Other worlds
To infinity and beyond
with digital tools in the middle years

by Lizzie Chase
http://otherworlds.yolasite.com

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Chapter 1

Guide to reading this book

INTRODUCING THE OTHER WORLDS PROJECT

We are six Australian primary and secondary teachers who are excited by the teaching and learning possibilities offered by free online digital tools. We have written this Other worlds book for English teachers with students aged 10-15 years old. Parents who are homeschooling their children may also find this book useful. We have written lesson ideas to respond to 12 books: 6 picture books and 6 novels. Although a minority of the books are non-fiction and international in origin, the majority are Australian fiction.

Each book reflects in a different way the other worlds that we discover when we read. Our focus is on the imaginative, creative, collaborative and social journeys which come with reading a book. We celebrate the transformative power of reading and the wonderful contribution made by authors and illustrators to our society.

The Other worlds lesson ideas support students to create multimodal texts in response to the books they have read. They create digital stories, multimedia presentations, cartoons, animations or visual representations, using free online digital tools. The 12 Other worlds book titles and suggested themes are listed at the end of this chapter. The digital tools used in responding to each book are also listed at the end of this chapter. We hope our readers have the fun we had in experimenting with these tools. Our students were certainly highly engaged!

We are very aware that engagement is not enough. Students need to build the thinking, reading and writing skills they will need for success as digital citizens. For this reason, we have designed learning tasks which require explicit teaching, and which support substantive communication and student use of metalanguage.
**Invitation to teachers and students: High quality work**

We invite teachers and students to submit hyperlinks to high quality student work produced using *Other worlds* lesson ideas, or in projects of your own, to [http://lizzieotherworlds.edublogs.org](http://lizzieotherworlds.edublogs.org). With your permission, we will select some of these outstanding digital stories, multimedia presentations, cartoons, animations or artworks as models to show teachers and students we work with. In addition, we will also use them to create assessment tasks and marking guidelines.

We perceive the development of high quality student models, rich assessment tasks and specific marking criteria to be vital to the process of using digital tools in a meaningful way in the classroom. Explicit teaching of metalanguage is also crucial in this process. We need to teach students how to create expressive multimodal texts, and about their purpose, audience and context. We also need to explain visual literacy techniques, so that students can use these techniques to create effective presentations.

**Organisation and scope of this chapter**

Chapter 1 contains the following sections:

- NSW *English syllabus* outcomes
- Current educational context
- Why use Web 2.0 tools in class?
- Preparation
- Ways to use this book
- Tips for using the Tools guide
- Key assumptions in this book
- Read, Reflect, Respond, Re-imagine cycle
- Guide to the book’s layout
- Frequently asked questions
- Other worlds book titles and suggested themes
- Tools guide
- Glossary of terms
- Reading lists: Middle years and 21st century pedagogies, Web 2.0, & multimodal text creation
NSW English syllabus outcomes

NSW primary teachers using the Other worlds lesson ideas in this book will find that the ideas relate to outcomes RS3.5, RS3.7, WS3.12 and WS3.13. Secondary teachers will find that the lesson ideas relate to outcomes 4.2.15, 4.3, 4.4.8, 4.4.11 and 4.11.18.

CURRENT EDUCATIONAL CONTEXT

We believe that there are three major strands in the current educational context for Australian students in the 10-15 years age group: the English component of the Australian Curriculum, students’ distinct identity as middle years learners, and their use of Web 2.0 technologies. All three strands affirm the valuable contribution which digital tools can make in English classrooms.

**Strand 1: Australian Curriculum - English**

The Australian English Curriculum spells out the teaching possibilities afforded by digital tools. It emphasises the importance of students creating multimodal texts to enable their full participation in Australian cultural, social and intellectual life. The extracts on the following page are taken from the English component of The Australian Curriculum at [http://www.australiancurriculum.edu.au/](http://www.australiancurriculum.edu.au/)

It is clear that the national English curriculum affirms the importance of collaborative digital technologies in the communicative lives of students. How do these technologies connect to the needs of middle years learners?

**Strand 2: The needs of middle years learners**

In our brief discussion of the needs of middle years learners, we are using the insights and information in the Middle years of schooling: A discussion paper, written by Dr David Smith for the NSW Department of Education and Training (Smith, 2008). This paper defines middle years students as being aged between 10-15 years of age.

The paper summarises key findings which show that 10-15 year old students become at risk of disengaging from school. During this time, students experience massive intellectual, physical, social and emotional changes. These changes include a peak period of brain development, particularly in the frontal lobes, if the student is engaged at school. As Smith concludes:

**Thus the types of activities in which adolescents engage, and the environments in which these occur during the Middle Years have a very significant impact on how each individual adolescent brain develops.** The types of intellectual, physical and social experiences that schools provide for Middle Years’ students is maybe the most important factor in the manner in which each brain develops. (p.8)

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National English Curriculum – Extracts

Year 5 Achievement Standard
Students create a variety of sequenced written, spoken and multimodal texts for different purposes and audiences. They select information and ideas from personal, literary and researched resources, and adapt imaginative ideas and situations from literature. They predict readers’ needs when organising ideas and develop coherent texts by varying sentences and paragraphs for specific effect and linking related ideas. They select specific vocabulary to express and develop ideas, to engage and persuade readers and to convey emotions. They write clear, well-structured sentences and paragraphs and use punctuation to provide structure and meaning in their writing. Relevant codes: ACELT1612, ACELY1700, ACELY1704.

