6 syllabus*. The format is clear and easily navigated through hypertext links, while the language is appropriate for senior students. The site also features advanced sections of detailed notes and references suitable for further research and teachers. Exploration of the site is encouraged. This site is a valuable resource as it contains a substantial quantity of information and occasional visual stimulus or graphics. S. Cole

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6
SCIS SUBJECTS:	Animals – Australia- History; Fossils; Prehistoric animals
KEYWORDS:	Continental drift; dating; fossilisation; fossils; geological time scale; megafauna
PUBLISHER:	Museum Victoria, Australia
REVIEW DATE:	24/12/01 [569.0994] SCIS 1047982

8.5 Evolution of Australian biota
http://science.uniserve.edu.au/school/curric/stage6/biol/ozbiota.html

An extensive compilation of Internet sites related to the *Biology: Stage 6 syllabus* is available here. Most of the links lead to quality resources and are organised by keyword heading. These sections cater for a wide variety of learning styles. Presentation styles include lecture notes, articles and animations. The site is a good starting point for any research, as it attempts to address topics within the syllabus for which relevant information has been difficult to locate. Pages directly related to several *Biology: Stage 6 syllabus* topics are easily accessed while others are being developed. All links would need to be verified for curriculum relevance. The site is regularly updated. S. Cole

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6
SCIS SUBJECTS:	Adaptation (Biology); Animals – Australia – History; Continental drift; Fossils; Mitosis; Plants
KEYWORDS:	Australian biota; crustal plates; Gondwana; Huxley-Wilberforce debate; megafauna; meiosis; mitosis
PUBLISHER:	Uniserve Science, University of Sydney
REVIEW DATE:	24/12/01 [570.994] SCIS 1047987

Life cycles homepage
http://www.nwf.org/wildalive/lifecycles/

A vertical timeline shows the comparisons between the developmental stages of a range of species, from the Karner blue butterfly to the grizzly bear. Navigation is via a series of 25 sketches and the usage of print, graphics, audio and video clips clearly illustrate concepts. Concentrating mainly on US flora and fauna, the information presented reflects global issues. Supporting teaching of the unit of work, *Cycles in our world*, of the *Science and Technology: K-6 syllabus*, this site provides links to sections of the National Wildlife Federation site including Education and Kids zone. There is scope within this area for the achievement of objectives of the *Environmental education policy for schools*. S. Rasaiah

USER LEVEL:	Stage 2
KLA:	ST
SYLLABUS:	Science & Technology K-6
SCIS SUBJECTS:	Animals; Birds; Fishes; Insects; Life Cycles (Biology); Plants
KEYWORDS:	Life cycles
PUBLISHER:	National Wildlife Federation, USA
REVIEW DATE:	24/12/01 [571.8] SCIS 1068722

Genetic Science Learning Center
http://gslc.genetics.utah.edu/

The strength of this site is its linking of theoretical genetics with hands on and online activities. It is easily navigated with components grouped for students, teachers and parents. Specific topics include: Basic genetics, an introduction to genetics and DNA; causes and counselling for Genetic disorders; and Genetics in society, which explores current events in genetics and profiles modern geneticists. Practical class activities and thematic units include Mystery of the stolen artefacts, a fictional trial, using genetic information as evidence and The farmer's bones, which may be a useful exercise for Ancient History students. This site is particularly relevant to the module, *The blueprint of life*, of the *Biology: Stage 6 syllabus*. J. Morgan

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE; Science
SYLLABUS:	Ancient History Stage 6; Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS:	Genetics
KEYWORDS:	DNA; genes; genetics
PUBLISHER:	University of Utah, USA
REVIEW DATE:	24/12/01 [572.8] SCIS 1047998

Firstscience - Superbugs from hell
http://www.firstscience.com/site/articles/davies.asp

The origins of life on earth are discussed in this interesting article by Professor Davies. This scientist has a reputation for explaining scientific ideas in simple terms, and this article examines the historical development of theories surrounding the question in accessible style. Various and conflicting evidence is discussed, including the Urey Miller experiment, subterranean super bugs, Martians and meteorites. This is a highly readable resource that should engage students and provoke further debate in the classroom. The article is particularly relevant to the Preliminary topic, *Life on earth*, from the *Biology: Stage 6 syllabus*. S. Cole

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6
SCIS SUBJECTS:	Life on other planets; Life – Origin
KEYWORDS:	Creationism; Darwin; extremophiles; Martians; Miller; primeval earth; primordial atmosphere; subterranean; Urey
PUBLISHER:	FirstScience, London
AUTHOR:	Paul Davies
REVIEW DATE:	24/12/01 [576.8] SCIS 1047934

Caring for our natural resources - Wetlands
http://www.dlwc.nsw.gov.au/care/wetlands/

Part of a larger site, this section contains information on NSW wetlands, their conservation and management, and includes government policies. The structure of the site is clear and simply navigated. Facts about wetlands, maps and fact sheets on Wetland plants and animals may be accessed. Details of local projects, such as Streamwatch, are easily located and students could be encouraged to participate in these programs, supporting learning outcomes in the *Environments* strand of the *HSIE: K-6 syllabus*. There are also opportunities for students to study the interactions between themselves and the environment, as outlined in the *Living things* strand of the *Science and Technology: K-6 syllabus*. This is a helpful and informative site. R. Anderson

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6
SCIS SUBJECTS:	Conservation of natural resources; Wetlands – New South Wales
KEYWORDS:	Wetland management; wetlands
PUBLISHER:	NSW Department of Land and Water Conservation
REVIEW DATE:	24/12/01 [578.768] SCIS 1062493

Ladybug thematic unit
http://www.geocities.com/sseagraves/schoolyardscience.htm

Teachers and students exploring the Science units *Mini-worlds* and *Cycles in our world*, would find this site very useful for gathering information. An easily navigated home page leads the user to various topics on ladybugs including facts, anatomy, life cycle, lore, crafts, photographs and games. Teacher's guide includes a worksheet of the life cycle of a ladybug, which may be downloaded from the site. The information presented is clear and simple and would suit students exploring the structure of information reports. Clear diagrams also aid students' understanding of the topic. Ladybug links provides additional sites for further study, and teachers would need to allocate time to determine the curriculum relevance of these linked sites. C. Burden

USER LEVEL:	Stage 2
KLA:	ST
SYLLABUS:	Science & Technology K-6
SCIS SUBJECTS:	Ladybirds; Life cycles (Biology)
KEYWORDS:	Insects; ladybugs
PUBLISHER:	S. Seagraves, USA
REVIEW DATE:	24/12/01 [595.76] SCIS 1069241

3M Collaborative Invention Unit
http://mustang.coled.umn.edu/inventing/Inventing.html

At this site users can investigate what it takes to be an inventor. Participants are encouraged to take on character roles: a scout; a wizard; a critic; and a trailblazer, in the process of becoming an inventor. With lesson ideas, explanations, and examples from real life including Benjamin Franklin with a tour of the Franklin Institute's virtual exhibit, and Richard G. Drew, the inventor of sticky tape, students of *Design and Technology: Stage 6 syllabus* will find plenty to stimulate their work and guide them if they are lacking inspiration. The Drew article is particularly well written and outlines the reason for his inventiveness and innovative abilities. R. Thompson

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Design & Technology Stage 6
SCIS SUBJECTS:	Inventors
KEYWORDS:	Drew; Franklin; innovations; Invention; inventors
PUBLISHER:	3M, USA
AUTHOR:	Christine Collins
REVIEW DATE:	24/12/01 [609] SCIS 1038445

Smith College Museum of Ancient Inventions: home page
http://www.smith.edu/hsc/museum/ancient_inventions/home.htm

Students undertaking studies at Smith College in the *History of Science and Technology* program, use this site as part of their course. Supporting the NSW curriculum is The exhibit, which provides detailed information on a range of inventions such as the Distaff from deep antiquity, to the Keel breaker from the Early 15th Century. Students are provided with information about the purpose and historical significance of each invention, the method of construction used, additional source material and an illustration. An extensive coverage of material from ancient and middle age societies, such as Aztec, Roman, Sumerian, and Medieval, is relevant to curriculum content of syllabuses from History to Design and Technology. The straightforward presentation and concise information make this site suitable for a range of students. B. Kervin

USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE; TAS
SYLLABUS:	Design & Technology 7-10; History Stages 4-5
SCIS SUBJECTS:	Inventions – History
KEYWORDS:	Ancient; inventions; museum; technology
PUBLISHER:	Smith College, Massachusetts, USA
REVIEW DATE:	24/12/01 [609] SCIS 1065315

MDEA 2002 (Medical Design Excellence Awards)
http://www.devicelink.com/awards/

Award winners from 1998 to 2001 in the area of medical technology are included in this site. Each product has: a detailed descrip-

tion of the motivation behind the development of the product; an outline of its use by the practitioner; photograph; and details of the ergonomics of the product. There are many products listed at this site and time would be required to evaluate the curriculum relevance of each, but there is much reference material to support study of the design process. P. Thompson

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Design & Technology Stage 6; Engineering Studies Stage 6
SCIS SUBJECTS:	Industrial design; Medical technology
KEYWORDS:	Medical design
PUBLISHER:	Canon Communications LLC, USA
REVIEW DATE:	24/12/01 [610.28] SCIS 1049171

Welcome to Nutrition Australia
http://www.NutritionAustralia.org/

Formerly known as *Australian Nutrition Foundation*, this is a user friendly site providing valuable information on nutrition and health. A clear interface facilitates navigation with links such as Nutrition for all ages; Food facts fact sheets, which contains articles by professionals on subjects such as Weight loss and exercise and Bush foods. The information in Bush foods is worthwhile, though brief, and students and teachers would need additional resources to complement this section. Partnerships and links which leads to Australian nutrition organisations. The information on this site would support the Contemporary food issues: nutrition of the *Food Technology: Stage 6 syllabus*. C. Barlow

USER LEVEL:	Stage 5 Stage 6
KLA:	TAS
SYLLABUS:	Food Technology 7-10; Food Technology Stage 6
SCIS SUBJECTS:	Food; Nutrition
KEY WORDS:	Food; nutrition
PUBLISHER:	Australian Nutrition Foundation
REVIEW DATE:	24/12/01 [613.2] SCIS 1032300

A.G.E.N.
http://www.geneethics.org/

Students of the option strand, *Contemporary food issues – marketplace* of the *Food Technology: Stage 6 syllabus* will find this site useful as it deals with the ethical issues of genetic modifications in foods, as well as non food uses of genetics. The site is easily navigated, with links on the side bar to sections of the site such as Biosafety, Food, and Legal issues. Links provides access to sites devoted to various aspects of genetics which may be helpful for students requiring a greater depth of understanding for assessment tasks. Kids guide to genetics provides explanations at a very basic leve,l while The Indigenous Peoples Council on Biocolonialism raises issues of concern regarding genetic research for indigenous people globally. Teachers using this section are reminded to consult with their local Aboriginal community on Aboriginal content. Teachers would need to allow time to assess the curriculum relevance of the linked sites. C. Barlow

USER LEVEL:	Stage 6
KLA:	TAS
SYLLABUS:	Food Technology Stage 6
SCIS SUBJECTS:	Genetic engineering – Environmental aspects; Genetic engineering – Moral and ethical aspects; Genetic engineering – Social aspects
KEY WORDS:	Ethics; genetics
PUBLISHER:	Australian GeneEthics Network
REVIEW DATE:	24/12/01 [660] SCIS 1066031

The glory of Chinese printing
http://www.cgan.com.hk/english/cpg/indexen.htm

Numerous examples at this site show the development and techniques of Chinese printing from ancient times. Included are: the Invention of printing; the developments of techniques; Standardised characters; Character-carving skills; and a useful timeline. Examples from the Tang, Song, Yuan, Ming and Qing dynasties, and the ethnic minorities of Liao, Western Xia, and Jin are included. This provides useful background for the Preliminary *Visual Arts: Stage 6 syllabus* course topic 8.3: *Practice in artmaking, art criticism and art history*. The site is extensive with rich graphics, accessible language and simple site navigation. All text on this site is provided in both Chinese and English. A. Cutcher

USER LEVEL:	Stage 6 Professional
KLA:	CA
SYLLABUS:	Visual Arts Stage 6
SCIS SUBJECTS:	China – Antiquities; Printing – History; Prints, Chinese
KEYWORDS:	Chinese printing; graphic arts
PUBLISHER:	Chinese Graphic Arts Net
REVIEW DATE:	24/12/01 [686.2] SCIS 1045362

Ceramics of the Persian Empire
http://www.calacademy.org/research/anthropology/persia/

Focussing on an extensive selection of Persian ceramics in the Rietz collection of the California Academy of Sciences, this site includes samples from an exhibit covering from the 12th through to the 18th century. History of Persian ceramics contextualises the technological developments of techniques and styles, and the effect of Persia's tumultuous history on the development of the form. Some clear Maps of the Persian world assist in this endeavour. Beautiful colour graphics in The collection illustrate significant examples. Further information on technologies employed and design features is found with the illustrations. The written text is minimal and uses accessible language. A. Cutcher

USER LEVEL:	Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS:	Pottery, Persian
KEYWORDS:	Ceramics; Persian Empire; Rietz
PUBLISHER:	California Academy of Sciences, USA
AUTHOR:	Ana Gonzalez-Martingale
REVIEW DATE:	24/12/01 [738.0955] SCIS 1045356

Australian Design Awards
http://www.designawards.com.au/

Photographs and descriptions of entrants in these prestigious awards date from 97-98 to 00-01. Categories for the awards include: Industrial design; Engineering design; Software - electronics design; and Furniture design. Products entered in each category are easily accessible through hypertext links. Succinct text outlines features of each product such as: the principal functions; the brief given by the client to the designer; and environmental and product life cycle considerations. Industrial and engineering design considerations are supplied by the designer. This site provides an invaluable resource for discussions on the practice of designers, and for background information on the design of household products. R. Thompson

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Design & Technology Stage 6; Engineering Studies Stage 6
SCIS SUBJECTS:	Furniture; Industrial design
KEYWORDS:	Design
PUBLISHER:	Australian Design Awards
REVIEW DATE:	24/12/01 [745.2] SCIS 1049148

Poetry teachers
http://www.poetryteachers.com/

Using humour in poetry to excite students, this site also provides teachers with ideas and examples for teaching a variety of poetic styles and techniques. Giggle poetry has sections devoted to School poems, Poetry contests, and how to write limericks, and nursery rhymes. Interviews with five poets are available in Ask the poet, with contact details. Also included is a section on How kids can improve their writing and a poetry lesson by Bruce Lansky dedicated to Shel Silverstein's poetry. Teachers and students will find this site comfortable to use and a source of inspiration, whether creating poetry or appreciating the work of others. This resource could support the teaching of the *Learning to write – producing texts* strand of *English: K-6 syllabus*. S. Rasaiah

USER LEVEL:	Stage 2 Stage 3 Professional
KLA:	English
SYLLABUS:	English K-6
SCIS SUBJECTS:	American poetry; Humorous poetry; Poetry – Study and teaching
KEYWORDS:	Humorous poetry; limericks; riddles
PUBLISHER:	Meadowbrook Press, USA
REVIEW DATE:	24/12/01 [808.1] SCIS 1068714

Aaron Shepard's home page – stories, scripts and more
http://www.aaronshep.com/index.html

Aaron Shepard is a prolific author whose work has often appeared in Australia's *School Magazine* and *Cricket* magazine. In Author online! – adventures in children's literature on the Internet, Aaron explains his fascination with the Internet as a medium for authors to reach out to readers. Aaron's storybook contains full text stories and Aaron's readaloud provides sound in streaming audio and MP3. Aaron's RT page lists scripts for readers' theatre which can be downloaded, and includes tips on staging and scriptwriting. With its straightforward layout and search facility, this site is a useful resource for teachers looking for material which could support teaching towards the *Learning to read* outcomes of the *English: K-6 syllabus*. S. Rasaiah

USER LEVEL:	Stage 2 Stage 3 Professional
KLA:	English
SYLLABUS:	English K-6
SCIS SUBJECTS:	American fiction – History and criticism; Authors, American; Children's literature, American
KEYWORDS:	Reader's theatre; scripts; Shepard; stories
AUTHOR:	Aaron Shepard, USA
REVIEW DATE:	24/12/01 [813] SCIS 1068707

To kill a mockingbird & Harper Lee
http://www.chebucto.ns.ca/Culture/HarperLee/

A greatly loved work of American fiction is celebrated on this site. The sheer extent of the links collected and recorded, suggest it is the work of a most avid fan of the novel. It is a treasure trove of fascinating resources, which include information on both the novel and the film; biographical

information on the author; quizzes and tests; a FAQ page; further readings and opportunities to join discussion and chat groups. For teachers who would like to see their students link a traditional study of fiction with information available on the Internet, this is a valuable site to access. C. Sly

USER LEVEL:	Stage 5
KLA:	English
SYLLABUS:	English 7-10
SCIS SUBJECTS:	Lee, Harper. To kill a mockingbird
KEYWORDS:	Lee; To kill a mockingbird
PUBLISHER:	J. Kansas, Canada
REVIEW DATE:	24/12/01 [813] SCIS 1048033

Samuel Taylor Coleridge Archive
http://etext.lib.virginia.edu/stc/Coleridge/stc.html

A particularly comprehensive Internet resource on a much admired British Romantic poet, this site has gathered a wonderful range of material on Coleridge and his literary works. Many of his poems, literary theories, letters and other works are published as hypertext links. In addition, there is a good deal of information about the poet, including a Timeline, Critical essays and a Dictionary of the more archaic words that appear in his writing. Links to a great range of other related Internet resources add to the overall value of this site. Teachers need to allow time to asses the curriculum relevance of these linked sites. C. Sly

USER LEVEL:	Stage 6
KLA:	English
SYLLABUS:	Stage 6 English: *Advanced*
SCIS SUBJECTS:	English poetry
KEYWORDS:	Coleridge; poetry; Romantics
PUBLISHER:	University of Virginia Library, USA
AUTHOR:	Marjorie A. Tiefert
REVIEW DATE:	24/12/01 [821] SCIS 1048038

Christopher Marlowe and the creation of Dr. Faustus
http://www.teachersfirst.com/lessons/marl-1.htm

A detailed unit, this site is designed to be used either on screen or to be produced as a printed document of lesson notes. Along with a Synopsis of the play, it offers a number of thoughtfully devised handouts with a range of activities for students. Units of work include such aspects as biographical information on the playwright, interestingly presented as a resume; an understanding of Aristotelian tragedy and its relevance to this play; significant themes and the Elizabethan concept of the Great Chain of Being. Overall, it is an exciting introduction to the classical roots of Elizabethan tragedy. C. Sly