Year 6 Achievement Standard
Students create well-structured written, spoken and multimodal texts for a range of imaginative, informative and persuasive purposes, for a broadening number of audiences... They plan and deliver presentations, considering the needs and interests of intended audiences and purposes. They collaborate with others to share and evaluate ideas and opinions, and to develop different points of view. They discuss and compare personal opinions about literary texts, and respond constructively to others’ opinions. Relevant codes: ACELT1618, ACELT1800, ACELY1710, ACELY1714.

Year 7 Achievement Standard
By the end of Year 7 students listen to, read and view a range of spoken, written and multimodal texts, analysing and comparing text structures and language features and vocabulary choices, to show how these shape meaning and influence readers... Students create well-constructed spoken, written and multimodal texts to inform, entertain, persuade and narrate in which meaning is supported by planned structures and organisation. Relevant codes: ACELT1625, ACELY1720, ACELY1724, ACELY1725, ACELY1728.

Year 8 Achievement Standard
Students create sustained and coherent written, spoken and multimodal texts in a variety of forms to explore significant ideas, report events, express opinions, and respond to others’ views. They interact confidently with others in a variety of contexts and deliver presentations to report researched information, share opinions, debate issues, present imaginative interpretations, and evaluate differing perspectives. Relevant codes: ACELT1632, ACELY1731, ACELY1736.
Implications for schools and teachers

Smith goes on to outline the implications for schools and teachers of the social, emotional, intellectual and physical changes in middle years learners that he has described at length. There are two implications which have direct relevance to the Other worlds project. In the middle years, schools and teachers need to provide:

- a school curriculum of rich multilayered open ended learning tasks that, include multiple perspectives: provide for individual differences in learning style and cognitive processing; and are based on deep learning about topics that are connected to the personal lives of students and are significant in the worlds external to school
- the critical analysis of a wide range of written, symbolic and digital texts that are both informational and imaginative, present multiple perspectives, challenge stereotypes and deal with themes, characters and issues that are significant and relevant to the developmental tasks of adolescence (p.12)

We believe that it is vital to engage middle years learners in the sort of generative, rich learning tasks described by Smith. Students do indeed need to be engaged in a deep analysis of written, symbolic and digital texts. They also need to be creators of written, symbolic and digital texts of their own. If ICT – based learning tasks have no significant underlying concept or clear purpose, students can become involved in digital busy work, without experiencing deep and transformative learning.

The 4 key questions underpinning the NSW DET Quality teaching framework remain highly relevant for learners in the middle years:

- What do I want students to learn?
- Why does that learning matter?
- What do I want the students to do or produce?
- How well do I expect them to do it?

Other worlds project – QT focus areas

Intellectual Quality: Substantive Communication
Quality Learning Environment: Engagement, High Expectations
Significance: Connectedness, Narrative

In the middle years, we seek to involve students by connecting to their lives and interests and by building opportunities for them to create, collaborate and communicate. How do Web 2.0 technologies contribute to these opportunities?
Strand 3: Web 2.0 technologies and students

Many of our middle years learners actively seek to connect, share and collaborate, using Web 2.0 technologies such as blogs, wikis, online forums, virtual reality games or live chat rooms about topics of interest to them in their lives away from school.

In fact, the internet provides an ideal way for connectivist learners of all ages to seek out and contribute to networks of people with similar interests. The web has transformed the way that many people learn and Wikipedia is just one example of this. Web 2.0 technologies allow people to become authors, composers, video makers and artists and to react to news items with comments and votes. People can now contribute to the news with their own mobile phone or video footage of events as they unfold.

Web 2.0 technologies appeal to our middle years learners because they provide an authentic audience and purpose for communicating, an opportunity to see what peers are creating, and an amazing world of fun. Students can create a piece of writing or music, a cartoon, video or an artwork, then share it online and allow others to remix it, so that it changes as it travels. The capacity to create and share multimedia texts which is afforded by Web 2.0 technologies is highly engaging for our middle years learners, who seek to display their individualism and also to belong to groups...

The enchanted, forbidden forest of Yukano

www.kizoa.com/slideshow-maker/d1332205k8129628o1/the-enchantment-of-yukano

Katlyn, Rydalmere East PS
WHY USE WEB 2.0 TOOLS IN CLASS?

Some teachers feel inclined to leave Web 2.0 tools and the creation of multimodal texts for life away from school. This is understandable because digital tools take time to experiment with and many teachers are very busy. Sometimes there are also technology issues which make using Web 2.0 tools difficult.

We believe that English teachers should use Web 2.0 tools for the following reasons:

1. Creativity: Web 2.0 tools allow students to respond to texts by creating their own multimedia texts.
2. Fun: Students enjoy using digital tools and sharing their work.
3. Explicit teaching: Most students require explicit teaching in order to produce high quality presentations and digital stories. Do not be fooled by the generalisation that all students are tech savvy. Many students produce very mediocre stories when left to their own devices. They benefit greatly from being taught about visual literacy techniques, narrative arcs, the impact of music selections, and the vital importance of considering audience, purpose and context when they create.
4. Cybersafety: Students benefit from teaching about cybersafety.
5. Copyright issues: Students benefit from learning about how to use and reference Creative Commons resources, so that intellectual property is respected.
6. Equity: Students will need skills in creating multimodal presentations for many jobs of the future. Some students will miss out on these skills, if teachers do not provide opportunities.

PREPARATION

If the lesson ideas in this book are useful for your class:

- You may decide to purchase multiple copies of some of the Other worlds books, as class texts.
- You will need to download Java from www.java.com and Adobe Flash Player at http://get.adobe.com/flashplayer to make the digital tools work successfully. These are free and take about 2 minutes each to download.
WAYS TO USE THIS BOOK

We wrote this book so that teachers could see how digital tools can be integrated meaningfully into a sequence of English lessons. We have included hyperlinked examples of student work – take a look and see what students are making with digital tools. Many teachers will dip into the book as they need to, using one or two tools only. This book is intended for teachers with little ICT experience.

Use the Tools guide

Use the Tools guide at the end of this chapter to choose ONE of the following options:

- Picture books or novels and choose one book
- 21st century learning sites to find frameworks for ICTs in the classroom
- Very simple tools
- Presentation tools, as an alternative to PowerPoint
- Storytelling tools.
- Painting, comic and animation tools.
- Research tools, e.g. Search cube
- General purpose reading and writing tools.
- Copyright and Cybersafety tools to show students.
- Working tools to familiarise yourself with.
- Browse through the book and click on hyperlinks to student work, to see practical examples of the tool in action.
- Browse the book and choose the tasks for one book for your extension English group, ESL group, library group or STLA group.

TIPS FOR USING THE TOOLS GUIDE

- Picture books and novels lists: The Other worlds books have been placed in chapters in rough order of difficulty for readers. The chapters start with picture books and end with a couple of very lengthy novels. The tools do not get harder – they vary throughout.

- Start here: Go to the Very simple tools to select a super easy tool and then read the chapter that the tool occurs in, to see the lesson ideas.

- Easy tools: Tools which are ticked as Easy in the Tools guide at the end of this chapter are fast and simple to use. Tools which are not ticked as easy may take a bit longer to use – they are not hard.

- No registration: If this box is ticked in the Tools guide, it means that no registration is required. Students do not have to sign up. This means they do not have to provide an email address or their details.
Key Assumptions in This Book

The lesson ideas in this book are designed with these key assumptions in mind:

1. **Your syllabus is your starting point for planning:** Teachers will adapt these ideas in line with their syllabus frameworks.

2. **Quality teaching and an underpinning significant idea:** The NSW DET's Quality Teaching framework underpins the design of the learning tasks, with a particular focus on Significance and Intellectual Quality. Our premise is that lessons should develop a significant idea and build students' thinking, reading, writing or representing skills as well as teaching content. We believe that assessment and learning should align.

3. **Building the field and extensive discussion:** Students will need teachers to build field knowledge with them through initial discussion and brainstorming, so that students have understanding, fluency of expression and key vocabulary about the topic.

4. **Modelled and guided teaching:** The lesson ideas work on the assumption that there will be modelled teaching about each new concept or skill. There is also an assumption of guided practice of each new concept or skill, before students work independently, in pairs or in groups. Feedback from student work, as lessons unfold, will show when re-teaching is required.

5. **Paired and group work:** The lesson ideas are suitable for paired and group work, as well as independent work.

6. **Celebrate together:** Share and enjoy student work together – this is implied and not stated in the lesson ideas. This is the RELISH weave throughout the READ, REFLECT, RESPOND and RE-IMAGINE learning cycle used in responding to each Other worlds book...

Glogster EDU
http://edu.glogster.com

Extract from Alice’s glog, Rydalmere East PS
http://seybqby.edu.glogster.com/samantha

Other worlds by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink http://otherworlds.yolasite.com
READ, REFLECT, RESPOND, RE-IMAGINE CYCLE

1. READ: Explain which book students will read. Preview the book together. Discuss any key ideas or contextual information which students will require to understand the book. Read the book as a class, in literature circle sessions, or at home. [RELISH the book.]
2. REFLECT: Students reflect on themes in the book. They learn a new thinking skill or research strategy. [Students share their work: RELISH it.]
3. RESPOND: Students make an initial response to ideas in the book. They learn a new writing or representing skill. [Students share their work: RELISH it.]
4. RE-IMAGINE: Students transform their understandings about the book’s themes into another format, by creating a multimedia presentation. [Students share their work: RELISH it.]

Why?

Why?

Author: doggybaby1234 | Illustrator: Iris Agoes | Age Group: Everyone

Andrea, St Ives North PS

http://storybird.com/books/why-2/
**GUIDE TO THE BOOK’S LAYOUT**

Each chapter is organised in the following way:

<table>
<thead>
<tr>
<th>Chapter 2</th>
<th>Mirror worlds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Worlds category</strong></td>
<td><strong>Book title</strong></td>
</tr>
<tr>
<td><strong>Tools</strong> featured in the chapter</td>
<td></td>
</tr>
</tbody>
</table>

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**RECORD, REFLECT, RESPOND, RE-IMAGINE** sections outline each student task.

---

**Photo Peach**

Glockee, Mitchell HS

http://photopeach.com/album/wit4oe#spiral

**Hyperlinks** – click these to view student samples.

Use these samples as models in your own lessons, if you wish.

---

**Student writing samples**

---

**Student task grids** show the tasks for each book.

---

**Teacher tips** for each tool used in the chapter.
**FREQUENTLY ASKED QUESTIONS**

*How do I sign up for digital tools?*

**Sign up**, or **Register**, at the home URL of the tool and provide your email address. You may choose to create a purpose built email at [www.gmail.com](http://www.gmail.com) because a couple of digital tools in this book require a gmail address [it’s called a Google account]. Choose a username and password. Now, go into your email and click on the confirmation link. From now on, you **Sign in**. You never need to sign up again. Use the same username and password with all your digital tools, if possible.

*Why are so many primary students using tools for under 13s?*

The age eligibility information is in the **Terms of Use** and **Terms of Service** link and many people are not aware of its existence. The site owners of most tools assume that students have gained permission from their parents and do not actively block sign up for students.