USER LEVEL:	Stage 6
KLA:	English
SYLLABUS:	English Stage 6: *Advanced*
SCIS SUBJECTS:	Marlowe, Christopher. Doctor Faustus
KEYWORDS:	Doctor Faustus; Elizabethan tragedy; Marlowe
PUBLISHER:	Network for Instructional TV, Inc, USA
AUTHOR:	Brenda Walton
REVIEW DATE:	24/12/01 [822] SCIS 1048015

1984
http://www.gerenser.com/1984/index.shtml

Dedicated to Orwell's classic futuristic novel, this site contains a wealth of information. The section that deals with Analysis includes a Story synopsis; a Plot summary; Character analysis; notes on Symbolism; an explanation of the Political system in this dystopia

and a glossary of some Terms used by the author. In addition there is a comprehensive Study guide along with biographical material on the writer, a forum for students to exchange ideas and Links to other sites. It is a useful site for *Advanced* course English HSC candidates who are studying the module C elective, *Powerplay*. C. Sly

USER LEVEL:	Stage 6
KLA:	English
SYLLABUS:	English Stage 6: *Advanced*
SCIS SUBJECTS:	Orwell, George. Nineteen eighty-four
KEYWORDS:	1984; George Orwell
PUBLISHER:	S. Gerenser, USA
REVIEW DATE:	24/12/01 [823] SCIS 1048038

Jeannie Baker
http://www.jeanniebaker.com/

An interesting site that looks at the complete works of Jeannie Baker, this lists her Picture books and Films, and includes brief outlines and images. Jeannie Baker gives a description of the collage Technique that she uses in her artworks, and there are some interviews and articles that help provide insights into the motivations behind her work. The information could support an author study or whole language program based on one of Jeannie Baker's books. The images and interviews could also assist in the achievement of the *Appreciating* outcomes to *Visual arts* in the *Creative Arts: K-6 syllabus*. R. Anderson

USER LEVEL:	Stage 2 Stage 3
KLA:	CA; English
SYLLABUS:	Creative Arts K-6; English K-6
SCIS SUBJECTS:	Authors, Australian; Illustrators, Australian
KEYWORDS:	Artist; author; Baker
PUBLISHER:	Jeannie Baker, Australia
REVIEW DATE:	24/12/01 [A823] SCIS 1062500

Geography
http://www.alientravelguide.com/geograph/index.htm

The simple layout of this expansive site will appeal to users who require basic facts about world geography. Atlas, Countries, and Continents provides information via colourful maps and fact boxes about major cities, population, main languages and religions, government and exports. Bodies of water, relates to the world's oceans, seas, lakes and rivers, while Space lists links to many aspects of our universe. Also included are Maps of the world, Climate and weather and The United Nations, currently still under construction. There are links to other key learning areas, although time would need to be allocated to verify the curriculum relevance of such links. This site supports the study of the HSIE unit, *Global connections*, and the Science and Technology unit, *Out in space*. J. Scheffers

USER LEVEL:	Stage 3
KLA:	HSIE; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6
SCIS SUBJECTS:	Geography
KEYWORDS:	Atlas; climate; continents; geography; space; world
PUBLISHER:	Zeuter Development Corporation, Canada
REVIEW DATE:	24/12/01 [910] SCIS 1064683

Archaeology: an introduction by Kevin Greene
http://www.staff.ncl.ac.uk/kevin.greene/wintro/

As an electronic companion to Kevin Greene's book, *Archaeology: an introduction* (1995), this comprehensive, well structured site covers such areas as Discovery, fieldwork, & recording,

Excavation, dating, and ethical issues. Medieval and underwater archaeology sections could be an adjunct to the Preliminary course Part I (a) and (b) of the *Ancient History: Stage 6 syllabus*, while classical archaeology could be a detailed reference for HSC Stage 6 students studying the Greek and Roman options. History Extension students attempting the archaeological case studies would find the Making sense of the past component of benefit. The user is also directed to a number of sites, which would have to be verified in terms of curriculum relevance. This easily navigated site has many applications and is an excellent resource for teacher and student. E. Kidd

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History Extension Stage 6
SCIS SUBJECTS:	Archaeology
KEYWORDS:	Archaeology; dating methods; ethical issues; excavation
PUBLISHER:	Kevin Greene, UK
AUTHOR:	Kevin Greene
REVIEW DATE:	24/12/01 [930.1] SCIS 1067488

Guardian's Egypt
http://guardians.net/egypt

An extensive overview of ancient Egypt is afforded by this site, which uses both archaeological remains and computer reconstructions as adjuncts to its clear text. Easily accessed and navigated, the site is divided into topics such as Pyramids, Mummies (with a link to a site to make your own mummy), Cool digs (with current information on digs,) and Sites and Monuments. Here at the latter, the student can access the Ramesseum, Temple of Nefertari and Abu Simbel; useful in the study of the Ramesside periods and the personality of Ramesses. The tour of Saqqara may also be incorporated into the HSC History Extension course: Case study option 9, *The problems of the archaeology of a site*. There is a mythology and religion section, which lists the gods alphabetically. This site would be worthwhile for all the Egyptian societies studied in the HSC course. B. Hull

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6, History Stages 4-5
SCIS SUBJECTS:	Egypt - History - To 332 B.C.; Egypt - Historic buildings, sites, etc.; Egypt - Civilisation
KEYWORDS:	Ancient Egypt; archaeology; mummies; pyramids
PUBLISHER:	Ancient Egypt; Andrew Bayuk, University of Hamburg, Germany
REVIEW DATE:	24/12/01 [932] SCIS 1057933

Persepolis and ancient Iran
http://www.oi.uchicago.edu/OI/MUS/PA/IRAN/PAAI/PAAI_Persepolis.html

For the study of the Preliminary, *Studies of ancient societies 3: Nineveh and Persepolis*, and the HSC topics *Xerxes* and *Persian society*, this web site is extremely worthwhile. It is a comprehensive archaeology of such areas as Ishtakhr (an extensive site of pottery) and the Persepolis Terrace, and of prime interest to students. Through the colour coded map each building is located and then accessed by the introductory text and list of photographs. The buildings include: The Apadana, The Treasury, The Throne hall and structures, reliefs and inscriptions of the palace. Also of interest are the royal tombs of Xerxes and Darius II. While the language could be regarded as scholarly, and a challenge to some students, the wealth of photographic detail is outstanding and of value to the study of these areas of Near East history. B. Hull

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Stage 6 Ancient History
SCIS SUBJECTS:	Iran - Antiquities; Persepolis (Iran) - History
KEYWORDS:	Ishtakhr; Persepolis Terrace
PUBLISHER:	The University of Chicago Press, USA
REVIEW DATE:	24/12/01 [935] SCIS 1068856

Prehistoric archaeology of the Aegean
http://devlab.dartmouth.edu.history/bronze_age/

Easily navigated, this detailed, comprehensive site, relates to the early, middle and later Minoan periods; Mycenaean settlements; Troy and Thera. Clearly written, each lesson component, eg, **Minoan architecture: the palaces** and **The shaft graves**, is accompanied by a series of colour images, accessible from the side bar. This is excellent material to supplement the study of the Minoan or Mycenaean societies, in the HSC course; and the preliminary case study of *The Trojan War/Homer* and the ancient society of *Thera/Santorini*. History Extension students attempting *Option 3: The end of the Bronze Age* would also find **The collapse of Mycenaean palatial civilization & the coming of the Dorians** a worthwhile background resource. The further references listed are a useful bibliographic addition. Accessible language, structure and content make this a worthwhile site for students and teachers. E. Kidd

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History Extension Stage 6
SCIS SUBJECTS:	Bronze Age; Civilisation, Aegean
KEYWORDS:	Crete; Minoan society; Mycenae; Thera; Troy
PUBLISHER:	Dartmouth College, USA
REVIEW DATE:	24/12/01 [939] SCIS 1067504

Hiroshima Archive
http://www.lclark.edu/~history/HIROSHIMA

A study of the dropping of the atomic bomb on Hiroshima would be greatly enriched by an examination of this small, useful site. The content assists in understanding the focus issue of the elective component of the *History: Stages 4-5 syllabus, How have significant issues influenced the modern world?* The site comprises two sections: **Directory**, containing links to a range of sources, note that teachers would need to allocate time to verify the curriculum relevance of these linked sites; and **Gallery**, which provides a photographic collection of Hiroshima remains by **Hiromi Tsuchida**. This section features images such as *Student uniform* and *Lunch box*, with brief, confronting captions emphasising both the historical impact and the human tragedy of Hiroshima. J. Kempthorne

USER LEVEL:	Stage 5
KLA:	HSIE
SYLLABUS:	History Stages 4-5
SCIS SUBJECTS:	Atomic bomb – History; Hiroshima – Japan
KEYWORDS:	Atomic bomb; Hiroshima
PUBLISHER:	Lewis & Clark College, USA
AUTHOR:	Mayu Tsuruya
REVIEW DATE:	24/12/01 [940.54] SCIS 1067508

Roman Open Air Museum Hechingen-Stein - The Villa
http://www.villa-rustica.de/villa/indexe.html

Students of the *Ancient History: Stage 6 syllabus*, Preliminary course, could undertake a thorough investigation of an archaeological excavation using this web site. The site details the diggings of a Roman villa at Hechingen-Stein in Germany from 1973-2000, and outlines the findings, hypotheses and, unanswered questions that have emerged as the villa has been uncovered and reconstructed as a museum. The classic **tour** of the villa is available, along with **The 3-D model** which provides video clips and pictures. These visual aspects of the site could be interesting for Stage 4 students of Roman history. The archaeological focus and literacy level of the text, make it more suitable for detailed use in Stage 6. J. Kempthorne

USER LEVEL:	Stage 4 Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History Stages 4-5
SCIS SUBJECTS:	Architecture, Roman; Germany – Antiquities
KEYWORDS:	Archaeology; Roman villa
PUBLISHER:	Open Air Museum Hechingen-Stein, Germany
AUTHOR:	Stefan Schmidt-Lawrenz
REVIEW DATE:	24/12/01 [943] SCIS 1068005

Exploring China: a scrapbook
http://www.kn.pacbell.com/wired/China/scrapbook.html

Encouraging students to take a virtual tour around China and helping them to create their own multimedia scrapbooks, this site is a motivating learning tool. Set out in a clear directory form, the home page provides links to a variety of relevant sites, listed under topics such as: **Places**; **Facts and news**; **Cultures & politics**; and **Images**. Additional time would be needed to check the curriculum relevance of these linked sites. Teachers could utilise this site to meet outcomes from the *Cultures* strand of the *HSIE K-6* syllabus. Units of work aimed at educating students about Asia would be strongly supported by the information on this web site. The multimedia techniques, which are clearly explained, could also support the achievement of outcomes from the *Science and Technology: K-6 syllabus*. R. Anderson

USER LEVEL:	Stage 3
KLA:	HSIE; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6
SCIS SUBJECTS:	China
KEYWORDS:	China; culture; scrapbook; virtual tour
PUBLISHER:	Pacific Bell Education First
AUTHOR:	Tom March
REVIEW DATE:	24/12/01 [951] SCIS 1068025

ZOOM SCHOOL Japan by Enchanted Learning Software
http://www.enchantedlearning.com/school/Japan/

The colourful graphics at this site provide easy access to information on many aspects of Japanese life, such as: **Schools**; **Daily life**; **History**; and **Folk legends**. **Crafts corner** gives instructions for craft activities such as a **Miniature Japanese garden**, a **Hanging Japanese fish** and simple origami projects, and the Japanese flag graphic accesses a game about life in Japan. Working towards achieving outcomes in the *Cultures* strand of the *HSIE: K-6 syllabus*, and *Access Asia* programs would be supported by this site. Some graphics link to other sites about Japan, with further teacher time needed to evaluate them. R. Anderson

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K-6
SCIS SUBJECTS:	Japan
KEYWORDS:	Haiku; Japan; Japanese; origami
PUBLISHER:	EnchantedLearning.com, USA
REVIEW DATE:	24/12/01 [952] SCIS 1062574

Home page: American memory from the Library of Congress
http://memory.loc.gov/

Containing a wealth of written and pictorial primary source material relating to the history of the United States, this site offers items from over 100 historical collections. A study of slavery in the *History (Elective) Stages 4-5 syllabus* would be enhanced by the examination of the **Slave narratives** or **African-Americans— pamphlets**, found by going through **Collection finder**, then to **History**. Students of *National study U.S.A. 1898-1941* of the *History: Stage 6 syllabus* can access a wide range of valuable sources from this site such as: **Depression era to World War II photographs** and **Coolidge era – multiformat**. Searches are categorised by topics, time or place, while the **Learning page** provides guidance and **Lessons** for teachers. J. Kempthorne

USER LEVEL:	Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	History Stages 4-5; Modern History Stage 6
SCIS SUBJECTS:	Archives – United States; United States – History
KEYWORDS:	American history
PUBLISHER:	Library of Congress, USA
REVIEW DATE:	24/12/01 [973] SCIS 1067885

First Fleet Fellowship
http://home.vicnet.net.au/~firstff/

Basic factual information about the First Fleet's voyage, its ships and their provisions, is provided on this simply designed site. The main dates and events of the journey are described in **The story of the First Fleet**, however no maps of the voyage are included. **The ships of the First Fleet** contains a drawing of each of the eleven ships and a short paragraph about its weight, number of convicts carried and sailing history. **List of Provisions and Livestock** makes very interesting reading as it details the quantities and types of supplies transported. There are no diagrams or pictures incorporated in this section. Stage 2 students studying the HSIE unit *British Colonisation of Australia* would find this relevant site easy to navigate and useful for the teaching of note taking. J. Scheffers

USER LEVEL:	Stage 2
KLA:	HSIE
SYLLABUS:	HSIE K-6
SCIS SUBJECTS:	First Fleet
KEYWORDS:	First Fleet
PUBLISHER:	First Fleet Fellowship Victoria Inc
REVIEW DATE:	24/12/01 [994.02] SCIS 1064677

PIPE, Jim

Reading about [series]
Aladdin/Watts, 2001

The stated aim of this pedestrian series is to increase the fluency of early readers. Despite the claim of being non fiction, each title consists of a narrative. An unusual combination of colourful photographs and illustrations support the text. Some younger readers may require teacher support when reading, as the language structures and features are quite sophisticated. Although students are encouraged to use stimuli from the books for writing, the explanation of each activity is inconsistent with English K-6. In addition, gender stereotypes in some of the titles would need to be addressed. Careful consideration about the potential use of these titles with early readers would be required. H. Gardiner

USER LEVEL:	Stage 1
KLA:	English
SYLLABUS:	English K-6
	$27.95 each

Titles in this series are:

Games I play	SCIS 1050874
Going to school	SCIS 1050880
I love food	SCIS 1050892
My family	SCIS 1050893

Share-a-story [series]
Dorling Kindersley, 2001

Encouraging parents to read stories with their young children is the purpose of this series. Each title contains a number of straightforward yet helpful activities for before, during and after reading the narrative. Useful hints for discussion starters and additional activities are also provided. The quality of the titles varies considerably.

One title contains confusing language patterns as the narrative shifts from prose to poorly structured rhyme. Other titles contain simple repetitious language that is conducive to shared reading. Relevant themes are addressed including positive self concept, accepting others, and relationships. Attractive, colourful illustrations support each narrative. These may be appropriate resources for teachers to support parents, as a starting point for shared reading, particularly in home reading programs. H. Gardiner

USER LEVEL:	Community Professional
KLA:	English
SYLLABUS:	English K-6
	Paper $12.95 each

Titles in this series include:
Clara and Buster go moondancing	SCIS 1042842
I like me	SCIS 1042847
Where's Bitesize?	SCIS 1042845

Dorling Kindersley readers [series]
Dorling Kindersley, 2001

This series of readers offers a four level system for beginner through to proficient readers. The back cover of each book clearly explains the target readers and general characteristics for texts in each level. Covering a wide range of subjects, including pet ownership, explorers, sport and law enforcement, each book has: beautifully coloured covers; clear, easy to read text; a summary; and, where appropriate, a glossary and index. Numerous coloured photographs, maps and illustrations complement the written information. L. Rowles

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K-6
	Paper $8.95 each

Titles in this series include:
Crime busters (4, proficient readers)	SCIS 1054004
Extreme sports (3, reading alone)	SCIS 1054000
My cat's secret (1, beginning to read)	SCIS 1053956
The story of Columbus (2, beginning to read alone)	SCIS 1054767

GLASSON, Toni & McGIE, Jennifer
Heinemann foundation English
Heinemann, 2001
ISBN 0864626398   [428.0076]

Although written to support the Victorian curriculum, this comprehensive course book would be an excellent reference for those teaching Stage 6 *Fundamentals of English*. Detailed chapters on the essentials of reading and writing exemplify strategies required for effective engagement in senior English. Workplace communication and technology are also addressed in a thorough manner. Furthermore, contemporary texts, such as *Bridget Jones' diary*, are the basis for the varied learning activities. Many opportunities for student self reflection are also included. With the easy to use format adding to its appeal, English teachers could use this text to supplement current teaching ideas. H. Gardiner
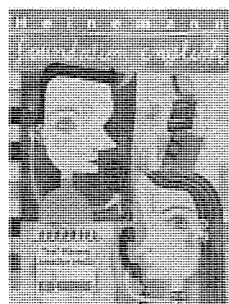
USER LEVEL:	Stage 6 Professional
KLA:	English
SYLLABUS:	English Stage 6: *Fundamentals*
	Paper $38.50 SCIS 1058202

BARKER, Ray & MOORCROFT, Christine
Developing literacy: word activities. Book A
Blake Education, 2001 (Blackline masters)
ISBN 1865097799   [428.1076]

Kindergarten teachers will appreciate this book of blackline proformas for the variety of ideas that are offered. The content of most worksheets is isolated from the typical themes of Early Stage 1 classrooms and focuses on single words. Careful teacher selection would be needed to ensure a balanced literacy program. Handwriting proformas use an alternate font. The book presents an inspired idea of snakes as channels for writing each letter in the right direction and sequence. Spelling strategies are introduced. The practice sets use look; say; cover; write; and check to embed good habits early. The density of practice activities might initially be a challenge to Kindergarten students. Extension ideas are noted on each page. I. Kolder-Wicks

USER LEVEL:	Early Stage 1 Professional
KLA:	English
	Paper $24.95 SCIS 1036791

High frequency reading & spelling words
[computer software]
EurekaMultimedia, 2001 (Wise Owl)
ISBN none   [428.4]

The explicit teaching of high frequency words is supported by this appealing, easy to use CD-ROM. The Australian voiceovers and Standard Australian English spelling are excellent features. A variety of contextualised activities, accessed through the **Main menu**, consist of **Story reader**, **Story writer**, **Word find** and the **Fun facts room**. Some of the activities are lengthy and repetitious. Mr O and his cats, Chester and Field, provide clear instructions as progress is made through three levels of difficulty. Printable awards are available upon completion of each level. Achievement is also rewarded in the **Treasure chest**. Unfortunately, the cartoons in this section are outdated and portray inappropriate gender roles. Although the objectives and outcomes relate to the program's content, they can be adapted to align with English K-6. An activity book, of which additional copies can be printed, and a parent book are included in the package. Particularly useful for upper primary students, the CD-ROM is a worthy classroom resource. H. Gardiner

Minimum requirements
Macintosh: System 8
Windows 95: 16MB RAM

USER LEVEL:	Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K-6
	$21.90 SCIS 1027799

STEWART, Patricia & HANSFORD, Maree
Unlock the key to reading [kit]
Edrange, 2001
ISBN none   [428.4]

Building effective partnerships between home and school has been an essential element of the State Literacy and Numeracy Plan. This practical program is designed for parents who wish to support their child's reading development. Comprising five books and a set of flashcards, specific attention is given to developing phonemic awareness, sight vocabulary and reading comprehension in young

readers. The program explains the reading process without using complex, educational jargon. The information aligns with the explicit teaching of reading. A sense of drill and practice permeates some of the activities. Schools wishing to raise parent awareness may find this program to be a useful supplementary resource. H. Gardiner

USER LEVEL:	Community Professional
KLA:	English
SYLLABUS:	English K-6
	$236.50 SCIS 1048629

LOVES, June
## Cherry Cheng's writing journal: (how-to-write stuff for English)
Era, 2001
ISBN 1863746048   [808]

Not suitable for teachers is printed on the bottom of the title page, almost ensuring an enthusiastic reception from adolescent readers. Cherry Cheng's fictitious journal of three days trapped in the Grand Hotel holds together her clearly composed explanations and examples on how to write for a variety of purposes, incorporating **How to write** hints such as narrative, recount, poetry and emails. Comic incidents, like accidentally dropping her dirty washing over the hotel balcony into the restaurant, are the set pieces of soap operas, and can make using this reference source quite entertaining. The useful genre glossary complements the range of stimulating material for the teaching of literary conventions and genre. I. Kolder-Wicks
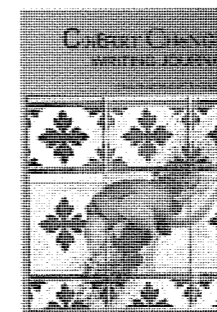
USER LEVEL:	Stage 3 Stage 4 Professional
KLA:	English
SYLLABUS:	English K-6; English 7-10
	$24.20 SCIS 1046706

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

BONNING, Tony & HOBSON, Sally
Stone soup
Koala, 2001   [398.2]
ISBN 086461358X

Ideal for use as a readers' theatre script, this is an effective retelling of a popular, ironic folktale: a richly illustrated picture book to delight students. A fox arrives at a farm and attempts to make soup by boiling a stone, but it is only the ingredients added by each animal, in an effort to improve the flavour, that

makes the soup palatable. Although there are no hints in the written or visual texts that Fox may have been planning to cook the animals instead, this is a story complexity that could be drawn out in class discussion, and by comparing this story with the original version, or other famous folktales and fables that feature foxes. I. McLean

USER LEVEL:	Stage 1 Stage 2 Stage 3
	Paper $25.95 SCIS 1054683

CREW, Gary & SMITH, Craig
Arno the garbo
Lothian, 2001
ISBN 0734401744

In creating a replica of himself out of junk, Arno reasoned there was no need to install a heart in the mechanical boy, because it would only be broken. The deeply felt hurt from the taunts of children at school, towards an orange haired boy, who lives in a junk yard, provides the stimulus for this picture book. Smith's cleverly drawn caricatures exaggerate the attributes which this protagonist sees as desirable in a perfect masculine body. Gary Crew's expressive language reveals how negativity and poor self image can lead to desperation. Used to illustrate the effect that social isolation and rejection can have on children, this story could support the teaching towards outcomes in the *Interpersonal relationships* strand of the *PDHPE: K-6 syllabus*. S. Rasaiah

USER LEVEL:	Stage 2 Stage 3
KLA:	PDHPE
SYLLABUS:	PDHPE K-6
	$24.95 SCIS 1058475

DAVID, Lawrence & DURAND, Delphine
Beetle boy
Bloomsbury, 2001
ISBN 0747551057

Inspired in part by Kafka's *Metamorphosis*, this picture book, illustrated in faux naif style, reflects some of the concerns of young children. Personal identity; coping with sudden change; the desire to belong and to be accepted in spite of personal, (especially physical) differences; and the inestimable value of having a trusted friend are explored. No explanation is offered for Gregory's sudden, startling change, nor its spontaneous reversal. Both the change in his appearance and the failure of others to notice are unsettling and inexplicable, and the author quickly abandons his challengingly Gothic literary model for a conventionally reassuring, weak, conclusion. W. Smith

USER LEVEL:	Stage 1 Stage 2
KLA:	PDHPE
SYLLABUS:	PDHPE K-6
	$24.95 SCIS 1051733

DONALDSON, Julia & SCHEFFLER, Axel
Room on the broom
Koala, 2001
ISBN 0864613180   [821]

Animal friends she meets on her broomstick journey, help a witch, who is prone to losing her belongings. In fact, the witch has the personality of a wart nosed fairy godmother. A dragon that plans to

eat witch and chips for dinner, advances the complication when the broomstick breaks in two. This is a delightful rhyming story, dramatic and visual. The rhythm is infectious, so children might easily join in. It presents a great opportunity to work with choral speech, breaking the class into groups, reciting and dramatising sections of the text. As a bonus, it would effortlessly become a familiar book for students' independent reading. I. Kolder-Wicks
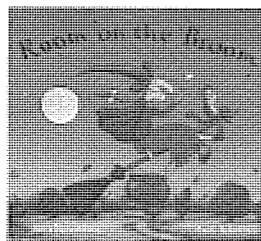
USER LEVEL:	Stage 1
KLA:	English
SYLLABUS:	English K-6
	Paper $11.95	SCIS 1051729

DUMBLETON, Mike & DENTON, Terry
Passing on
Random House Australia, 2001
ISBN 009184083X [A821]

A delightful picture book, this embraces the issues of change; the elderly; death and family relationships. Soft, watercolour like illustrations support the simple, cleverly rhyming text. Children will love Gran, who has an enthusiasm for life: fishing, gardening and sharing memories, with her grandson. The cyclic nature of the text mirrors the change in the narrator's perspective. Teachers will find the book an excellent discussion starter for students of HSIE K-6 (*Change and continuity*), and PDHPE K-6 (*Growth and development*). K. Steward

USER LEVEL:	Stage 1 Stage 2
KLA:	HSIE; PDHPE
SYLLABUS:	HSIE K-6; PDHPE K-6
	$24.95	SCIS 1050996

FITZPATRICK, Marie-Louise
I'm a tiger too!
Koala, 2001
ISBN 0864613520

A very imaginative boy is the central character in this vibrant picture book for young students. He is a tiger with the cat, a wolf with the dog, and a sailor with the goldfish. When they leave he is left sad and alone, until the house next door is sold and a boy his own age moves in. Now they are tigers together! Young readers will be able to identify with these imaginative games, the onomatopoeic language and recurring structure. The full page illustrations for each expedition encourage the readers' enthusiasm with the game being played. Loneliness and friendship are some issues, which may be discussed after reading the book. E. Derouet

USER LEVEL:	Early Stage 1 Stage 1
KLA:	PDHPE K-6
SYLLABUS:	PDHPE K-6
	Paper $11.95	SCIS 1055333

FUGE, Charles
Yip! Snap! Yap!
Koala; 2001
ISBN 0864613105

A delightful picture book that has appeal for anyone who has ever known a dog, the boisterous doggy sounds surrounding each large painting demand to be recited aloud, and loudly! Students will enjoy sharing the visual and written texts with each other, and with adults. There is scope for identifying canine breeds, so whimsically rendered in bright colours, and compiling lists of attributes and habits. Deceptively simple illustrations contain many details that may not be noticed until rereading occurs, which would appeal to students as they gain confidence with the vocabulary. The resource is an excellent complement to the Stage 1 Science and Technology units, *Picture it* and *What's alive?* I. McLean
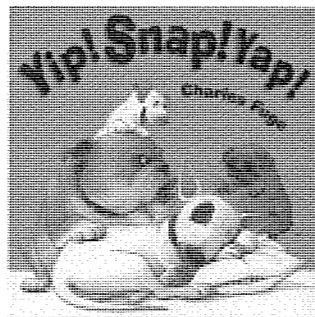
USER LEVEL:	Early Stage 1 Stage 1
KLA:	ST
SYLLABUS:	Science & Technology K-6
	Paper $11.95	SCIS 1046108

GALLATE, Bernard
There's nobody meaner than cousin Georgina
Hodder Headline, 2001
ISBN 0733611796 [A821]

Ambitious, but not always successful, the interplay between rhyming text and cartoon style illustration works best when read in a shared adult and child situation, perhaps one to one or with small groups. This picture book contains anti social subject matter, focussing on a difficult, outrageously behaved girl who stays with Harry and his family for one extremely long week. Georgina shaves her cousin's head, has no table manners, and teases animals, but can still surprise everyone when they least expect her to be supportive. The book's vivid, busy, crowded illustrations are hilarious, full of often satirical details, plus some expressive, larger than life characters who students will find engaging. L. Rowles

| USER LEVEL: | Stage 2 Stage 3 |
| | $27.95 | SCIS 1043186 |

GARDINER, Lindsey
When Poppy and Max grow up
Little Orchard, 2001 (A Poppy and Max book)
ISBN 1841216992

Gardiner's paintings and endpapers have a wonderful child like quality. Poppy and her dog, Max, act out possible career and pastime choices in this sturdy picture book. When she grows up, will Poppy be: an artist; footballer; ballet dancer; vet; pop star; chef; or deep sea diver? It all seems irrelevant when looking after Max is already a fulltime job! The written text is presented in bold black lettering, with some words flowing easily through the vibrant illustrations. As a classroom resource, this book provides some useful vocabulary and contexts for young students to begin

exploring occupations in their local community, and could be applicable to several HSIE units. I. McLean

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	HSIE
SYLLABUS:	HSIE K-6
	Paper $27.95	SCIS 1044522

GLEESON, Libby & GREDER, Armin
An ordinary day
Scholastic, 2001
ISBN 1865043575

Jack's day begins in a very ordinary way, reflected in his lonely morning routine and the bland sketch illustrations. On his journey to school, the reader is privy to his thoughts. From the mundane excuses for work not completed, Jack's imagination is triggered by different symbols (the fish and picture of the whale), and transforms the ordinary into the extraordinary. He is transported into a fabulous world, and the return to reality has a delightful twist. Young students are sure to delight in this book, with its adventure of the imagination. Older students could read much into the symbolism, artwork and colour, working towards the outcome RS3.7 of the *English: K-6 syllabus*. J. Eade

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K-6
	$24.95	SCIS 1054716

GRAHAM, Bob
Let's get a pup!
Walker, 2001
ISBN 0744575745

A delightful picture book, this features a modern, yet extraordinary, loving family, where every member has a valued place. Their unconventional clothing, tattoos and piercings are details that reinforce the universality of themes of belonging, family, and security. Providing a useful introduction to pet ownership, the story shows a puppy, Dave, being selected from the rescue centre over a larger dog, Rosie. Of course, we know that the family will return for her! What changes will dog ownership bring to this household? The book provides a rich source of information to use in class discussions, and to support achievement of *Resource systems* and *Roles, rights and responsibilities* outcomes in HSIE. N. Chaffey, I. McLean
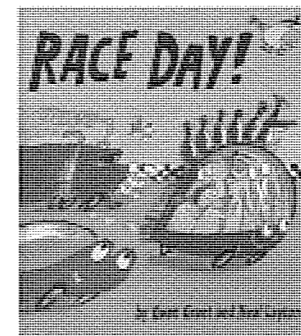
USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	HSIE
SYLLABUS:	HSIE K-6
	$27.95	SCIS 1054717

GRANT, Gwen & LAYTON, Neal
Race day!
Orchard, 2001
ISBN 1841217174

Refreshingly original, this picture book will captivate readers from the very first page. The child like quality of the wonderful illustrations is highlighted by the use of full colour saturation and high

gloss. The written text delivers a tightly written, well paced adventure. The littlest car will need to use all his inner resources if he is to surpass others, who are bigger, cleverer, louder, faster and certainly more boastful than he. A modern version of *The little engine that could* and *The hare and the tortoise*, it is embedded with simple moral codes. The importance of kindness, cooperation, persistence and courage shines through this delightfully unpretentious tale. S. B. Taylor

| USER LEVEL: | Early Stage 1 |
| | $27.95 | SCIS 1047378 |

PRATER, John
Again!
Random, 2001 (Red Fox)
ISBN 009940415X

A popular genre picture book, this creates a unique atmosphere of fun and love, epitomising the relationship between grandparent and child. Only a grandbear could patiently build towers of blocks, create sand sculptures, and water plants again and again to match the tireless enthusiasm of baby bear. Illustration and written story work in perfect unison. Light, bright watercolours depict several scenes on one opening. This is coupled with a busy written text full of action verbs and exclamation marks right up until the final page. Here the text becomes sparse and meaningful, with only a single cosy scene depicting two peaceful bears. This would be an excellent book to use on Grandparents' Day. S. B. Taylor

| USER LEVEL: | Early Stage 1 |
| | Paper $14.90 | SCIS 1054149 |

SCIESZKA, Jon & SMITH, Lane
Baloney, Henry P.
Viking, 2001
ISBN 0670892483

In this rollicking picture book, illustrated in distinctive postmodern style, not so alien Henry, late for school, spins an increasingly fantastic and complicated explanation to his sceptical teacher. His unbelievable adventures, narrow escapes, and amazing escapades show the power of imagination and the virtues of quick thinking and improvisation in tricky situations. The chief virtue of the book is its play with language, which makes an enjoyable necessity of the construction of meaning from context and illustration. It will have strong appeal for many readers, and value in classroom exploration of language, ideas, genre, illustration techniques, and design. W. Smith

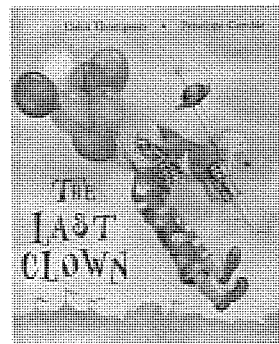| USER LEVEL: | Stage 1 Stage 2 Stage 3 |
KLA:	CA; English
SYLLABUS:	Creative Arts K-6; English K-6
	$25.00	SCIS 1054454

THOMPSON, Colin & GAMBLE, Penelope

The last clown

Hodder Children's, 2001
ISBN 0733608728

An historical journey is traced from the time when circuses, starring slapstick clowns and wild animal acts, were a popular and common form of entertainment to a changed era when circus patrons' tastes differed. Max, the last clown, represents the link with the traditional form of clowning and Beryl, the elephant, depicts the aging animal that no longer fits into the expectations of the audience. The debate surrounding animal libera-tionists' view, that animals should not be caged or trained to perform for human amusement, is deftly woven through this picture book. The illustrations vary from gentle to vibrant, from dark to pastel, and from full page to minimal, reflecting the changes that occur and the optimism, which prevails. S. Rasaiah

USER LEVEL:	Stage 1 Stage 2	
	$27.95	SCIS 1051009

TURKINGTON, Nola & DALY, Nikki

The dancer

Frances Lincoln, 2001

Set in Africa, this colourful picture book tells the legend of the bringing of rain to the people of the Kalahari Desert. After thirteen months of drought Bau is determined to find out how to make rain for her people. Her grandmother warns of the dangers she may face but Bau is determined to search for the rainbull. Along the way she overcomes several difficulties, until she finally dances successfully and the rain falls. Returning safely to her village, Bau learns of the death of her grandmother. The people now have a new rainmaiden to take her place. This folktale could be a useful resource for stimulating discussion as part of an HSIE Stage 2 study of beliefs. J. Hancock

USER LEVEL:	Stage 2	
KLA:	HSIE	
SYLLABUS:	HSIE K-6	
	Paper $19.95	SCIS 1006329

WELD, Ann & ARGENT, Kerry

Dinnertime

Working Title, 2001
ISBN 1876288191   [A821]

This picture book teaches the basic skills of counting, while a supposedly hungry fox searches the countryside for his evening meal. Beautifully illustrated with watercolour paintings, the six fat rabbits play various childhood games. One by one, they cleverly escape the mischievous fox. In each scene, various groups of animals, whose number happens to correlate with the number of rabbits, join them. This helps create an additional task for observant students to discover. At the conclusion of the rhyming verse, we discover who actually was calling out, "Dinnertime!" An analysis of the visual and written texts couldl assist students developing field knowledge for a unit about farm life. L. Pratt

USER LEVEL:	Early Stage 1 Stage 1	
	$24.95	SCIS 1035880

Fiction for younger readers

Resources are arranged alphabetically by author.
Some of these books are also suitable for lower secondary students.

BURGESS, Melvin

The ghost behind the wall

Andersen, 2000 (Aust. release 2001)
ISBN 0862644925

Ghostly noises inside the air vents of their block of flats, set off a trail of supernatural events in this story of twelve year old David and an elderly neighbour. Not unduly frightening, but quite suspenseful and intriguing, the theme would appeal to readers who enjoy novels of mystery and imagination. The characterisation of this book is strong and believable, the explanation of the ghost's presence, plausible and tantalising, and the drama is necessary, not gratuitous. Each chapter ends on a thrilling note, making this a successful story to read aloud to a class. The prediction of the plot's conclusion could engender discussion amongst upper primary students. S. Rasaiah

USER LEVEL:	Stage 3	
	$29.95	SCIS 1048588

COLVILLE, Bruce

There's an alien in my underwear!