*What are vital cyber safety tips to communicate to students?*

Schools should communicate their policies to parents about the use of digital tools in classrooms. Students should NEVER use their surname within their username. They should never include identifying details in their online presentations or blogs. They should be taught explicitly about cybersafety. Teachers should thoroughly explore any digital tools site to determine its suitability for their classes.

*What are the important copyright messages to give students?*

Teach students to use their own images or Creative Commons images within presentations and to source music from sites, such as *Jamendo* at [www.jamendo.com](http://www.jamendo.com), which feature the music of Creative Commons musicians. When using Creative Commons resources in their work, students should name the creator and the source URL of the specific resource. *Smartcopying* at [www.smartcopying.edu.au](http://www.smartcopying.edu.au) is the official guide for Australian schools.

*How do I create a screen grab or a JPEG image?*

Your students may create an image, using a digital tool which did not require sign up. They will be unable to save their image upon exiting. They now wish to save it as screen grab or as a JPEG – what do you teach them?

- Hold down the **CTRL** and **ALT** keys on your computer keyboard, then press the **Print Screen** key to take a photo of the image.
- Open a new **Word** or **Power Point** document, hold the **CTRL** key, then press **V**, to paste in the image.
- Crop: Click on the image to select it. Look up to the top menu – click on **Format** – choose **Crop** and drag the edges in, to resize the image. Hold **CTRL** key and press **C** to copy.
- Save: Paste image into a new **Power Point**. Right click and save the picture as a JPEG.
Tools guide

Tool grids and book lists

1. Other worlds picture books - suggested themes and tools
2. Other worlds novels - suggested themes and tools
3. 21st century learning
4. Very simple tools
5. Presentation tools
6. Storytelling tools
7. Wonderful extras
8. Painting, comic and animation tools
9. Research tools
10. General purpose reading and writing + gifted education tools
11. Copyright and cybersafety tools
12. Working tools

Tips for using the Tools guide – NB The tools listed here are free

- Picture books and novels lists: The Other worlds books have been placed in chapters in rough order of difficulty for readers. The chapters start with picture books and end with a couple of very lengthy novels. The tools do not get harder – they vary throughout.

- Start here: Go to the Very simple tools to select a super easy tool and then read the chapter that the tool occurs in, to see the lesson ideas.

- Easy tools: Tools which are ticked as Easy in the Tools guide at the end of this chapter are fast and simple to use. Tools which are not ticked as easy may take a bit longer to use – they are not hard.

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Picture books: Themes

   Story worlds offer a mirror to our own.
   We are the mirror of each other: no matter where we live, we share the same humanity.

2. Eric and The Bird King and other sketches by Shaun Tan.
   Our creativity builds other worlds and new creatures.

3. Night school by Isobelle Carmody and Anne Spudvilas.
   Our imagery can create a sustained metaphor.
   E.g. The struggle between darkness and light.
   Discuss visual literacy terms with students.

4. Alive in the death zone by Lincoln Hall.
   Pushed to the limit by personal challenges. We learn about ourselves. Set personal goals to conquer. Non-fiction: Google search skills.

5. Lost worlds by John Howe.
   Ancient civilisations and mythical worlds.
   We see each world through our own eyes.
   Non-fiction/fiction: Research skills.

   Non-fiction/fiction: Critical literacy discussions.

http://otherworlds.yolasite.com
<table>
<thead>
<tr>
<th>Cover + world</th>
<th>Title, author and publisher</th>
<th>Tools used with each book</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Mirror worlds</td>
<td><em>Mirror</em> by Jeannie Baker. Walker Books: 2010.</td>
<td><img src="#" alt="ClassTools.net" />, <img src="#" alt="PhotoPeach" />, <img src="#" alt="An introduction to the grammar of visual design" /></td>
</tr>
<tr>
<td>4. Shadow worlds</td>
<td><em>Night school</em> by Isobelle Carmody and Anne Spudvilas. Penguin: 2010.</td>
<td><img src="#" alt="viscosity" />, <img src="#" alt="Fluid Painter" /></td>
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<tr>
<td>5. Extreme worlds</td>
<td><em>Alive in the death zone</em> by Lincoln Hall. Random House Australia: 2008.</td>
<td><img src="#" alt="timetoast" />, <img src="#" alt="Prezi" />, <img src="#" alt="Google" /></td>
</tr>
</tbody>
</table>

*Cover + world Title, author and publisher Tools used with each book [Hyperlinks: p.20 onwards]*

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Novels: Themes


2. Beyond the knock-knock door by Scott Monk. Triplets, fun, riddles, harlequins, floating islands, flying sharks, social justice, slavery.

3. The whisperer by Fiona McIntosh. Prince, circus boy, mind reading, mythical creatures. What if we stepped into someone else's life? Which magic power would we choose? What if we could read minds?