Hodder Children's, 2001 (My alien classmate 11)
ISBN 0340736534

Two alternating type faces assist young, independent readers to follow the actions of the regular characters in this sometimes scato-logical science fiction series. Tim is a human schoolboy. Pleskit, the new enrolment, is a purple alien, and son of the Hevi-Hevian ambassador. In this instalment, a character from an earlier story is reintroduced: elf like, mischievous Beebo. How Tim's boxers ended up on the flagpole, with Beebo inside them, is one of many wacky events to be survived by the students, when they are not thwarting invading alien monsters. Colville's amusing, ongoing glossary of Hevi-Hevian terminology, now also available online, and black and white illustrations by Paul Davies, further support fans of the series. I. McLean

USER LEVEL:	Stage 2 Stage 3	
	Paper $10.95	SCIS 1055630

COWLEY, Joy

The Wild Wests and the haunted fridge

HarperCollins, NZ, 2001
ISBN 1869503813

The next adventure of the Wests and their cousin, Michael, is a comical romp through familiar situations. Always sensitive in the depiction of families, be they the rowdy, untidy Wests, or Michael's formal, organised parents, Joy Cowley preserves the loyalty and love of these family groups. Threads of caring and forgiveness link

amusing scenes of a wedding in which dogs are important guests, and a disgusting fridge which has a life of its own. Short chapters, several black and white illustrations, and conversational language combine to bring this short novel within reach of the reader needing encouragement. S. Rasaiah

USER LEVEL:	Stage 2 Stage 3	
	Paper $11.95	SCIS 1051883

Destination unknown

/ edited by Alwyn Evans. Fremantle Arts Centre Press, 2001
ISBN 1863683410

Eleven short stories, by students aged nine to thirteen, were chosen for this volume from 1993-2000 place getters in the *Tim Winton Award for Young Writers* competition. Fantasy stories predominate. The ability to move from one's normal place and time, to set right crucial events, is a common theme. A variety of devices are employed to achieve such actions. For adults, these stories are, at times, raw, naive, or whimsical, with some containing contradictory or mismatched contexts and details. However, one cannot help but be entertained and impressed by the talent and potential of these young writers. Student audiences will be less critical, and may draw inspiration to enter similar contests. N. Chaffey

USER LEVEL:	Stage 2 Stage 3	
KLA:	English	
SYLLABUS:	English K-6	
	Paper $14.95	SCIS 1053336

FRENCH, Jackie

The café on Callisto

Koala, 2001 (Tadpoles)
ISBN 0864613326

A light hearted journey through space and time, with a father and his daughter searching for the perfect planet, this novel would appeal to younger science fiction fans. With enough new space aged vocabulary to ensure originality, the imaginative theme works within a story of familiar human needs and desires. The food content of this book is mouth watering. The description of menus, recipes, fruit and vegetables is designed to highlight the wonders of a natural Earth before humans had to live underground to escape the ultraviolet. This amusing story is sure to attract the reader who is looking for something out of this world. S. Rasaiah

USER LEVEL:	Stage 2 Stage 3	
	Paper $11.95	SCIS 1036200

FRENCH, Jackie

How the Finnegans saved the ship

Angus&Robertson, 2001
ISBN 0207197490

Told from the point of view of thirteen year old Mary, and based partly on historic fact, this novel follows part of the immigration voyage by steamship of Mrs Finnegan and her seven children from Ireland to Australia in 1913. A substantial appendix of explanatory notes on Irish history, customs, and recipes concludes the book. Lively, convincing dialogue, well realised characters, and detailed depictions of shipboard life for poor immigrants combine to provide an entertaining and useful vehicle for developing student understanding about some reasons for immigration to Australia. Well suited to reading aloud, the novel supports teaching towards syllabus outcomes in the *Cultures* and *Change and continuity* strands. W. Smith

USER LEVEL:	Stage 2 Stage 3	
KLA:	HSIE	
SYLLABUS:	HSIE K-6	
	Paper $13.95	SCIS 1051033

HOLM, Jennifer L

Our only May Amelia

HarperTrophy, 2001
ISBN 0064408566

In this first person, coming of age narrative, based on historical documents and experiences, the lively, likeable twelve year old hero (only sister of seven brothers), lives with her family on the edge of the wilderness in Washington state in 1899. The hardships, dangers, and limitations of pioneer life, especially for girls and women, are clearly conveyed through realistic characters, clearly described landscapes, and a series of dramatic and exciting events, including the death of May's baby sister, a turning point in her life. May's clear, individual voice and point of view are carefully maintained, but the limitations imposed by the latter demand reader insight and interpretation to fully understand this outstanding novel. W. Smith

USER LEVEL:	Stage 3 Stage 4	
	Paper $13.95	SCIS 1055664

KING-SMITH, Dick

Back-to-front Benjy

Penguin UK, 2001 (Young Puffin)
ISBN 0141310774

The author of *Babe, the sheep pig* has written a rather uneven collection of short stories. The lead and title story is enjoyable. Much to his parent's dismay, Benjamin Butterworth does everything backwards, leading to hilarious results. The following three stories are also well written, taking the form of cautionary tales. Each warns of terrible consequences when children are disrespectful towards their parents. One in particular, *Brown's bones*, is difficult to match to an appropriate stage level. It is written in simple language, yet it is too dark to be suitable for young readers. The first story could be recommended and the others should be used with caution. S. B. Taylor

USER LEVEL:	Stage 2	
	Paper $11.95	SCIS 1055665

KING-SMITH, Dick

The Great Sloth Race

Penguin UK, 2001 (Colour young Puffin)
ISBN 0141309946

When two tree sloths meet in the middle of a branch, they notice one physical difference. Feeling cheated and imperfect, Dozy challenges Snoozy to a race to prove his superiority. Only Toucan, the judge, understands how a sloth race is won. Readers are introduced to animals of the South American rainforest (monkeys, toucans, parrots) and many fascinating and extraordinary characteristics of sloths. Varied emotions are presented: Snoozy is gentle and modest; while, Dozy is grumpy and boastful. There is a hint of humour in the spectators' frenzied excitement, their later detached boredom and subsequent
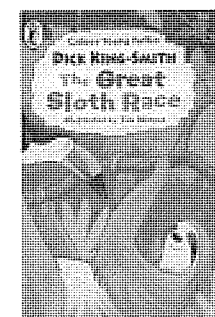
dispersal. Students would enjoy this delightful picture book, with its elaborate illustrations and real twist in the resolution. D. Doust

USER LEVEL: Early Stage 1 Stage 1
Paper $10.95   SCIS 1056227

LAWRIE, Robin & LAWRIE, Chris

The Chain Gang [series]

Evans, 2001

The gang and their arch rivals face each other in adventurous pursuits on their cross country bikes. Each of the stories stands alone, but the themes, locations and characters are related so text orientation, vocabulary and context should become more predictable and familiar over time. Technical language and English idiomatic expressions pepper the stories. The layout leaves some words scattered through and around the inviting black and white illustrations. Split sentence layouts may tempt some students to ignore sentence closure during independent reading. Sign language, used in all the books sampled, is predominantly different to Australian Sign Language and/or Auslan. I. Kolder-Wicks

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
Paper $13.20 each

Titles in this series include:
2 Xc 4 my shirt	SCIS 1057453
Block busters	SCIS 1057447
Cheat challenge	SCIS 1057445
Return descender	SCIS 1057448
Snow bored	SCIS 1057446
Sweet revenge	SCIS 1057451

McDONALD, Megan

Judy Moody gets famous

Candlewick, 2001
ISBN 0763608491

Reminiscent of Beverly Cleary's *Ramona*, Judy Moody is a girl with problems and attitude. She is desperately seeking fame and enlists the help of her family, friends, and even her fellow third grade rival to achieve her goal. This characterisation taps in well to the desire of many children to feel special. In this sense, it is pleasing that Judy finally achieves fame, not for an innate talent, but because she performs a good deed. The author's light humorous tone works well and is highlighted by charcoal like character sketches. This text could possibly link to a personal development unit about *Growth and development*, and would be enjoyable to read aloud. S. B. Taylor

USER LEVEL: Stage 2
KLA: PDHPE
SYLLABUS: PDHPE K-6
$23.95   SCIS 1057684
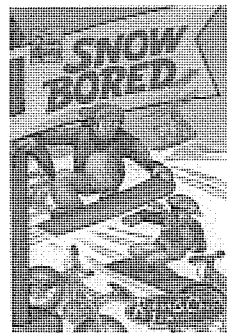
MORPURGO, Michael

Dear Olly

Collins, 2000
ISBN 0001856871

An extraordinarily powerful message is conveyed in this short, gentle, deceptively simple novel. In its three linked parts, focussing in turn on a young girl, Olly, a swallow, and Matt, Olly's older brother, the swallow becomes symbolic of Matt in his long journey in search of his destiny, and in his persistence despite injury and extreme suffering. The novel shows how one person, however simply, can help to alleviate suffering, and personalises issues such as civil war, the use of land mines, the plight of war orphans. It is highly recommended for classroom serialisation, leading to discussion and, perhaps, compassionate insight. W. Smith

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
$24.95   SCIS 1037790

RODDA, Emily

Dog tales

Scholastic, 2001 (Omnibus)
ISBN 1862914818

Delightfully innocent, this book provides a reminder to appreciate the humour of everyday life. The Dolan Street dog gang become a microcosm of society, where the roles of dogs and people are cleverly reversed. Their world is full and complex. An ordinary event, such as the purchase of a new couch, becomes an exciting adventure, when seen from a four legged perspective. The quirky personality of each individual dog character is depicted with great warmth and affection. Single bold outline illustrations scattered throughout add realism to the fabulous storyline of this highly recommended book. S. B. Taylor

USER LEVEL: Stage 1 Stage 2
Paper $14.95   SCIS 1055617

SHANAHAN, Lisa & MILLARD, Kerry

Sweetie May overboard

ABC, 2001
ISBN 0733308740

The stereotypical image of the swashbuckling pirate is not upheld in this humorous story of how a baby, Sweetie May, turns two pirate gangs into besotted surrogate fathers. The double spaced writing and cartoon sketches on every page support younger independent readers. This story would be popular when read aloud, as the action scenes and amusing dialogue enrich the imagery of tough men being reduced to gibbering wrecks by an innocent infant who is upset by any form of combat. The theme and characterisation lend themselves to dramatic representation by students, who would enjoy the chance to portray the rollicking crews of the *Thick and thin* and the *Spick and span*. S. Rasaiah

USER LEVEL: Stage 1 Stage 2
Paper $10.95   SCIS 1050931

WHITMORE, Andrew

The ark of dreams

Black Dog Books, 2001
ISBN 1876372036

The author draws on the legends of the Lorelei, the unicorn, and the biblical story of Noah's Ark to weave this fantasy for younger readers. After falling from a boat, Tom and Alice, find themselves on board the *Golden Ship*. This is an ark being sailed by a huge friendly giant, suspicious elves, and a dwarf. Carrying mythical animals, such as unicorns, griffins, and basilisks, the vessel is sabotaged and all are lost. From a slow, somewhat clichéd beginning (dense fog sets a predictable introductory scene), the story develops well, peopled with interesting characters, and with sufficient narrative drive to keep young readers interested. The demise of the giant and rather lame ending could disappoint. B. Richardson

USER LEVEL: Stage 2 Stage 3
Paper $14.25   SCIS 1040069

Fiction for older readers

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

ANDERSON, Rachel

Warlands

Oxford University Press, 2001
ISBN 019275128X

Immensely sad yet inspirational, this is the story of Ho, an emotionally and intellectually scarred war orphan, adopted into a caring, loving family. The reader joins young Amy as, each night, she listens to one of the stories her grandmother used to tell Uncle Ho, in an attempt to provide him with an authentic past. The stories are horrific and disturbing: reflecting the terror of Ho's nightmares; describing his living conditions in Vietnam and England before his adoption. Tragically, they could be the stories of many children born into terror filled war lands, left without family, friends, or means of support. Hopefully, children who access this book will have the opportunity to discuss concerns raised with a caring adult. B. Richardson

USER LEVEL: Stage 4 Stage 5 Stage 6
Paper $13.95   SCIS 1053920

BLAKE, Bronwyn

Find me a river

Lothian, 2001
ISBN 0734402619

Using contemporary Australian events and the stark reality of living on the Australian land as a farmer, the author, with some consultation with Aboriginal people, has woven a solid and realistic plot. The focus is on the common and shared history of Aboriginal and non-Aboriginal people, and how many individuals are coming to terms with this history on a personal level. This is a useful stimulus piece for a number of junior secondary syllabuses as it addresses the issues of the Stolen Generations, culture, and identity. C. Dorbis

USER LEVEL: Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: Aboriginal Studies 7-10; English 7-10; History Stages 4-5
Paper $14.95   SCIS 1054726

BLICK, Maggie

Remembering Malcolm Macquarrie

Fremantle Arts Centre Press, 2001
ISBN 1863683217

We get to know the old man, Malcolm Macquarrie, thoroughly. He is seen through his granddaughter's eyes at various times in her life, and her memories of particular events, but also through the people Malcolm befriends in the aged persons' home. This is a most fascinating character study novel, a patchwork of impressions that show how multifaceted people are, and how different aspects are emphasised in relationships. The post modernist approach will make this book more suited to study than students' independent reading. It could be used in senior English as a related text in the Area of Study: *Change*, focus *Changing self*. M. Hamlyn

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced*
Paper $19.95   SCIS 1033923

COLFER, Eoin

Artemis Fowl [sound recording]

Read by Adrian Dunbar. Penguin, 2001 (Puffin audiobooks) (195 min)
ISBN 0141802863

A well structured fantasy story full of action, suspense, and occasional humour is offered to the listener. It takes the universal theme of good versus evil, and applies it to a world inhabited by humans, fairies, dwarfs, and trolls. The human, Artemis, seeks the fairies' gold and is prepared to use any means, including fairynapping, to acquire it. The plot is well developed, with good vocal characterisations. While it uses a simple theme, the story also explores deeper issues such as loyalty, compassion, growing up, the importance of relationships, and the value of cultures. This multilayered aspect makes the sound recording a useful resource for a variety of classroom uses, including an added dimension to the written text, and additional literacy support for students finding the print version a challenge. B. Kervin

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
$17.95   SCIS 1048985

CREW, Gary

Gothic hospital

Lothian, 2001 (Lothian YA)
ISBN 0734402325

The excitement of reading books, and their potential to take their readers into other worlds, becomes literal in this darkly suspenseful read. Literary references as Johnny slides deeper, becoming part of the eerie plot of his latest read, are simultaneously fleetingly amusing to the more widely read, and a stimulus to reading science fantasy classics. The surreal appropriation of a contemporary gothic style cleverly ensures appeal to those who enjoy horror stories or movies. The deeper undercurrent of Johnny coming to terms with his sister's death, his parents' grieving, and the loss of his father when his parents separate is positively, empoweringly resolved. This gripping novel offers a wealth of opportunity for discussion, and comparative study with books and films in the genre. C. Foley

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
Paper $14.95   SCIS 1043433

FINE, Anne
Very different and other stories
Egmont Children's, 2001 (Mammoth)
ISBN 0749743700

In these nine, very readable short stories, readers can expect to be highly entertained, and even tested intellectually. The themes are interesting and diverse, as are the characters. They include: a gnome celebrating his homecoming; a father distraught about his son's penchant for embroidery; a teenager planning to reveal his homosexuality to his parents; a young girl learning a sad lesson about her siblings; and a waiter discovering that sex appeal is more than skin deep. Fine is an author renowned for providing authentic, and acutely perceptive, observations on people, their lives and relationships. Her stories are guaranteed to engage readers from beginning to end, and this compilation upholds such a reputation. B. Richardson

| USER LEVEL: | Stage 4 Stage 5 |
| | Paper $14.90 | SCIS 1056142 |

FLYNN, Warren
Escaping paradise
Fremantle Arts Centre Press, 2001
ISBN 1863682805

Nicki, while holidaying in Bali, befriends Annika a girl from a rich Dutch oil family. In a case of mistaken identity, Nicki is kidnapped. When trying to escape, she meets numerous islanders from different political and racial groups. Some are mercenaries, ready to sell her for money; others help her and risk their own lives to do so. The story explores the extremes of Indonesia's rich and poor cultural groups, and reflects much of the country's spiritual richness. The landscape is a strong visual presence. This exciting novel has complex characters and is helpful for fostering an understanding of Indonesian diversity. M. Hamlyn

| USER LEVEL: | Stage 4 Stage 5 |
| | Paper $14.95 | SCIS 1033135 |

McLAREN, Philip
Sweet water - stolen land
Magabala, 2001
ISBN 1875641777

It is Kamilaroi Land, different peoples are starting to mix by force of circumstances, and a tale of the development of the modern Australian, written by an Aboriginal author, begins. The stereotypical Australian is born out of a struggle to control the land no matter the consequences. Consequences that are still being experienced in the common and shared history of Aboriginal and non-Aboriginal people. That is the essence of this modern novel. It focuses on the issues of identity and self perception, change, and the role of the Land. This is a useful book as it can stimulate discussion about these issues, but readers also need a basic understanding of contact history to get the full benefit of this in the classroom. C. Dorbis

USER LEVEL:	Stage 6 Professional
KLA:	English; HSIE
SYLLABUS:	Aboriginal Studies Stage 6; English Stage 6:
	Standard; Advanced
	Paper $18.65	SCIS 1056573

NIMMO, Jenny
Milo's wolves
Egmont, 2001 (Mammoth)
ISBN 0749736755

For the loving and eccentric McCools, the arrival of unacknowledged and precocious nine year old son, Gwendal, is upsetting. The sulphurous Society of Angels has an evil interest in him and the family is at risk. The clever weaving of Greek, Irish and Christian myth is an engaging context for a thrilling tale, and allows a careful and sensitive investigation of the corollaries of eugenics and cloning. Ultimately this is a faery story, as the dark foreboding comes full circle, to a truly glowing conclusion. Milo McCool, the black knight, might be the hero but it is the narrator, his young daughter, Laura, who stands pre eminent in this modern epic. W. Bowie

| USER LEVEL: | Stage 3 Stage 4 |
| | Paper $14.90 | SCIS 1053798 |
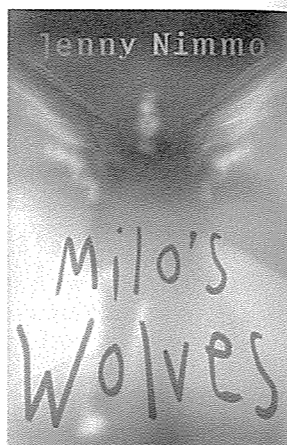
PAUSACKER, Jenny
Sundogs
Hodder Headline, 2001 (Central Secondary College)
ISBN 073361230X