**Novels in chapter order**

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<thead>
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<th>Cover + world</th>
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</tr>
</thead>
<tbody>
<tr>
<td>8. Floating worlds</td>
<td><em>The spell of undoing</em> by Paul Collins.</td>
<td><img src="image" alt="readwritethink" /> <img src="image" alt="Hero’s Journey" /></td>
</tr>
<tr>
<td><img src="image" alt="image" /></td>
<td>Ford St Publishing: 2008.</td>
<td><img src="image" alt="Canvas" /> <img src="image" alt="Net!" /></td>
</tr>
<tr>
<td>9. Riddle worlds</td>
<td><em>Beyond the knock-knock door</em> by Scott Monk.</td>
<td><img src="image" alt="Mindomo" /> <img src="image" alt="Wow!" /><img src="image" alt="Cartoonist" /></td>
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<tr>
<td><img src="image" alt="image" /></td>
<td>Random House Australia: 2009.</td>
<td><img src="image" alt="Glogster" /> <img src="image" alt="EDU" /></td>
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<td>10. Thought worlds</td>
<td><em>The whisperer</em> by Fiona McIntosh.</td>
<td><img src="image" alt="JigZone" /> <img src="image" alt="bubbl.us" /> <img src="image" alt="Build Your Wild Self" /></td>
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<tr>
<td><img src="image" alt="image" /></td>
<td>HarperCollins Australia: 2009.</td>
<td><img src="image" alt="Jamendo" /> <img src="image" alt="VUVox" /> <img src="image" alt="myStoryMaker" /></td>
</tr>
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<td>11. Secret worlds</td>
<td><em>This book is not good for you</em> by Pseudonymous Bosch.</td>
<td><img src="image" alt="readwritethink" /> <img src="image" alt="Webbing Tool" /> <img src="image" alt="Blogger" /></td>
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<tr>
<td><img src="image" alt="image" /></td>
<td>Allen &amp; Unwin: 2010.</td>
<td><img src="image" alt="edublogs" /> <img src="image" alt="Voki" /> <img src="image" alt="Storybird" /></td>
</tr>
<tr>
<td>12. Cupboard worlds</td>
<td><em>The 100 cupboards</em> by N.D. Wilson. 289 pages.</td>
<td><img src="image" alt="FluxTime Studio" /> <img src="image" alt="befunky" /></td>
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<tr>
<td><img src="image" alt="image" /></td>
<td>Random House Australia: 2008.</td>
<td><img src="image" alt="kizoa" /> <img src="image" alt="Book Hooks" /> <img src="image" alt="Morph Your Portrait Photos!" /></td>
</tr>
<tr>
<td>13. Green worlds</td>
<td><em>Toby alone</em> by Timothee de Fombelle. 392 pages.</td>
<td><img src="image" alt="ClassTools.net" /> <img src="image" alt="TED" /> <img src="image" alt="Ideas worth Spreading" /></td>
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<tr>
<td><img src="image" alt="image" /></td>
<td>Walker Books: 2008.</td>
<td><img src="image" alt="Wordle" /> <img src="image" alt="Enimonto" /> <img src="image" alt="ZooBurst" /></td>
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</table>

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## 21st century learning – Teacher background reading

<table>
<thead>
<tr>
<th>Tool</th>
<th>Name</th>
<th>Used for</th>
<th>No registration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASSROOM 2.0</strong>&lt;br&gt; [Image 58x726 to 190x751]&lt;br&gt; [Image 58x637 to 154x691]&lt;br&gt; [Image 58x569 to 163x618]&lt;br&gt; [Image 58x513 to 191x555]&lt;br&gt; [Image 58x433 to 115x483]&lt;br&gt; [Image 58x373 to 172x414]&lt;br&gt; [Image 58x325 to 188x357]&lt;br&gt; [Image 58x254 to 107x300]&lt;br&gt; [Image 58x213 to 147x240]&lt;br&gt; [Image 58x163 to 192x198]&lt;br&gt; [Image 58x89 to 148x140]&lt;br&gt; [512x823]20</td>
<td>Classroom 2.0&lt;br&gt; <a href="http://www.classroom20.com/">www.classroom20.com/</a></td>
<td>Learn about Web 2.0 in the classroom.</td>
<td>Register. Beginner’s group too.</td>
</tr>
<tr>
<td><strong>Connectivism:</strong>&lt;br&gt; [Image 58x675 to 130x715]&lt;br&gt; [Image 58x597 to 114x626]&lt;br&gt; [Image 58x529 to 106x560]&lt;br&gt; [Image 58x451 to 107x491]&lt;br&gt; [Image 58x363 to 112x402]&lt;br&gt; [Image 58x295 to 123x333]&lt;br&gt; [Image 58x217 to 129x255]&lt;br&gt; [Image 58x148 to 133x186]&lt;br&gt; [Image 58x80 to 129x118]&lt;br&gt; [512x823]21</td>
<td>George Siemens talks about connectivism. 15 minute video.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>Engaging Students as Game Designers:</strong>&lt;br&gt; [Image 58x681 to 130x715]&lt;br&gt; [Image 58x597 to 114x626]&lt;br&gt; [Image 58x529 to 106x560]&lt;br&gt; [Image 58x451 to 107x491]&lt;br&gt; [Image 58x363 to 112x402]&lt;br&gt; [Image 58x295 to 123x333]&lt;br&gt; [Image 58x217 to 129x255]&lt;br&gt; [Image 58x148 to 133x186]&lt;br&gt; [Image 58x80 to 129x118]&lt;br&gt; [512x823]21</td>
<td>Blog from Macquarie ICT Centre</td>
<td>✓</td>
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<tr>
<td><strong>International Society for Technology in Education</strong>&lt;br&gt; [Image 58x667 to 130x715]&lt;br&gt; [Image 58x597 to 114x626]&lt;br&gt; [Image 58x529 to 106x560]&lt;br&gt; [Image 58x451 to 107x491]&lt;br&gt; [Image 58x363 to 112x402]&lt;br&gt; [Image 58x295 to 123x333]&lt;br&gt; [Image 58x217 to 129x255]&lt;br&gt; [Image 58x148 to 133x186]&lt;br&gt; [Image 58x80 to 129x118]&lt;br&gt; [512x823]21</td>
<td>Look at the standards for students and teachers</td>
<td>Register or visit as a guest</td>
<td></td>
</tr>
<tr>
<td><strong>LoTi</strong>&lt;br&gt; [Image 58x637 to 154x691]&lt;br&gt; [Image 58x569 to 163x618]&lt;br&gt; [Image 58x513 to 191x555]&lt;br&gt; [Image 58x433 to 115x483]&lt;br&gt; [Image 58x373 to 172x414]&lt;br&gt; [Image 58x325 to 188x357]&lt;br&gt; [Image 58x254 to 107x300]&lt;br&gt; [Image 58x213 to 147x240]&lt;br&gt; [Image 58x163 to 192x198]&lt;br&gt; [Image 58x89 to 148x140]&lt;br&gt; [512x823]21</td>
<td>Describes 6 levels of digital-age learning</td>
<td>✓</td>
<td></td>
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<tr>
<td><strong>New horizons for learning</strong>&lt;br&gt; [Image 58x675 to 130x715]&lt;br&gt; [Image 58x597 to 114x626]&lt;br&gt; [Image 58x529 to 106x560]&lt;br&gt; [Image 58x451 to 107x491]&lt;br&gt; [Image 58x363 to 112x402]&lt;br&gt; [Image 58x295 to 123x333]&lt;br&gt; [Image 58x217 to 129x255]&lt;br&gt; [Image 58x148 to 133x186]&lt;br&gt; [Image 58x80 to 129x118]&lt;br&gt; [512x823]21</td>
<td>Journal about transforming learning</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>Partnership for 21st century skills</strong>&lt;br&gt; [Image 58x667 to 130x715]&lt;br&gt; [Image 58x597 to 114x626]&lt;br&gt; [Image 58x529 to 106x560]&lt;br&gt; [Image 58x451 to 107x491]&lt;br&gt; [Image 58x363 to 112x402]&lt;br&gt; [Image 58x295 to 123x333]&lt;br&gt; [Image 58x217 to 129x255]&lt;br&gt; [Image 58x148 to 133x186]&lt;br&gt; [Image 58x80 to 129x118]&lt;br&gt; [512x823]21</td>
<td>Tools and resources, Online tools, MILE guide</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>Technology integration matrix</strong>&lt;br&gt; [Image 58x617 to 156x725]&lt;br&gt; [Image 58x549 to 120x608]&lt;br&gt; [Image 58x481 to 123x530]&lt;br&gt; [Image 58x413 to 123x451]&lt;br&gt; [Image 58x345 to 127x384]&lt;br&gt; [Image 58x277 to 127x315]&lt;br&gt; [Image 58x209 to 127x254]&lt;br&gt; [Image 58x140 to 127x192]&lt;br&gt; [Image 58x72 to 127x114]&lt;br&gt; [512x823]21</td>
<td>Printable matrix</td>
<td>✓</td>
<td></td>
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<tr>
<td><strong>TED</strong>&lt;br&gt; [Image 58x675 to 130x715]&lt;br&gt; [Image 58x597 to 114x626]&lt;br&gt; [Image 58x529 to 106x560]&lt;br&gt; [Image 58x451 to 107x491]&lt;br&gt; [Image 58x363 to 112x402]&lt;br&gt; [Image 58x295 to 123x333]&lt;br&gt; [Image 58x217 to 129x255]&lt;br&gt; [Image 58x148 to 133x186]&lt;br&gt; [Image 58x80 to 129x118]&lt;br&gt; [512x823]21</td>
<td>Video talks on big ideas</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>The pursuit of technology integration happiness</strong>&lt;br&gt; [Image 58x667 to 130x715]&lt;br&gt; [Image 58x597 to 114x626]&lt;br&gt; [Image 58x529 to 106x560]&lt;br&gt; [Image 58x451 to 107x491]&lt;br&gt; [Image 58x363 to 112x402]&lt;br&gt; [Image 58x295 to 123x333]&lt;br&gt; [Image 58x217 to 129x255]&lt;br&gt; [Image 58x148 to 133x186]&lt;br&gt; [Image 58x80 to 129x118]&lt;br&gt; [512x823]21</td>
<td>Michael Zimmer’s tutorials and posts</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>Web 2.0 tools in the information skills process</strong>&lt;br&gt; [Image 58x675 to 130x715]&lt;br&gt; [Image 58x597 to 114x626]&lt;br&gt; [Image 58x529 to 106x560]&lt;br&gt; [Image 58x451 to 107x491]&lt;br&gt; [Image 58x363 to 112x402]&lt;br&gt; [Image 58x295 to 123x333]&lt;br&gt; [Image 58x217 to 129x255]&lt;br&gt; [Image 58x148 to 133x186]&lt;br&gt; [Image 58x80 to 129x118]&lt;br&gt; [512x823]21</td>
<td>Web 2.0 tools for research</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