It is immensely refreshing to read a young adult book that looks closely and realistically at teenage agony. This novel is convincing, yet manages to be hopeful and life affirming rather than depressing. Zan and Rhett have been traumatised by loss and change, and both are grieving. Reluctantly thrown together during a night's shelter in a cave, they find themselves confiding in each other, surprisingly sharing their innermost thoughts. The fourth in a series, this novel is highly commended as a compassionate, convincing story with very well drawn and authentic characters. Important issues such as relationships, grief and grieving, suicide, and sexuality, are central to the story, each explored with sensitivity and empathy. B. Richardson

| USER LEVEL: | Stage 5 Stage 6 |
| | Paper $16.50 | SCIS 1036050 |

PERSHALL, Mary
Asking for trouble
Penguin, 2001 (Puffin)
ISBN 014130751X

Fifteen year old Melanie's mum is not managing her MS very well at all. Mel and young brother, Tom, feel inextricably guilty, angry and lost. But is new, bad boy Luke the solution Melanie needs for this interruption to her adolescent progress? Not surprisingly, Luke has his own seriously unresolved issues and both need to be very, very careful. Mel's infatuation with Luke sets up a powerful internal conflict. The assiduous and entertaining plotting of the process of alienation from self, family and school makes this story likely to engage younger adult readers. Issues canvassed include: relations; growing up; loyalty; family and restitution. W. Bowie

| USER LEVEL: | Stage 3 Stage 4 |
| | Paper $16.95 | SCIS 1053639 |

RUBINSTEIN, Gillian
Terra-Farma
Penguin, 2001 (Viking)
ISBN 0670889784

The second instalment of the planned trilogy that began with the excellent Galax-Arena presents stasis, at first. The circus from hell still requires young, exceptional and expendable talent. Joella, Peter and Liane, escapees and former performers, are on the run from the malevolent and insidious Project Genesis Five an organisation that operates on the perimeter of legality, and with Australian government complicity. In an age of rampant consumerism, everything that can be bought and sold, will be. Challengingly provocative, thematically and emotionally rich, this narratively inventive but accessible tale supports the Area of study focus: Changing worlds and Module C: Consumerism of the English: Stage 6 syllabus. W. Bowie

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	English
SYLLABUS:	English Stage 6: Standard; Advanced
	Paper $19.95	SCIS 1051053
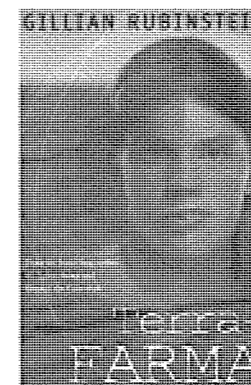
WALKER, Sara
If only
Hodder Headline Australia, 2001 (Mark Macleod books)
ISBN 073361387X

What lifts this young adult tale out of the ordinary is the time taken to annotate the progress of Cara's relationship with her irresponsible boyfriend, Fly. This extends inevitably to her friend Jessica and, the secret object of her affections, the darkly taciturn and conventionally beautiful Danny. The high level of authorial intrusion and a high interest level should support emergent readers. Issues dealt with include fatalism, self concept, loyalty and friendship. The forlorn plea of the title makes this tale of personal discovery, interestingly commonplace and very likely to engage adolescent and young adult readers alike. W. Bowie

| USER LEVEL: | Stage 4 Stage 5 |
| | Paper $16.95 | SCIS 1051045 |

WHITE, Terri-ann
Finding Theodore and Brina
Fremantle Arts Centre Press, 2001
ISBN 1863683372

The author has bought to life some of her ancestors in this sometimes intriguing story of five generations of Australians. Very loosely woven, with much for the reader to surmise, and to place the vignettes into a broader context, one is left wondering the reason behind uncovering secrets that the society of the day considered shameful. Readings from this text would benefit students' investigations of the social and political influences of the time, with some consideration of where this new knowledge might be beneficial. Close reading of the text may involve significant mediation and sharing of ideas, with structured class discussion of the issues resulting in less frustration. S. Bremner

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	English
SYLLABUS:	English Stage 6
	Paper $19.95	SCIS 1053342

WILKINS, Kim
Bloodlace: a Gina Champion mystery
HarperCollins, 2001
ISBN 0207198020

How the sinister Pastor Moss is involved with the haunting of the local theatre, is the question posed by this suspenseful and melodramatic horror story. In a renovated old theatre near Sydney, the ghostly figure of a bleeding girl appears whenever plays involving ill-treated young women are staged. The resourceful narrator, Gina, has skills in psychometry and undertakes the solving of the mystery. This is an exciting, fast paced tale within a tale, with themes of use and misuse of power; friendship, loyalty and trust. It should appeal to many teenage readers. M. Hamlyn

| USER LEVEL: | Stage 4 Stage 5 |
| | Paper $13.95 | SCIS 1042541 |

Information, poetry and drama
Resources are in Dewey order.

Behind media [series]
Heinemann Library, 2001

A useful background resource for units on media, this series provides extensive information on the history and development of the broadcast and print media. Similarly formatted, each book has clearly defined terminology and well organised chapters. Although references are British and American, they are accessible to Australian readers. Each volume provides a media specific insight into how the medium works, and the creative and technical processes involved in delivering the final product. Areas covered include: uses; advantages and disadvantages; media control; sponsorship; premises and equipment; jobs; legal and ethical practices; responsibilities; cross media implications; and future trends. F. Crum

USER LEVEL:	Stage 5 Stage 6
KLA:	English; TAS
SYLLABUS:	English 7-10; English Stage 6: Fundamentals;
	Standard; Advanced; Information Processes
	& Technology Stage 6
	$33.00 each

Titles in this series include:
Internet	SCIS 1052368
Music	SCIS 1052365
Radio	SCIS 1052371
Television	SCIS 1052363

Webster's world encyclopedia 2001

[computer software]
Infosentials, 2001
ISBN 1863983449   [030]

Using the familiar house format and design, this new edition CD-ROM includes: the *Cambridge encyclopedia* (undated); dictionaries (undated and unsourced); multimedia activities; links to the Internet; a review of science activities for the last five years; and an atlas with country information (unsourced) dated 1995-96. Among other less expected items, it also includes *Brasch's library of origins*; an idiosyncratic collection of poetry; and a *Millennium book of prophecy*! Navigation through the main encyclopedia is relatively easy, but becomes less so in other areas, the user often being forced to start again after visiting some of the peripheral sections. Few entries have identifiable authors, poor editing has failed to remove factual errors, and the selection of illustrations is careless and, at times, misleading. Users wanting a reliable, comprehensive world encyclopedia with an Australian point of view will be disappointed by this ultimately unsatisfactory product. W. Smith

USER LEVEL:	Stage 3 Stage 4
KLA:	CA; HSIE; Mathematics; PDHPE; ST
SYLLABUS:	Creative Arts K-6; HSIE K-6; Mathematics K-6; PDHPE K-6; Science & Technology K-6
	$49.95 Scholastic SCIS 1046794

LLEWELLYN, Claire

Why should I listen?

Hodder Wayland, 2001 (Why should I?)
ISBN 0750232935   [153.6]

The negative consequences of not listening when instructions and information are given, balanced by the positive outcomes of listening well, is the theme of this picture book. Finding himself in variety of social and family situations where he feels lost, embarrassed and in trouble because he does not listen, and then left out and lonely when people don't hear what he has to say, teaches Joe to take responsibility. Full page colour illustrations highlight a simple text. Easy to read language in speech bubbles, and short paragraphs, add interest for the emerging reader. Suggestions on how to use the content for parents and teachers are provided at the back. L. Crofts

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English
SYLLABUS:	English K-6
	$29.95 SCIS 1052189

Celebrations [series]

Heinemann Library, 2001

A series of seven titles explores celebrations in different religions. The history; reasons for continued celebration; clothing; food; songs and rituals associated with each festival, are clearly presented. A calendar of religious festivals is included for each religion. Maps, drawings, and craft ideas, such as cards and masks, feature. The series supports the teaching towards HSIE outcomes of the *Cultures* strand. The books lend themselves to guided reading for the early Stage 2 reader, and provide a clear model for the writing of information reports. A. Arnott
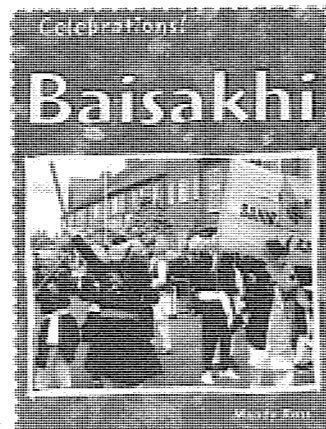
USER LEVEL:	Stage 2 Stage 3
KLA:	English; HSIE
SYLLABUS:	English K-6; HSIE K-6
	$29.70 each

Titles in this series include:

Baisakhi	SCIS 1057555
Christmas	SCIS 1057537
Divali	SCIS 1057575
Easter	SCIS 1057547
Hanukkah	SCIS 1057542
Ramadan and Id-ul-Fitr	SCIS 1057534
Wesak	SCIS 1057562

What's at issue? [series]

Heinemann Library, 2001

Each book in the series supports teaching to different outcomes for a range of HSIE syllabuses. The key issues for each topic are encapsulated in each volume. All use the same format: textual information, together with primary evidence for example photographs, tables, graphs, and official reports from government and non government organisations such as UNICEF and the World Bank. This is supported by relevant reading and contact details, including Internet sites, for key organisations. Teachers would need to allow time to verify the curriculum relevance of such sites. These books are a useful compendia, to introduce and provide an overview for each issue. C. Dorbis

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Economics Stage 6; Geography Stages 4-5; History Stages 4-5; Legal Studies Stage 6; Modern History Stage 6; Society & Culture Stage 6
	$33.00 each

Titles in this series include:

Human rights	SCIS 1049791
Making a difference	SCIS 1049793
Media and censorship	SCIS 1049795
Rich or poor	SCIS 1051734
Science & you	SCIS 1049794
War & conflict	SCIS 1049792

Lore of the Land: reconciling spirit and place in Australia's story [computer software]

Fraynework Multimedia, 1999
ISBN none   [305.89]

Students have the opportunity to collect ideas and to reflect on their learning by keeping a journal, as they progress through the sections of this highly recommended CD-ROM. The inclusion of short video clips, music, and questions, from each of five entry points, encourages the user to investigate further and consolidate information gathered. Throughout the exploration of the strands, **Experiences**, **Indigenous culture**, **Discovery**, **Land issues**, and **Understanding**, the narrator prompts the user to consider the facts and reflect on the implications for our shared history. In these sections, a range of perspectives on issues such as **Cultural influences** are explored. An interactive discovery game requires students to search for artefacts to add to their personal journals with images photographed as they traverse the **Reflective walks**. Clear directions make navigation simple. Engaging for students of HSIE K-6, and equally as relevant to secondary students of Aboriginal Studies, this resource has much to offer those who seek to understand the relationship between Land and people, Indigenous and non-Indigenous, in Australia. The web site at www.loreoftheland.com.au enhances the information on the CD-ROM. Time would need to be taken to verify the curriculum relevance of linked sites. S. Rasaiah, D. Wray

Minimum requirements
Macintosh: System 7.6.6; 32MB RAM; 40MB hard disk
Windows 95: Pentium 150; 32MB RAM; 40MB hard disk

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; HSIE K-6; History Stages 4-5; Legal Studies Stage 6
	$89.95 SCIS 1007765

Little wise guides [series]

Hodder Children's, 2001

The aim of this series is to inform seven to nine year olds about difficult issues such as bullying and divorce, and to provide them with strategies for dealing with these situations. The small, well illustrated books are attractive to children. Each title contains a story and pages of ideas and explanations. They use the concepts of pats, which boost confidence, and zaps, which make people feel bad. The information in both books is clear and helpful, including the notes for parents. A. Soutter

USER LEVEL:	Stage 2 Stage 3 Community Professional
KLA:	PDHPE
SYLLABUS:	PDHPE K-6
	Paper $9.95 each

Titles in this series are:

All about bullying	SCIS 1040517
When mum and dad split up	SCIS 1043485

PYERS, Greg

Behind the scenes [series]

Echidna, 2001

This series focuses on supply and use of key Australian natural resources and energy sources. Scientific, geographic and environmental understandings, technological developments, and implications are concisely explained. Well illustrated with tables, diagrams and colour photographs, information is presented with considera-tion to past, current and future attitudes to these resources. Teachers will find that the "think globally, act locally" theme reinforced throughout the books is supportive of: units in Science and Technology, such as *Material world* and *Cycles in our world* (Stage 2) and *Environment matters* (Stage 3); teaching towards the *Resource systems* outcomes in HSIE K-6 (SSS2.7 and SSS3.7); and numerous topics in Stage 4 Science. N. Chaffey

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	English; HSIE; ST; Science
SYLLABUS:	English K-6; HSIE K-6; Science & Technology K-6; Science Stages 4-5
	$28.60 each

Titles in this series are:

Electricity in Australia	SCIS 1054541
Natural gas in Australia	SCIS 1054250
Petrol in Australia	SCIS 1054484
Water in Australia	SCIS 1053509

PEPYS, Vicky

Spilling the beans on: fashion

Miles Kelly, 2001 (Spilling the beans on)
ISBN 1842360124   [338.4]

Students of Textiles and Design and relevant Stage 6 VET courses will find this a useful book when considering careers in fashion and related industries. Design, marketing, sales, textile science, millinery, photography and modelling are presented in an informative, readable format, with cartoon type illustrations. Advantages and disadvantages of the careers are emphasised. Students could attempt the quiz to gauge areas of interest. Skills necessary for the fashion designer and the routes students could follow to become a top designer are outlined. V. Smith

USER LEVEL:	Stage 5 Stage 6
KLA:	TAS; VOC ED
SYLLABUS:	Textiles & Design Stage 6; Work Education Stage 5
	Paper $10.95 SCIS 1056249

20th century perspectives [series]

Heinemann Library, 2001

As an introduction to key 20th century events and personalities, this series is a useful reference. Simply written text is accompanied by timelines, photographs, well labelled maps, detailed diagrams, political cartoons and propaganda posters. There are few references from an Australian perspective so, for Stage 5 students, use of these books would be limited. Senior students who need encouragement, and those seeking an overview of the core study in the *Modern History: Stage 6 syllabus* and relevant *International studies in peace and conflict*, may find these books of benefit. **Further reading and places of interest** provides fiction and non fiction sources; Internet sites would need to be verified for curriculum relevance. B. Hull

USER LEVEL:	Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	History Stages 4-5; Modern History Stage 6
	$33.00 each

Titles in this series are:

The Cold War	SCIS 1053436
The Great Depression	SCIS 1053520
The Holocaust	SCIS 1054558
Key battles of World War I	SCIS 1054563
Key battles of World War II	SCIS 1054566
The Vietnam War	SCIS 1053447

BRASCH, Nicolas
Emergency services in Australia [series]
Heinemann Library, 2001

Current and well organised, this excellent series has a user friendly format. Colourful photographs, and associated facts and figures, add meanings to the text. Some common chapter headings in each volume are: **Jobs people do**, including career and volunteer opportunities; **Equipment**; **Training and skills**; **Risks and dangers**; **Today's issues**; and **The future**. Safety awareness for the general public is considered, and key points and chapter summaries feature throughout in boxes. Australian contact addresses and web sites for each state and territory are provided. The books support achievement of PDHPE *Knowledge and understanding* outcomes for *Safe living*, and Stage 3 Science and Technology units: *On the move*; and *The best place to live*. N. Chaffey

USER LEVEL:	Stage 2 Stage 3
KLA:	English; ST
SYLLABUS:	English K-6; Science & Technology K-6
	$28.60 each

Titles in this series are:

Ambulance services	SCIS 1057212
Fire services	SCIS 1057215
Police services	SCIS 1057218
Royal Flying Doctor Service of Australia	SCIS 1057199
State Emergency Service	SCIS 1057208
Surf life-saving services	SCIS 1057206

Smoking
/ edited by Justin Healey. Spinney, 2001 (Issues in society 147)
ISBN 1876811560 [362.29]

Healey has compiled fact sheets, media releases, newspaper articles and web based anti smoking sites, which provide a wealth of information on the causes of smoking related diseases, and the costs in terms of health, morbidity and mortality on Australian society. This resource is a starting point, which could encourage students' further critical inquiry and reflection. Some care may need to be exercised when exploring the extensive Internet sites. This is an extremely useful resource to support the *PDHPE: Stage 6 syllabus* Preliminary core 1, *Health priorities in Australia*; HSC core 2, *Better health for individuals*; and the *PDHPE: 7-10 syllabus*. It is worth noting that many illustrations are not part of the articles they accompany, and should be appropriately labelled to clarify this. C. Maher

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	PDHPE
SYLLABUS:	PDHPE 7-10; PDHPE Stage 6
	Paper $17.50 SCIS 1048176

JOHNSON, Julie
Why do people drink alcohol?
Hodder Children's, 2001
ISBN 0750227664 [362.292]

Attempting to demystify the reasons why people use alcohol, spiritual, social, religious and cultural issues are explored in this book. Alcohol is discussed in various contexts, for example alcohol as a drug; the prohibition years; teenage alcohol use; the legal aspects of alcohol availability; and its use and abuse. Photographs, charts and tables help to highlight the impact that this drug has upon society. The effects of alcohol on the body are discussed in some detail, and this puts forward a strong anti alcohol message. The **Further information** list needs to be supplemented by Australian resources. This would be a good resource for students of the *PDHPE: 7-10 syllabus*, as it would suit the content strands of *Personal choice, Safe living* and *Promoting health*. C. Maher

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	PDHPE
SYLLABUS:	PDHPE 7-10; PDHPE Stage 6
	Paper $19.95 SCIS 1051849

Visual reference library [series]
Watts, 2001 [363]

The compact books in this clearly written series have a common theme of environmental protection. Some describe how plants and animals adapt to climate conditions. The sustainable nature of lifestyles of indigenous peoples is mentioned and threats to each environment explained. The problems of pollution, waste disposal and recycling are addressed in other titles and solutions suggested. These books would be useful resources to support teaching towards the *Environments* outcomes of HSIE, the *Living things* outcomes in Science and Technology, and the objectives of the *Environmental education policy for schools*. This series provides a global view, giving explanations which reach beyond simple description. The language, complexity of explanation and illustrations are well matched, making these books suitable for young readers. J. Kennelly

USER LEVEL:	Stage 1 Stage 2
KLA:	HSIE; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6
	Paper $13.95 each

Titles in this series include:

Polar lands	SCIS 1044515
Pollution	SCIS 1044506
Rainforest	SCIS 1044512
Waste and recycling	SCIS 1044507

DOLAN, Graham
The Greenwich guide to measuring time
Heinemann Library, 2001 (Greenwich guides)
ISBN 0431130027 [529]