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*Other worlds* by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink [http://otherworlds.yolasite.com](http://otherworlds.yolasite.com)
<table>
<thead>
<tr>
<th>Tool</th>
<th>Name</th>
<th>Used for</th>
<th>No registration</th>
<th>Easy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animoto</td>
<td><a href="http://animoto.com">http://animoto.com</a></td>
<td>30 second videos using photos</td>
<td>Register</td>
<td>✓</td>
</tr>
<tr>
<td>A history of the world</td>
<td><a href="http://tiny.cc/o8ris">http://tiny.cc/o8ris</a></td>
<td>View ancient objects: <strong>Start your journey now</strong></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>BeFunky</td>
<td><a href="http://www.befunky.com">www.befunky.com</a></td>
<td>Photo effects</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Carnegie Library My storymaker</td>
<td><a href="http://tiny.cc/y64aw">http://tiny.cc/y64aw</a></td>
<td>Animated drafts; predictive text</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Storybird</td>
<td><a href="http://storybird.com">http://storybird.com</a></td>
<td>Picture ebooks</td>
<td>Register</td>
<td>✓</td>
</tr>
<tr>
<td>Build your wild self</td>
<td><a href="http://tiny.cc/0z9k3">http://tiny.cc/0z9k3</a></td>
<td>Imaginary creature</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Canvastic.net</td>
<td><a href="http://tiny.cc/xop65">http://tiny.cc/xop65</a></td>
<td>Painting tool</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Flame</td>
<td><a href="http://tiny.cc/p1clm">http://tiny.cc/p1clm</a></td>
<td>Fire painting</td>
<td>✓ Explorer Firefox</td>
<td></td>
</tr>
<tr>
<td>Fluid painter</td>
<td><a href="http://tiny.cc/nvnax">http://tiny.cc/nvnax</a></td>
<td>Liquid painting</td>
<td>✓ Explorer Firefox</td>
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<td>Student interactive</td>
<td><a href="http://tiny.cc/lny86">http://tiny.cc/lny86</a></td>
<td>English interactives</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Wordle</td>
<td><a href="http://wordle.net">http://wordle.net</a></td>
<td>Word clouds show key concepts</td>
<td>✓</td>
<td>✓</td>
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### Presentation tools

<table>
<thead>
<tr>
<th>Tool</th>
<th>Name</th>
<th>Used for</th>
<th>No registration</th>
<th>Easy?</th>
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<tbody>
<tr>
<td>Animoto</td>
<td><a href="http://animoto.com">http://animoto.com</a></td>
<td>30 second videos using photos</td>
<td>Register</td>
<td>✓</td>
</tr>
<tr>
<td>Creaza</td>
<td><a href="http://www.creaza.com">www.creaza.com</a></td>
<td>Suite of 4 tools: Mindomo, Cartoonist, MovieEditor, AudioEditor</td>
<td>Register</td>
<td></td>
</tr>
<tr>
<td>Glogster EDU</td>
<td><a href="http://edu.glogster.com">http://edu.glogster.com</a></td>
<td>Multimedia posters</td>
<td>Register</td>
<td></td>
</tr>
<tr>
<td>Kizoa</td>
<td><a href="http://www.kizoa.com">www.kizoa.com</a></td>
<td>Slideshow; photo face morphing tools</td>
<td>Register</td>
<td>✓</td>
</tr>
<tr>
<td>Photo peach</td>
<td><a href="http://photopeach.com">http://photopeach.com</a></td>
<td>Slideshow with spiral play option</td>
<td>Register</td>
<td>✓</td>
</tr>
<tr>
<td>Prezi</td>
<td><a href="http://prezi.com">http://prezi.com</a></td>
<td>Zooming presentation on a canvas</td>
<td>Register</td>
<td></td>
</tr>
<tr>
<td>Vuvox</td>
<td><a href="http://www.vuvox.com">www.vuvox.com</a></td>
<td>Multimedia collage; multimedia slideshow</td>
<td>Register</td>
<td></td>
</tr>
</tbody>
</table>
### Storytelling tools

<table>
<thead>
<tr>
<th>Tool</th>
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<th>Used for</th>
<th>No registration</th>
<th>Easy?</th>
</tr>
</thead>
<tbody>
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<td><img src="https://www.inkpop.com" alt="Inkpop" /></td>
<td>Inkpop <a href="http://www.inkpop.com">www.inkpop.com</a></td>
<td>Secondary writing space</td>
<td>Register</td>
<td></td>
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<tr>
<td><img src="https://www.mixbook.com" alt="Mixbook" /></td>
<td>Mixbook <a href="http://www.mixbook.com">www.mixbook.com</a></td>
<td>Page turning photo books</td>
<td>Register</td>
<td></td>
</tr>
<tr>
<td><img src="http://storybird.com" alt="Storybird" /></td>
<td>Storybird <a href="http://storybird.com">http://storybird.com</a></td>
<td>Picture ebooks</td>
<td>Register</td>
<td>✔</td>
</tr>
<tr>
<td><img src="http://storyjumper.com" alt="Storyjumper" /></td>
<td>Storyjumper <a href="http://storyjumper.com">www.storyjumper.com</a></td>
<td>Page turning ebooks</td>
<td>Register</td>
<td></td>
</tr>
<tr>
<td><img src="http://zooburst.com" alt="ZooBurst" /></td>
<td>ZooBurst <a href="http://zooburst.com">www.zooburst.com</a></td>
<td>10 free 3D pop up books</td>
<td>Register</td>
<td></td>
</tr>
</tbody>
</table>

### Wonderful extras

<table>
<thead>
<tr>
<th>Tool</th>
<th>Name</th>
<th>Used for</th>
<th>No registration</th>
<th>Easy?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="http://tiny.cc/9pepm" alt="BBS Bitesize" /></td>
<td>BBS Bitesize <a href="http://tiny.cc/9pepm">http://tiny.cc/9pepm</a></td>
<td>Interactive educational games</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td><img src="http://tiny.cc/y9i4q" alt="Dust echoes" /></td>
<td>Dust echoes: Ancient stories, new voices <a href="http://tiny.cc/y9i4q">http://tiny.cc/y9i4q</a></td>
<td>12 animated Aboriginal Dreaming stories</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td><img src="http://tiny.cc/qj3v7" alt="Twelve canoes" /></td>
<td>Twelve canoes <a href="http://tiny.cc/qj3v7">http://tiny.cc/qj3v7</a></td>
<td>Reflective and beautiful site celebrating the Yolngu people of Australia.</td>
<td>✔</td>
<td></td>
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</table>
# Painting, comic and animation tools