All facets of time, from the origins of words to the different ways time can be measured, are covered in this book for Stage 4 students, and those Stage 5 Science students who need additional support in reading. It will also interest keen Stage 3 Mathematics students. The reader is guided through the historical development of the concept of time. The book includes explanations from all over the world; these explanations are simple, and well supported by diagrams. Students could use this material as a starting point in their research, or as an aid to find definitions of words. The information is supported by a comprehensive **Factfile**, index and glossary. K. Heap
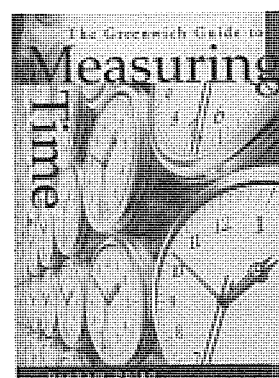
USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	Mathematics; Science
SYLLABUS:	Mathematics K-6; Science Stages 4-5
	$33.00 SCIS 1053495

Other titles in this series include:

The Greenwich guide to day and night	SCIS 1053498
The Greenwich guide to the seasons	SCIS 1054146

Discovering science [series]
Steck-Vaughn, 2001

Focussing on a range of fascinating science topics, the book designer has ensured that all information is readily accessible and motivating for students. This has been done through the addition of large, colourful photographs, sketches and modern layouts. The experiments suggested (on the pages labelled **Project**) to explain changes of physical state, and the properties of magnets, for example, can be completed by following the simple procedures and by using household objects. These books are excellent for small group work, supporting Science and Technology units such as: *Material world, Sounds great, Stuck on you* and *Eating out* (Stage 2); and *Light up my life* and *Switched on* (Stage 3). I. McLean

USER LEVEL:	Stage 2 Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K-6
	$30.80 each

Titles in this series include:

Electricity and magnetism	SCIS 1048825
Energy	SCIS 1049009
Light and dark	SCIS 1049020
Matter	SCIS 1048830

My world of science [series]
Heinemann Library, 2001

Brightly coloured with large print, books in this series would appeal to any budding young scientist. The contents page is clear and easy to read, bolded words are included in the glossary. Keywords, such as **solid**, not included in the glossary, are explained in the text. This could prompt class or individual exercises in discussing and making glossaries. The labelled pictures assist readers who may not have prior knowledge of the correct terms, e.g. parts of machinery. The books could lead to experiments that could be done at school or home. They could be a useful adjunct to the Science and Technology content strand of *Physical phenomena*. E. Derouet

USER LEVEL:	Early Stage 1 Stage 1
KLA:	ST
SYLLABUS:	Science & Technology K-6
	$29.70 each

Titles in this series include:

Forces and motion	SCIS 1060525
Solids, liquids and gases	SCIS 1060523
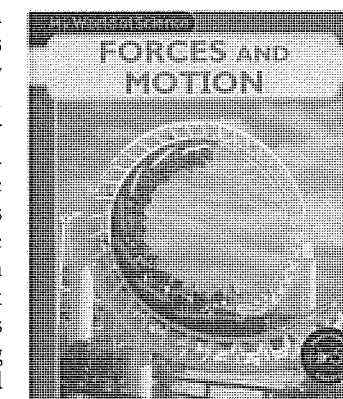
BUNDEY, Nikki
The science of weather [series]
Zoe, 2001
ISBN 1861730306

The effects of droughts, storms and other natural phenomena are examined in this series of books. They provide a great starting point for a study of natural disasters, and investigate effects on both people and the land. Explanations are simple and easy to understand but, as they do not go into detail, further resources would be needed for in depth studies. The text is well supported with some spectacular pictures. Suggested simple activities, **See for yourself**, include structured observations, discussion starters and experiments. These can be attempted by students, at home or in the classroom, using everyday objects. The books support the Stage 3 Science and Technology unit, *What's the weather?* K. Heap

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	HSIE; Science; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6; Science Stages 4-5
	$33.00 each

Titles in the series include:

Drought and people	SCIS 1051764
Drought and the earth	SCIS 1051762
Storms and people	SCIS 1051757
Storms and the earth	SCIS 1051755

PYERS, Greg
### Australia's introduced plants and animals [series]
Heinemann Library, 2001

Informative, exceptionally well researched and presented, this series would be interesting to Australians of all ages. Book 1 explains clearly how and why plants and animals have been introduced to Australia and why they need to be controlled. Subsequent books describe in detail the origin, spread, control and nature of problems caused by a long list of introduced species. These are alphabetically arranged with about thirteen species detailed in each book. Useful distribution maps and scientific names are provided. The series is an excellent resource for classes working towards the Stage 3 HSIE environment outcomes, the Science and Technology *Living things* outcomes and human impact and ecosystems objectives of the NSW Department of Education and Training *Environmental education policy for schools*. J. Kennelly

USER LEVEL:	Stage 3
KLA:	HSIE; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6
	$28.60 each

Titles in this series include:

Alligator weed to donkey	SCIS 1049642
European wasp to lantana	SCIS 1049644
Mesquite to rubber vine	SCIS 1049645
Salvinia to willow	SCIS 1049647
What are introduced plants and animals?	SCIS 1049639
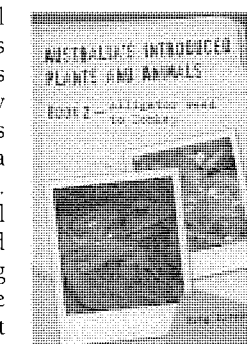
SILKSTONE, Barry

Australian marine animals [series]

Heinemann Library, 2001

The scientific classification of animals, and defining characteristics of food, habitat and feeding methods, provide the structure of these books. Emphasis is placed on adaptations for feeding, movement and protection. These attractively presented information books, with excellent photographs and labelled drawings, would be useful in Science and Technology units such as *A change for the better*. Some discussion of human impacts in *Marine birds, mammals and reptiles* and in *Bony fish, sharks and rays* would be useful for Science and Technology units, such as *Environment matters*, and for meeting *Environmental education policy for schols* objectives: human impacts and the nature of ecosystems. The illustrations and information provided would make these interesting books a useful resource for any classes making studies of seaside environments. J. Kennelly

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
$28.60 each

Titles in this series include:
Bony fish, sharks and rays SCIS 1052370
Crustaceans, echinoderms and filter feeders SCIS 1052367
Marine birds, mammals and reptiles SCIS 1052372
Molluscs, stingers and marine worms SCIS 1052364

Life cycle of a [series]

Heinemann Library, 2001 (Heinemann first library)

Detailing the steps in the growth and development of a range of living things, this series is a valuable resource for young scientists. Students and teachers will find the text features useful for accessing and synthesising the information presented. The colourful photographs, clear and simple language, timelines, headings, and Fact file, combine to assist in understanding the concepts of a life cycle. Despite not having Australian content, the subjects of each book are of interest to Australian students. This series would support teaching of the *Living things* strand of the *Science and Technology: K-6 syllabus*, and could be used as a model for the writing of information reports. S. Rasaiah

USER LEVEL: Stage 1 Stage 2
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
$27.50 each

Titles in this series include:
Pumpkin SCIS 1054242
Silkworm SCIS 1054243
Spider SCIS 1054240

BROWN, Alan & TOFT, Kim Michelle

Turtle's song

University of Queensland Press, 2001
ISBN 0702231533
[597.92]
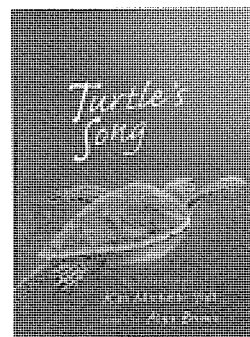
Visually stunning, with glistening, fabric inspired pages, this picture book enthrals the nature lover and entertains the reader with a factual story. Each illustration was drawn on silk and reflects the artist's fascination with underwater life and her dedication to its conservation. The poetic language and use of repetitive, descriptive verbs transform this book into an inspiring tale of the life of the endangered Green turtle. The final five pages present information on **Sea turtles, Turtle facts - did you know?** and **Environmental information**. This resource could support teaching of the *Living things* strand of the *Science and Technology: K-6 syllabus*, and the *Learning about reading* substrand of the *English: K-6 syllabus*. It may also provide a stimulus for students studying artwork techniques. S. Rasaiah

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; CA; ST
SYLLABUS: Creative Arts K-6; English K-6; Science & Technology K-6
$24.95 SCIS 1054713

Animal families [series]

Brown Partworks, 2001

Did you know that zebras' stripes are as unique as human fingerprints? Or that three subspecies of zebra live in Africa? A range of information about particular endangered or threatened animal species, including specialised attributes concerning food, migration habits, protective coverings, breeding cycle, and environment, are presented. The depth of coverage reveals amazing facts, and these titles are sure to excite and extend primary students using them for research. Several Science and Technology units, such as *Cycles in our world* (Stage 2), *A change for the better* and *Environment matters* (Stage 3), and some HSIE topics, are well served by the written information and appealing photographs provided by this series. I. McLean

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
$27.50 each

Titles in this series include:
Chimpanzees SCIS 1040438
Elephants SCIS 1046143
Lions SCIS 1044801
Zebras SCIS 1044783

McMAHON, Margaret & RAPHAEL, Julie

Instant lessons in design & technology [series]

Blake Education, 2001 (Blackline masters/Emerald City books) [607.6]

The photocopiable originals in these books are intended for use as worksheets and extension activities to support teaching in Design and Technology topics. *Book 1* covers Stage 5 syllabus content and some Stage 4 material. Sections include: **Design theory; Products, systems and environments; Communication; Folio development;** and **Employment opportunities... finding the right person.** *Book 2* is specifically aimed at Stage 6 students,

covering topics such as: **Product development; Marketing; Renewable energy; Innovative recycling;** and **Design briefs.** The worksheets are designed to reinforce learning through numerous strategies, ranging from word puzzles and comprehension passages to interpreting diagrams and flowcharts. The authors assume that students are already familiar with concepts and content being covered. P. Bonnefin

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Design & Technology Stages 4-5; Design & Technology Stage 6
Paper $53.90 each Learning Essentials

Titles in this series include:
Instant lessons in design & technology. Book 1 SCIS 1035990
Instant lessons in design & technology. Book 2 SCIS 1035992

PARKER, Steve

20th century science & technology [series]

Heinemann Library, 2000 (Aust. release 2001) [609]

Consistently excellent design features, such as bright, textured borders, different sized type fonts, and well placed illustrations and fact boxes, make the information in these books readily accessible for students. Generously illustrated with a mixture of labelled diagrams, colour photographs and tinted archival prints, the series addresses 100 years of scientific achievements, reported across six volumes. Each book also contains its component of a cumulative **Timeline**, which is presented as a matrix of easily retrieved data with columns for science events, technology, famous scientists, and inventions. The books make interesting recreational reading, and will support aspects of many Science and Technology units in the K-6 syllabus. I. McLean
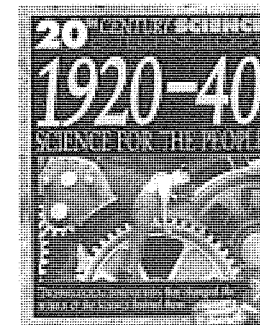
USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
$35.20 each

Titles in this series are:
1900-20: shrinking world SCIS 1038585
1920-40: science for the people SCIS 1038586
1940-60: the nuclear age SCIS 1038588
1960s: space and time SCIS 1038590
1970-90: computers and chips SCIS 1038591
1990-2000: the electronic age SCIS 1038592

KANG, Melissa

Facing food: a booklet about healthy eating for young people with a dieting disorder

New Children's Hospital, 2001
ISBN none [613]

Written for students, parents and teachers, this booklet is a good source of basic information on three major eating disorders, and the development and maintenance of a healthy diet and life style. The issues of eating and dieting disorders; consequences of malnutrition; the dietary needs of people during puberty; and the psychological and physical effects of eating behaviours, are discussed clearly and simply. Many common misconceptions of

foods, and food choices are addressed. This booklet would be a useful adjunct to the PDHPE syllabus 7-10 content strands *Growth and development, Personal awareness, Personal choice, Safe living* and *Promoting health*. C. Maher

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE 7-10; PDHPE Stage 6
Paper $4.95
Kid's Health (02) 9845 3585 SCIS 1062139

Essentials of strength training and conditioning

/ edited by T. R. Baechle & R. W. Earle. Human Kinetics, 2000
ISBN 0736000895 [613.7]

An updated, thoroughly comprehensive coverage of material, relating to training and conditioning, is presented by this book. It includes physiology; biomechanics; nutrition; performance enhancing drugs; psychology; aerobic and anaerobic training. Contemporary issues of eating disorders and drug testing of athletes are also covered. Contributing authors, who are leaders in their field of exercise science, have produced a reference book that would prove a valuable resource for students at tertiary level, and teachers of the *PDHPE: Stage 6 syllabus*. The language could be challenging to some Stage 6 students, who would benefit from the book as an additional resource, to complement classwork and activities. K. Steward

USER LEVEL: Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE Stage 6
$106.50 SCIS 1042528

ANDERSON, Marcia K.

Sports injury management

2nd ed. Lippincott Williams & Wilkins, 2001
ISBN 0683306022 [617.1]

An extensively detailed text appropriate to students studying advanced athletic training, and also useful as a reference for sports medicine educators, this is based on current research and clinically tested information. Advanced understandings of applied anatomy and athletic training are essential for interpreting the detailed, scientific nature of the text. The main focus is on advanced conditions of sports injuries in the physically active population. Diagrams, and black and white photographs, support understanding of more intricate concepts. **Critical thinking questions**, marked by icons throughout the book, and a **Summary** for each chapter, are included. Some American references and certification examples do limit the book's use in Australian schools. K. Bear

USER LEVEL: Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE Stage 6
$90.00 SCIS 1042481

OXLADE, Chris

Building amazing structures [series]

Heineman Library, 2000

Dealing with built environments, these books discuss materials used to construct bridges, dams, tunnels, stadiums and skyscrapers. They also discuss social impacts. Absence of jargon, and the language level, makes them useful for factual writing with students,

and in extension work, supporting achievement of outcomes in Science and Technology units: *Indoor, outdoor* and *Material world* (Stage 2); and *The best place to live* (Stage 3). One title, *Skyscrapers,* is of particular interest as it features New York's World Trade Center towers, though this could date the book. These resources are also background reading for students researching *Engineering application* module 1, *Civil structures,* in the *Engineering Studies: Stage 6 syllabus.* P. Bonnefin

USER LEVEL:	Stage 3 Stage 4 Stage 6
KLA:	ST; TAS
SYLLABUS:	Science & Technology K-6; Engineering
	Studies Stage 6
	$33.00 each

Titles in this series include:
Bridges	SCIS 1036748
Dams	SCIS 1037309
Skyscrapers	SCIS 1037310
Stadiums	SCIS 1037129
Tunnels	SCIS 1037128

BERGIN, Mark
Robots
Hodder Children's, 2001 (Fast forward/Hodder Wayland)
ISBN 0750232722   [629.8]

Studying advances in technology encompasses the world of robots. Many facets of robotics are discussed in this book. These include: Single-function robots; Artificial intelligence; Nanorobots; Robots for the future; and even Robots in the film industry, which encompasses costumes, special effect models and telemetry suits. The descriptions of the robots are in depth without becoming too technical, and make an effort to explain simply how various robots work. The diagrams are detailed yet easy to understand, and make good use of half size page inserts to reveal additional information. Supported by a glossary and Robot facts, students researching this area will find the book a useful addition to their collection. K. Heap

USER LEVEL:	Stage 4 Stage 5
KLA:	Science
SYLLABUS:	Science Stages 4-5
	$32.95 SCIS 1051790

POWELL, Jillian
How do they grow? [series]
Hodder Children's, 2001

Large, clear print and attractive photographs make these information books appealing and satisfying for Stage 1 students. As the titles suggest, they would be useful for science and technology units such as *Growing up*; and HSIE units such as *The need for shelter*. The books show intensive care of animals, the technology of care and how the needs of animals are met. An up to date, large scale industry perspective is provided, with a focus on free range producers and on the life cycle of the animal. Further sources of information, including Internet sites, the curriculum relevance of which would have to be verified, add to the usefulness of these interesting books. J. Kennelly
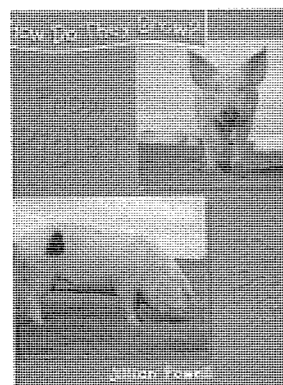
USER LEVEL:	Stage 1
KLA:	HSIE; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6
	$32.95 each

Titles in this series include:
From chick to chicken	SCIS 1055795
From piglet to pig	SCIS 1053210

Art in history [series]
Heinemann, 2001

Using the double page spread as its layout, this series couches its art explorations in terms of the history and culture of the time. Materials and methods; local traditions; symbols and stories; and beautiful books are all starting points for brief glimpses of art. *Art of the Middle Ages* offers much information that explains why particular types of artwork were created for a specific occasion. Very few activities are included for junior secondary students to recreate art examples of this period of time. Comprehensive timelines and glossaries of terms are included. The vehicle may be art, the emphasis history, and as such may be a useful adjunct to the studies of ancient and medieval history. K. Ashley

USER LEVEL:	Stage 4 Stage 5
KLA:	CA; HSIE
SYLLABUS:	History Stage 4-5; Visual Arts 7-10
	$33.00 each

Titles in the series include:
Ancient Chinese Art	SCIS 1053685
Art of the Middles Ages	SCIS 1053591
Native American art	SCIS 1053691

RHODES, Colin
Outsider art: spontaneous alternatives
Thames & Hudson, 2000 (Aust. release 2001) (World of art)
ISBN 0500203342   [709.04]

Art that pushes the more traditional or pervasive boundaries has always fascinated the viewer. This book investigates a range of artistic endeavours outside the mainstream: Art brut; Self taught visionaries; Art by the insane (Rhodes' words); and Alternative worlds. These chapter headings lead us into a wondrous experience of art works that investigate the inner world. Certainly only for a limited audience at the secondary school level, but a possible revelation to those who feel that art is only for the anointed. Many coloured and black and white examples allow us a glimpse of the artistic passion of the obsessed. K. Ashley

USER LEVEL:	Stage 6 Professional
KLA:	CA
SYLLABUS:	Visual Arts Stage 6
	Paper $26.00 SCIS 1003794

Cai Guo-Qiang
Thames & Hudson, 2000 (Aust. release 2001)
ISBN 0500974934   [709.2]

A work of art in itself, this beautifully presented book is a retrospective of the artist's work to the present. The introduction discusses the artist's background, various techniques, the ideas and concepts viewed in the photographs and the work in an historical context. The photographs, recording events and projects, give a broad visual coverage as well as details and close up views and the artist at work. There are also screens and sketchbooks produced by the artist reflecting his origins. The artist includes a list of projects,

illustrated throughout the book, with brief comments. The book finishes with a comprehensive interview with the artist. A. Whyte

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA
SYLLABUS:	Visual Arts 7-10; Visual Arts Stage 6
	$56.00 SCIS 1038969

MEREWETHER, Charles
Lauren Berkowitz
G+B Arts, 2001 (An art & Australia monograph 7)
ISBN 905704191X   [709.94]

Berkowitz's installations take readers on a fascinating journey in a search, initially, for remnants of a family scattered by turmoil in prerevolutionary Russia or the Nazi occupation of Europe. She uses materials from the every day, common experience, such as stacked pages from telephone books, glass jars and old photographs. They attest to circumstances that we might all have glimpsed at one time or another. This small book offers a well researched look at Berkowitz's oeuvre from the mid 1980s to 2000. The text is easy to follow and quite illuminating when read in conjunction with a comprehensive selection of images of artworks. K. Ashley

USER LEVEL:	Stage 6 Professional
KLA:	CA
SYLLABUS:	Visual Arts Stage 6
	$36.25 SCIS 1049659

Step-by-step [series]
Heinemann Library, 2001

Suitable for adaptation into themed lesson plans, this series is well set out with a relevant, short historical background, illustrated lists of materials and their uses, techniques specific to the theme, various work examples with succinct instructions, and templates or patterns for specific pieces. Terminology is explained and the clear, specific photographic illustrations are easy to follow. Each exercise also has an inspiration for further extension of ideas. The content is ideal for K-6 teachers seeking ideas and stimulus for Creative Arts lessons, and secondary teachers with Creative Arts Life Skills classes. These sturdy books would be a useful resource. A. Whyte

USER LEVEL:	Stage 1 Stage 2 Stage 3 Stage 4 Stage 5
	Stage 6 Professional
KLA:	CA
SYLLABUS:	Creative Arts K-6; Visual Arts 7-10; Creative
	Arts Life Skills
	$30.80 each

Titles in this series include:
Clay modelling	SCIS 1039758
Decorative painting	SCIS 1049001
Papier mache	SCIS 1039756
Printing	SCIS 1039755

BEHR, Shulamith
Expressionism
Tate Gallery, 1999 (Aust. release 2001) (Movements in modern art)
ISBN 1854372521   [759.06]

Although it has the feel of a catalogue, this book endeavours to explore the early twentieth century art movement, Expressionism. It does so by looking at the history, culture and nature of a society that produced quite different strands of this movement, coming out of the cities of Dresden, Munich and Berlin. The language used is demanding and the ideas thought provoking and lucid. The book doesn't deal so much with the greats of this artistic movement, but more so with their place in the history of the style. The colour illustrations are predominantly taken from the Tate collection and it could be a useful reference book. K. Ashley

USER LEVEL:	Stage 6 Professional
KLA:	CA
SYLLABUS:	Visual Arts Stage 6
	Paper $29.65 SCIS 1008559

O'BRIEN, Eileen
The Usborne Internet-linked introduction to music
Usborne, 2000 (Aust. release 2001)
ISBN 0746037708   [780]

As an introduction to a range of musical styles and instruments, this book includes a brief sketch of the history of classical and popular music; music of other cultures; musical instruments, and reading music. Presentation is clear, with colourful images. Simple instructions are given on where, and how, to access music on the Internet, supplementing the brief background information. The sites include streamed sound files. The tour of Sun Studios at www.sunstudio.com/Studio_Tour.htm is stimulating as well as informative. Teachers would need to allow time to verify the curriculum relevance of sites. Discographies for further listening are included for each section. This could be a useful reference. J. Montague

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Creative Arts K-6; Music 7-10; Music 1 Stage 6
	$24.95 SCIS 1038436

The great southern songbook 2001 [kit]
Bushfire, 2001
ISBN none   [782.42]

The songbook with accompanying compact discs and audio cassette, contains 24 songs from a range of popular styles. These include Polynesian, Maori, Timorese and Indonesian songs. There is a theme section with songs about Reconciliation; Centenary of Federation; Book Week; and the International Year of the Volunteer. Many of the songs have movement activities, links to other curriculum areas, such as English (creative writing) and further musical activities. Additional percussion, vocal and recorder parts are recorded on the accompanying cassette. J. Montague

|	
USER LEVEL:	Stage 2 Stage 3
KLA:	CA
SYLLABUS:	Creative Arts K-6
	Paper $10.95 (or $9.95 each for ten or more);
	Cassette $10.95; Double CD $32.95
	SCIS 1064916

KENWORTHY, Christopher

The world of cinema

Evans, 2001
ISBN 0237520389 [791.4309]

Film and cinema history is depicted in an informative, clearly presented, readable guide, from Asian shadow plays to modern films. Topics include: early inventions; silent movies; talkies; heroes; the Hollywood star system; film genres; animation; special effects; performance style; and the film making process. Its concise glossary of technical terms; brief biographies of Great names; colour images; anecdotes; and reference to available films, makes this an excellent resource. The Internet sites listed would need to be verified in terms of their curriculum relevance. This book would be useful for units on media, film studies, and performance styles at junior and senior levels. F. Crum
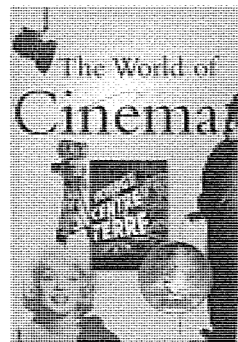
USER LEVEL: Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama 7-10; English 7-10;English Stage 6:
Fundamentals; Standard
$49.50 SCIS 1038338

To the limit [series]

Hodder Children's, 2001 (Hodder Wayland)

This series aims to engage young readers with high interest information about a variety of extreme sports. Each book is set out in a glossy magazine format, with a modern layout, bold cover lines, fact boxes, and bulleted information. Attractive to young readers, there are also plenty of appealing colour photographs. The written information is brief and accessible, and the titles could be used as stimulus for further reading in the area, or for research into personal interest projects. Basic and advanced techniques for success in each sport, notable exponents, competitions, and quizzes are included. The glossary, Further information and safety warnings are essential sections. K. Bear

USER LEVEL: Stage 3 Stage 4
KLA: PDHPE
SYLLABUS: PDHPE K-6
Paper $16.95 each

Titles in this series include:
Blading SCIS 1055345
Motocross SCIS 1055343
Skateboarding SCIS 1046009
Surfing SCIS 1046420

BARWICK, John & BARWICK, Jennifer

The best Olympic Games ever... : all about the 2000 Sydney Olympic Games

Reed Educational & Professional, 2001 (Heinemann Library)
ISBN 174070035X [796.48]

A beautifully designed reference book to support student research, this resource is also a collector's item and memento of Sydney's Olympic Games and Paralympics. There is little information on the Olympic movement, or the sports represented. Instead, Australia's significant achievements as host nation, and as successful competing country, are related. Key chapters include concise summaries and colour photographs of: The opening ceremony; Australia's medal winners; Outstanding achievers; and The closing ceremony. The contribution of Australia's magnificent volunteers and the volunteer program are featured. Sydney 2000 facts and figures and The Paralympics contain numerous medal tallies, clearly presented as tables, which would be useful and motivating for creating graphs and exercises in Mathematics. I. McLean
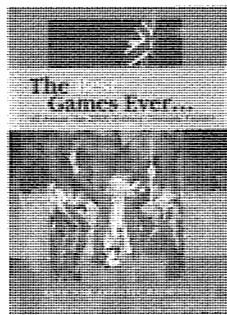
USER LEVEL: Stage 2 Stage 3 Stage 4 Community
KLA: HSIE; Mathematics; PDHPE
SYLLABUS: HSIE K-6; Mathematics K-6; PDHPE K-6
$28.60 SCIS 1049652

GRYLLS, Bear

Facing up: a remarkable journey to the summit of Mt Everest

Macmillan, 2001 (Pan)
ISBN 0330392263 [796.52]

Within this tale is one man's amazing journey of friendship, determination and achievement. Having two years earlier broken his back in a parachuting accident, this young Briton seeks the fulfilment of a life's ambition to see the world from its highest peak. The account includes graphic descriptions of the hazards, both physical and emotional, that he and others encounter in their endeavours. These details provide great scope for students studying autobiographies, the *Changing self* or *Changing perspective* focuses in the *Area of study* in the *English: Stage 6 syllabus*, or PDHPE students examining limits of duress of the human body. Although the outcome is exceptional for the hero, his respect for life makes this an engaging story. E. Maxwell

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English; HSIE; PDHPE; Science
SYLLABUS: English 7-10; English Stage 6: *Standard*;
Advanced; Geography Stages 4-5; PDHPE 7-
10; PDHPE Stage 6; Science Stages 4-5
Paper $20.00 SCIS 1048291

MORRIS, Neil

Get going! Martial arts [series]

Heinemann Library, 2001 [796.815]

These colourful books, illustrated with photographs showing children performing martial arts, are an excellent starting point for students wishing to investigate such sports. An historical perspective for each sport is given, followed by essential Equipment, Warming up exercises, the various moves, and information about Competition and the sport as it is performed throughout the world. The origins of some Japanese or Chinese terminology are given. Sidebars with headings such as Safety, Protective equipment and Important, stress the need for trained adult assistance at all times. The books also contain a clear safety warning about the need to be taught by a registered instructor. I. McLean

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE K-6
$33.00 each

Titles in this series include:
Judo SCIS 1053948
Karate SCIS 1053949
Kung fu SCIS 1053955

GRENVILLE, Kate & WOOLFE, Sue

Making stories: how ten Australian novels were written

Allen & Unwin, 2001
ISBN 1865086134 [808.3]

Reflecting processes adopted by the writers interviewed for this book, the authors here discovered that defining techniques for revising and editing early drafts of novels is almost impossible. Original intentions, vague ideas or preoccupations frequently make way for artistic flow and, for what inevitably feels right, in the evolution of a text. There is a wealth of information that will challenge and benefit Stage 6 students studying the complex nature of emerging novels, as well as guiding, enlightening and encouraging those who may choose to compose a text for *Extension 2* of the *English: Stage 6 syllabus*. Contributions from some of Australia's greats, with copies of original jottings, include the authors, Peter Carey, Thomas Keneally, Patrick White, and Elizabeth Jolley. E. Maxwell

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Advanced*
$24.95 SCIS 1057288

Poems from many cultures

/ compiled by Fiona Waters. Evans, 2001 (Poetry collection 4)
ISBN 0237521040 [808.81]

Readers can gain an insight into the lifestyles and customs of people around the world through this carefully selected anthology of poetry. This delightful collection is drawn from many countries including Australia, Ireland, Wales, Russia, Czechoslovakia, Japan, India, Jamaica, Guyana and Nigeria. Dealing with nature, living circumstances and relationships these poems offer unique glimpses into a great array of life experiences. Content and style is varied and the presentation is clear and supported by subtle illustrations. It is a book that is bound to give pleasure to a wide age range. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6: *Standard*
$36.30 SCIS 1057700

You hear me?: poems and writing by teenage boys

/ edited by Betsy Franco. Candlewick, 2001
ISBN 076361159X [811]

A somewhat unique collection, this publication gives a voice to teenage boys. Through poetry and prose adolescent males express their feelings, desires and observations. Although the submissions are drawn from young Americans, they centre on issues that will appeal to a wide audience. Prominent aspects of life such as relationships, growing up and discovering one's identity are woven into a range of varied and sensitive pieces. This thoughtfully conceived project, of creating a forum for young male voices, provides most interesting material. It should encourage adolescents to express their thoughts through literature and could be incorporated as supplementary material for the Topic area, *Change*. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced*
Paper $13.95 SCIS 1056242

All aboard the toy train

/ compiled by Tony Bradman. Hodder Children's, 2001 (Hodder Wayland)
ISBN 0750233176 [821]

This compilation of poetry, playfully illustrated by Ian Cuncliffe, has many examples of the joys and disappointments of toys: what we wanted as gifts; what we received; what we tired of; and what we broke. Mostly contemporary poems, they each have something to offer, although there is minimal reflection of the household and garden realia that many children play with. The book supports development of language and concepts for the Stage 1 Science and Technology unit, *Toy world*. The collection is also useful for class discussions with older primary students, who are in a better position to reflect critically on how their desire for particular toys was influenced by siblings and mass media. S. Bremner

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
$32.95 SCIS 1057707

A poke in the I: a collection of concrete poems

/ selected by Paul B. Janeczko. Walker, 2001
ISBN 0744556562 [821]

Are you beguiled by the pleasures of word play? Here is a selection of poems to enchant the eyes and intellect. Concrete poetry is often difficult to read aloud, because regular metre and rhyme only occasionally appear. There is a challenge in purposefully taking these literary toys to students. In this book, the editor thoughtfully explains the different approaches that poets have to composing concrete poetry. Readers are encouraged by the selected examples to revel in the playfulness of words and construct their own toys. Strikingly imaginative, ragged illustrations are a visual metaphor for the delightfully unravelling threads of words and sentences. I. Kolder-Wicks

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
$29.95 SCIS 1046604

BATESON, Catherine

The year it all happened

University of Queensland Press, 2001 (UQP young adult fiction)
ISBN 0702232297 [A821]

So much can happen in a year and does for a group of young adults who have to make some tough decisions about the directions their lives will take. This fast moving verse novel focuses on the choices made by John, Merri, Nick and Leigh, who are on the brink of

adulthood. Their pleasures and pains, joys and sorrows are conveyed with sensitivity, as they confront many changes. A book that presents cameos of four individual approaches to finding a way in the world is sure to strike a cord with adolescent readers. It could be a useful adjunct to the area of study, *Changing self*, and the module A elective, *Telling stories*. C. Sly

USER LEVEL:	Stage 5 Stage 6
KLA:	English
SYLLABUS:	English 7-10; English Stage 6: *Standard; Advanced*
	Paper $16.95 SCIS 1038377

BRIAN, Janeen & JOHNS, Cheryll

Silly galah!

Scholastic Australia, 2001 (Omnibus books)
ISBN 18692914427   [A821]

The amusing title and cover encourages engagement with the text. Once inside, vividly coloured illustrations, witty verses, and useful animal facts combine beautifully. This is an entertaining and informative picture book. On each page, a new Australian animal is whimsically brought to life. Sea-lion and Quokka join the more expected inclusions of monotremes, reptiles, birds and marsupials, from Echidna to Kangaroo. The multi layered approach works on numerous levels. Information is readily accessible for a range of individuals or groups of students, supporting the Science and Technology units *What's alive?* (Stage 1) and *Our Australia* (Stage 2). Design features, including unusual type fonts and innovative text placement, add to the appeal. L. Rowles

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	English; ST
SYLLABUS:	English K-6; Science & Technology K-6
	Paper $13.95 SCIS 1043176

HERRICK, Steven

Love poems and leg spinners: a month in the life of Class 5B

University of Queensland Press, 2001 (UQP storybridge)
ISBN 0702232009   [A821]

In this fourth collection specifically for, and about, primary aged students, the poet uses the voices of six individuals. Line drawings by Herrick's son extend the illusion that the book really is the work of Michael and his friends in 5B. Based on close observation and compassionate understanding of students' points of view, the fifty poems depict familiar events in the classroom and playground, at home and on the sporting field. Students and teachers alike will recognise and identify with the characters and their concerns. Funny, touching, tender and true, the poems spring to life when read aloud, and lend themselves well to classroom performance. W. Smith

USER LEVEL:	Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K-6
	Paper $14.95 SCIS 1038380

OLIVER, Narelle

Baby Bilby, where do you sleep?

Lothian, 2001
ISBN 0734402309   [A821]

An interesting, cleverly structured picture book, this invites readers to investigate secret hiding places of Australia's desert marsupials, insects, birds and reptiles. Expansive double page spreads pose questions, while hinting at answers through small, die cut peepholes. Answers are revealed through simple rhyming responses. Powerfully informative illustrations, created by linocuts and rubbings, emphasise creatures' camouflage or nocturnal attributes. The interactive format, easy to read text, and stunning illustrations extend knowledge of students and develop *Learning to read* skills and strategies, such as predicting. The book is excellent support for several Science and Technology units: *What's alive?* (Stage 1); *Our Australia* (Stage 2); and *A change for the better* (Stage 3). L. Rowles

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage 3
KLA:	English; ST
SYLLABUS:	English K-6; Science & Technology K-6
	$24.95 SCIS 1035985

GOLDER, John & MADELAINE, Richard

O brave new world: two centuries of Shakespeare on the Australian stage

/ edited by J. Golder & R. Madelaine. Currency, 2001
ISBN 0868196134   [822.3]

Discussion, in this collection of essays, is carefully arranged to present the social and artistic context of the appropriation of Shakespeare by performers and audiences in Australia over the last two centuries. Conventions of performance, production and criticism sit well with alertness to the development of institutions and intellectual and popular movements such as Modernism, Expressionism, Nationalism and DSI experimentation. Fine scholarship and evenness of quality contribution by a range of eminent writers, who clearly enjoyed the task, make this a good resource for all three modules of the *Advanced* course *English: Stage 6 syllabus* and the Core component: *Australian drama and theatre* of the *Drama: Stage 6 syllabus*. W. Bowie

USER LEVEL:	Stage 6 Professional
KLA:	CA; English
SYLLABUS:	Drama Stage 6; English Stage 6
	Paper $39.95 SCIS 1051498

MULHERIN, Jennifer

Shakespeare for everyone [series]

Cherrytree, 2001   [822.3]

As pre reading support material for Shakespeare's plays, these books provide students with a substantial context to encourage informed and critical reading of the original works. The historical and political backdrops against which the plays were written are described. Representations of the plots are interesting to revisit after students have read or viewed the plays. The play's characters features five or six brief character studies, supported by key quotes. The illustrations, each title by a different artist, are a curiosity; some of the newly created art is reminiscent of pictures found in old fashioned, primary school readers. Student opinion of the illustrators' views of the series' readership is worth exploring. S. Bremner

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USER LEVEL:	Stage 5 Stage 6
KLA:	English
SYLLABUS:	English 7-10; English Stage 6
	Paper $16.50 each

Titles in this series include:
Hamlet	SCIS 1053897
Julius Caesar	SCIS 1053906
Macbeth	SCIS 1053880
Othello	SCIS 1053850
Romeo and Juliet	SCIS 1053893

DEAN, Philip

48 shades of brown

Currency, 2001 (Currency plays)
ISBN 0868196525   [A822]

A dramatic adaptation of a novel by Nick Earls, this play offers a light-hearted view of growing up. Sixteen year old Dan, in his final year of high school, is sent to live with his aunt, while his parents are in Geneva. Aunt Jacq is a 22 year old university student and her household is full of surprises. While Dan should be concentrating on his schoolwork, he finds that establishing an identity involves mastering the art of growing basil, making pesto and learning the names of birds. A fresh look at the anxieties of adolescence, this is a fast moving, captivating play, which could be incorporated into the area of study focus, *Changing self* of the *Standard* and *Advanced* common content of the *English: Stage 6 syllabus*. C. Sly

USER LEVEL:	Stage 6
KLA:	English
SYLLABUS:	English Stage 6: *Standard; Advanced*
	Paper $15.95 SCIS 1045979

ALMOND, David

Counting stars

Hodder Children's, 2000 (Aust. release 2001)
ISBN 0340784806   [823]

These beautifully written short stories take the reader into the childhood world of the author to vicariously experience his joys and sorrows: to share his youthful thoughts, hopes, beliefs, questionings and exploits, whether alone or in the company of members of his large family. The stories will not satisfy those looking for fast paced action and strongly plotted narratives, rather their appeal is to readers who enjoy gentle, reflective and descriptive writing. This particular work offers such readers much in which to delight. Almond's writing is spare, but expressive and eloquent, conveying to the reader a very real sense of time, place, character and feeling. It is a book that leaves this reader requesting more please. B. Richardson
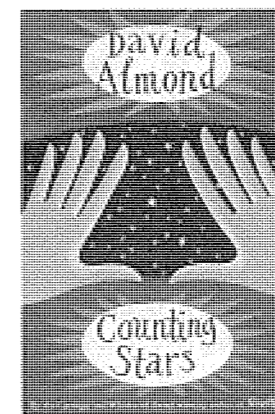
USER LEVEL:	Stage 5 Stage 6
	Paper $16.50 SCIS 1045146

WARD, S.

Meet J. K. Rowling

Rosen, 2001 (About the author/Power Kids Press)
ISBN 082395711X   [823]

Harry Potter fans will welcome this American biography, targeting younger readers and answering the questions children might ask of Rowling about her life and work. It will be popular with teachers, as it is a topical resource to share with classes. The visual presentation is rich, in the style of the dark images one develops of the Hogwarts' environment. Some caveats concerning the layout and content include: the prevalence of American idioms; minor errors in spelling; and some dubious choices in the match between illustration and text. I. Kolder-Wicks

USER LEVEL:	Stage 1 Stage 2 Stage 3
	$24.95 SCIS 1057549

MACDONALD, Fiona

100 things you should know about [series]

Miles Kelly, 2001

The series offers a variety of subject matter, from ancient societies to the Wild West, in a snippet style. While the information predominantly focuses on historical aspects, the format allows for the treatment of aspects of daily life. The reader can learn about archaeologist's work, women pirates, hippo hunting in ancient Egypt, and the massacre at Wounded Knee. The numerical approach encourages the reader to explore the books by chapter themes. The information is well indexed and visually supported throughout. The reader friendly nature of the material is best illustrated by the activity and puzzle sections scattered throughout the books. These encourage the reader to prepare Roman food, pan for gold, or design a pirate flag. Its discovery learning approach, aimed at the junior student, is well suited to classroom learning. B. Kervin

USER LEVEL:	Stage 4
KLA:	HSIE
SYYLLABUS:	History Stages 4-5
	$19.95 each

Titles in this series are
100 things you should know about ancient Egypt	SCIS 1057568
100 things you should know about ancient Rome	SCIS 1057577
100 things you should know about knights and castles	SCIS 1057819
100 things you should know about Pirates	SCIS 1056236
100 things you should know about the Wild West	SCIS 1055307

ROSS, Stewart

Ancient Egypt [series]

Hodder Children's, 2001 (Hodder Wayland)

Going beyond the standard two page format, to offer a more detailed study of Ancient Egypt; this series is a far more effective resource than similar titles. Focussing on chapter themes, rather than a chronological approach, the information has far greater depth of material. This allows for an extensive range of sources, including maps, extracts, and illustrations: a high level of visual information. Themes covered include: personalities; mummification; farming; and religion. There are **Further information** sections and Internet sites,
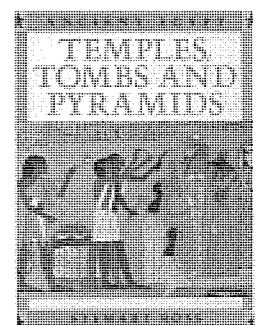
which would have to be verified in terms of curriculum relevance. These books provide enough scope for students of all abilities, but are particularly suited to the junior secondary student. B. Kervin

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History Stages 4-5
	$35.00 each

Titles in this series include:

Temples, tombs and pyramids	SCIS 1051908
Pharaohs	SCIS 1051902

MacDONALD, Fiona & STEELE, Philip

Raiders of the North

Southwater, 2001
ISBN 184215401X   [936]

Basically a social history of two early societies, The Celts and The Vikings, this book features aspects such as villages, dress and decoration, music, travel and warfare, each on a two page layout. With a simply written introduction, the detailed captioned pictures, diagrams and maps convey most of the information. Practical activities are included for many topics: eg. making a Gundestrup bowl; a Hnefatafl game board; or a weather vane. This book is an informative adjunct to the History (Elective) Stage 4 topic, *Ancient societies*. Senior Ancient History students studying the Preliminary case study, *The Celts*, may find the material on archaeological finds to be of interest. B. Hull

USER LEVEL:	Stage 4 Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History Stages 4-5
	Paper $19.95 SCIS 1053739

Armies of the past [series]

Franklin Watts, 2001

The series provides an overview of soldiers' lives during war times, from the battle fronts (land, sea and sky); to the home front. The Western Front; Trench warfare; D-Day; and the role of women are some of the aspects covered. The format leans heavily towards visual evidence of diagrams, charts and illustrations, with detailed captions. Information is clearly set out with headings. The material is well suited for junior secondary students at all levels of ability. There are few references from an Australian perspective, so the use of these books would have to be supplemented for the History (Mandatory) Stage 5 student. The material provides an easily understood introduction, which could be well utilised by teachers and students. B. Kervin

USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	History Stages 4-5
	$32.95 each

Titles in this series include:

Going to war in World War One	SCIS 1047379
Going to war in World War Two	SCIS 1054462

Turning points in history [series]

Heinemann Library, 2001

The focus of this series is not a narrative of certain events, rather an explanation of their significance in changing history. For each turning point, emphasis is placed on: the political context and background; reasons; key players; and consequences. Maps, document extracts, and historical photographs complement the written text, which provides clear explanations for complex aspects of these topics. Each book also features: a Time-line; excellent, informative captions in large font; and information boxes of related material, such as war poetry and quotations from participants. This series would provide a useful introduction or overview to: *The shaping the modern world* option in the *History: Stages 4-5 syllabus*; the *Core study* in the *Modern History: Stage 6 syllabus*, and selected national and international studies. B. Hull, M. Hamlyn

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE; Science
SYLLABUS:	History Stages 4-5; Modern History Stage 6
	$33.00 each

Titles in this series include:

Assassination in Sarajevo: the trigger for World War I	SCIS 1044566
The Cuban missile crisis: to the brink of World War III	SCIS 1045087
The end of apartheid: a new South Africa	SCIS 1036827
The fall of the Berlin Wall: the Cold War ends	SCIS 1036768
The Irish famine: the birth of Irish America	SCIS 1045084
The long march: the making of communist China	SCIS 1044619
The moon landing: the race into space	SCIS 1037360
Pearl Harbor: the USA enters World War II	SCIS 1036830
Penicillin: a breakthrough in medicine	SCIS 1035961
The printing press: a breakthrough in communication	SCIS 1035973

Welcome to my country [series]

Times Editions, 2001

Bold print and bright photographs ably support the clearly expressed information in the books in this series. Chapter headings like People and lifestyle, Arts, Leisure, Government and the economy, and History are common to each book. There is a full page map of each country with a smaller, global positioning map, an easy to use key, and all the text features necessary for students to access information easily. Web sites are provided with a helpful discourse on search strategies for locating additional sites. Teachers would need to allow time to verify the curriculum relevance of such sites. This is a beautifully presented series, which would support the *Cultures* strand of the *HSIE: K-6 syllabus*. S. Rasaiah

USER LEVEL:	Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K-6
	$29.70 each

Titles in this series include:

Welcome to Argentina	SCIS 1040568
Welcome to Indonesia	SCIS 1040052
Welcome to Ireland	SCIS 1040417
Welcome to Israel	SCIS 1042558

A visit to [series]

Reed Educational & Professional, 2001
(Heinemann first library)

A useful feature of each book in this series is that all the chapter headings are the same, which encourages students to apply their retrieval skills to any book. Large print, coloured page numbers, clear maps, striking photographs and essential information, are key elements of this series which covers a range of countries of the world. Stage 1 students would find the format comfortable and appropriate for their reading abilities, whilst Stage 2 students would be able to use the content as a model for producing their own texts. This series would enhance the teaching of the *Cultures* strand of the *HSIE K-6 syllabus*. S. Rasaiah

USER LEVEL:	Stage 1 Stage 2
KLA:	English; HSIE
SYLLABUS:	English K-6; HSIE K-6
	$27.50 each

Titles in this series include:

A visit to Colombia	SCIS 1048800
A visit to Costa Rica	SCIS 1048801
A visit to Cuba	SCIS 1046360
A visit to Puerto Rico	SCIS 1048802

PLOWMAN, Sonya & PINKNEY, Maggie

Bryce Courtenay introduces the Australian history collection

Five Mile, 2001
ISBN 1865034800   [994]

Spanning approximately 100 years, eight factual stories give fascinating insights into part of Australia's history, from Captain Cook and Bass & Flinders to the bushranger's demise in Ned Kelly & his gang. The coloured cartoon like illustrations by Ian Forss and Geoff Hocking complement the informal language. Absence of reference features, such as subheadings or index, does not detract from the usefulness of this information source for Stage 2 and 3 students. Courtney's introductions, in narrative style, engage readers and set up subsequent stories. This resource supports the *Change and continuity* strand of the HSIE syllabus, particularly the Stage 2 unit, *British colonisation of Australia*, and the Stage 3 unit, *Gold!* S. Rasaiah

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K-6
	$22.95 SCIS 1040266

Professional reading

Resources are in Dewey order.

DAWSON, Sue

Just being me: teaching and learning about good mental health. Safety strategies

User Friendly Resource Enterprises, 2001
ISBN 1877260932   [158.107]

Addressing a number of essential contemporary issues: alcohol; drugs; bullying and harassment; discrimination; social justice; and decision making, this book contains small group and classroom activities. The Teacher's ideas page, which accompanies each activity, provides excellent support for teachers, including those who might find these topics confronting. It could be used with the *PDHPE K-6 syllabus* content areas of *Growth and development* and *Interpersonal relationships*, and the *PDHPE 7-10 syllabus* content strand, *Interpersonal relationships*. Schools developing intervention programs for groups of students through student welfare or counselling would find this resource useful. K. Steward

USER LEVEL:	Stage 3 Stage 4 Stage 5 Professional
KLA:	PDHPE
SYLLABUS:	PDHPE K-6; PDHPE 7-10
	Paper $32.95 SCIS 1051924

DAWSON, Sue

Just being me: teaching and learning about good mental health. Skills, values, attitudes

User Friendly Resource Enterprises, 2001
ISBN 1877260924   [158.107]

A valuable collection of classroom and small group activities, this book focuses on developing successful mental health strategies. It covers a wide range of themes: personal identity; appreciating differences; coping with change and grief; communication, and group work. There are some excellent activities based around investigating stereotypes and affirming diversity in our society. The style is user friendly, with teachers' notes, and accompanying photocopiable, interactive work sheets. It could be valuable for schools providing intervention strategies for students at risk, through student welfare programs and school counsellors. This book could also be a useful adjunct to the *PDHPE K-6 syllabus* topic *Interpersonal relationships* and the *PDHPE 7-10 syllabus Interpersonal relationships* and *Personal awareness*. K. Steward

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	PDHPE
SYLLABUS:	PDHPE K-6; PDHPE 7-10
	Paper $32.95 SCIS 1051920

JAMET, Delphine

Street kid in the city

Allen & Unwin, 2001
ISBN 1865085030   [362.74]

A comprehensive examination of street kid culture in Perth is the focus of this book. The information it contains is specific to Western Australia and Perth, but it may provide insights into the world of the street kid for those seeking to understand such issues, particularly in regard to these young people's family relationships or possible involvement in crime and drugs. The author's obvious fascination with the subject, combined with insider knowledge and detailed, varied descriptions of case studies, assists her to paint an authentic word picture. However, as such information could also viewed as a 'how to' manual for students, this resource should be used with discretion. M. Hadfield

USER LEVEL:	Professional
	Paper $16.95 SCIS 1046292

ANDERSON, Bob

Stretching

Rev. ed. Shelter, 2000 (Aust. release 2001)
ISBN 0936070226   [613.7]

Containing detailed diagrams and clear explanations, this manual provides a good reference for players and coaches. The purpose of stretching is explained, and a stretching guide shows body parts and the types of stretches to use. Getting started and Stretching routines for everyday activities and work are addressed, along with stretches for specific sports. Shaded boxes highlight the points of focus, and important safety aspects, which should always be considered when stretching, are clearly addressed. Summaries of the various stretches conclude each chapter for each muscle group or body part. Clear and numbered diagrams and illustrated summaries, Stretching prescriptions, are very useful visual aides. K. Bear

USER LEVEL: Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE Stage 6
Paper $31.15 SCIS 1028905

ARNHEIM, Daniel D. & PRENTICE, William E.

Principles of athletic training

10th ed. McGraw-Hill, 2000 (Aust. release 2001)
ISBN 0071092552 [617.1]

Extensively rewritten to encompass the dynamic nature of athletic training and sports medicine, this resource is based on current research and reflects major trends. Highly detailed and scientific, it is aimed primarily at professional athletic trainers concerned with the foundations of athletic training and sports. Sections include: **Professional development and responsibilities; Risk management; Pathology of injury; Management skills; and Specific sports conditions.** The book supports the application of techniques and concepts to real training or coaching situations, although references to some Canadian documents limit its application in Australia. Detailed diagrams and photographs, **Review questions and class activities,** critical thinking exercises and solutions, focus boxes, and recommended web sites are included. Time would need to be taken to check these linked sites for curriculum relevance. K. Bear

USER LEVEL: Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE Stage 6
$89.95 SCIS 1042472

HAWKES, Tim

Boy oh boy: how to raise and educate boys

Pearson Education, 2001
ISBN 1740095545 [649]

Dr Tim Hawkes canvasses a wide range of issues about boys and their education, but it is difficult to sort the pearls of wisdom from what may be popular, but unproven, opinion. Although many references are listed, newspaper commentary is given equal weight with research, and some assertions about complex issues are made without adequate evidence. For example, the author supports drug testing of accused students without any examination of the limitations of the testing process itself. A range of judgemental attitudes, including homophobic views, are expressed, which are not in keeping with Departmental policy. Comments throughout the book, such as "women are shrinking in horror at the ghastly transformation" of men getting in touch with their "feminine side" reinforce a polarised male/female gender perspective. M. Hadfield

USER LEVEL: Professional
Paper $34.95 SCIS 1050725

Do you have a great idea for a future Scan article? Please ring The Editor on 02 9836 7501 or email Ian.McLean@det.nsw.edu.au

Who reviews?

Reviewers for *Scan* and the DET web site are selected from teachers and teacher-librarians across the state.

Reviewers for this issue were:

Rachael Anderson, Narraweena Primary
Ann Arnott, Ryde Primary
Kristin Ashley, VA, Newcastle High
Colleen Barlow, TAS, Erina High
Kathy Bear, HT PDHPE, Woolgoolga High
Peter Bonnefin, TAS, Epping Boys High
Bill Bowie, English, Dulwich High
Sue Bremner, SEO2, Assessment & Reporting
Carolyn Burden, Blairmount Primary
Nell Chaffey, Tamworth Primary
Susie Cole, Science, Gloucester High
Angela Crocket, Mathematics/TAS, Keira Technology High
Lyn Crofts, SEO1, Drug Education
Frances Crum, Drama teacher
Alexandra Cutcher, Visual Arts teacher
Elizabeth Derouet, Lightning Ridge Central
Chris Dorbis, Project Officer, International Civics & Citizenship
Diana Doust, STLD, Lismore High
Jan Eade, Turramurra North Primary
Colleen Foley, A/PEO School Libraries & Information Skills
Amanda Frost, Grantham High
Heather Gardiner, Literacy Consultant
Marilyn Hadfield, Project Officer, Drug Education
Marion Hamlyn, Wollongong High
Jan Hancock, ET, Penshurst West Primary
Jackie Hawkes, St Clair High
Karen Heap, Science/TAS, Muirfield Technology High
Bronwyn Hull, Goulburn High
Judith Kempthorne, Cranebrook High School
Julie Kennelly, Thalgarrah Field Studies Centre
Bede Kervin, Bowral High
Elizabeth Kidd, History teacher
Ineke Kolder-Wicks, Literacy Consultant
Kevin Le Bourdonnec, Language teacher
Suzanne Leslie, Lindfield Primary
Craig Maher, HT PDHPE, Lake Munmorah High
Elizabeth Maxwell, Cherrybrook Technology High
Noel McFayden, Business Studies teacher
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Sally Rasaiah, Balgowlah North Primary
Beverley Richardson, teacher/librarian, literature specialist
Lorraine Rowles, Early Learning Unit
Mary Saphin, HSIE, Blacktown Boys High
Jenny Scheffers, Marayong Primary
Cathy Sly, English/Drama, Barrenjoey High
Vicki Smith, HT Home Economics, Erina High
Wendy Smith, Tamworth Primary
Alison Soutter, Project Officer, Anti-violence
Kathy Steward, PDHPE,. Glenmore Park High
Simon Taylor, Wakool Primary
Susan B. Taylor, Lindfield Primary
Peter Thompson, HT TAS, Bossley Park High
Ruth Thompson, TAS, Bossley Park High
Anthony Whyte, VA, Grantham High
Debra Wray, former Senior Curriculum Adviser, Aboriginal Education

Internet sites

Author

Title