<table>
<thead>
<tr>
<th>Tool</th>
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<th>No registration</th>
<th>Easy?</th>
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<tbody>
<tr>
<td><img src="http://tiny.cc/h2z1h" alt="An introduction to the grammar of visual design" /></td>
<td>An introduction to the grammar of visual design</td>
<td>Teachers learn about visual literacy in a document</td>
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<tr>
<td><img src="http://tiny.cc/cecflyf" alt="Bitstrips" /></td>
<td>Bitstrips</td>
<td>Create cartoons</td>
<td>Register</td>
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<td><img src="http://tiny.cc/0z9k3" alt="Build your wild self" /></td>
<td>Build your wild self</td>
<td>Imaginary creature</td>
<td>✓ ✓</td>
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<td><img src="http://tiny.cc/5jewu" alt="Canvastic.net" /></td>
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<td><img src="http://tiny.cc/fpysa" alt="Cartoonist" /></td>
<td>Cartoonist</td>
<td>Create comic strips</td>
<td>Register</td>
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<td><img src="http://tiny.cc/bedte" alt="Cineliteracy" /></td>
<td>Cineliteracy</td>
<td>Film literacy documents for teachers</td>
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<td><img src="http://tiny.cc/6illo" alt="Domo animate" /></td>
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<td>Fire painting</td>
<td>✓ Explorer Firefox</td>
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<td><img src="http://tiny.cc/hvmax" alt="Fluid painter" /></td>
<td>Fluid painter</td>
<td>Liquid painting</td>
<td>✓ Explorer Firefox</td>
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<td><img src="http://www.fluxtime.com" alt="Flux time" /></td>
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<td>Animations</td>
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<td><img src="http://tiny.cc/bbfwb" alt="Odosketch" /></td>
<td>Odosketch</td>
<td>Paint with soft, muted palette. Screen capture the image.</td>
<td>GUEST USE ONLY: Email generates username</td>
<td>✓</td>
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<tr>
<td><img src="http://tiny.cc/9xdey" alt="Picassohead" /></td>
<td>Picassohead</td>
<td>Cubist face</td>
<td>✓ ✓</td>
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<td><img src="http://tiny.cc/zz0yt" alt="Viscosity" /></td>
<td>Viscosity</td>
<td>Abstract art +</td>
<td>✓ ✓</td>
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<td>Tool</td>
<td>Name</td>
<td>Used for</td>
<td>No registration</td>
<td>Easy?</td>
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<td><img src="image1" alt="A history of the world" /></td>
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<td>View ancient objects: <strong>Start your journey now</strong></td>
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<td>✓</td>
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<td><img src="image2" alt="bubbl.us" /></td>
<td>Bubbl’us</td>
<td>3 free mind maps</td>
<td>Register</td>
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<td>Thinking tools</td>
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<td>✓</td>
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<td>Multimedia information cubes</td>
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<td><img src="image5" alt="Information skills" /></td>
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<td>Diagram of 6 research phases</td>
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<td>✓</td>
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<td><img src="image6" alt="Information skills" /></td>
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<td>Research - primary</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td><img src="image7" alt="Mindomo" /></td>
<td>Mindomo</td>
<td>Mind maps</td>
<td>Register</td>
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<tr>
<td><img src="image8" alt="Quality information" /></td>
<td>Quality information checklist</td>
<td>Evaluate websites</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><img src="image9" alt="Reference websites" /></td>
<td>Reference websites</td>
<td>Research - secondary</td>
<td>✓</td>
<td>✓</td>
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<td><img src="image10" alt="Search cube" /></td>
<td>Search cube</td>
<td>Turns search results into a fun cube</td>
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<td>✓</td>
</tr>
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<td>Big ideas video talks</td>
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<td>Create timelines</td>
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<td>Teach critical skills</td>
<td>✓</td>
<td>✓</td>
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<td>Visuwords</td>
<td>Graphical dictionary</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Other worlds* by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink [http://otherworlds.yolasite.com](http://otherworlds.yolasite.com)
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<tr>
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<th>No</th>
<th>Easy?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Bookhooks" /></td>
<td>Bookhooks</td>
<td>Book reviews</td>
<td>✔</td>
<td>✔</td>
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<tr>
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<td>Classtools.net quiz maker</td>
<td>Make quiz and arcade games</td>
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<td>Fiction with a twist</td>
<td>Teaching documents: fiction extracts</td>
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<td>✔</td>
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<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td><img src="image" alt="International Children's Digital Library" /></td>
<td>International Children's Digital Library</td>
<td>Picture books to promote harmony.</td>
<td>✔</td>
<td></td>
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<tr>
<td><img src="image" alt="Personalised writing profile" /></td>
<td>Personalised writing profile</td>
<td>Create individualised writing tasks</td>
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<td></td>
</tr>
<tr>
<td><img src="image" alt="Student interactives" /></td>
<td>Student interactives</td>
<td>English interactives</td>
<td>✔</td>
<td>✔</td>
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<td><img src="image" alt="Crossword puzzle tool" /></td>
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<td>✔</td>
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### Copyright and cybersafety tools

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*Other worlds* by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink [http://otherworlds.yolasite.com](http://otherworlds.yolasite.com)
### Working tools

NB **Java** and **Adobe Flash player 10+** are ESSENTIAL tools.

<table>
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GLOSSARY OF TERMS

**Avatar** – A character who represents you in the digital world [in a virtual reality game, or in an image on a blog/in a blog comment]

**Cite** – To name a resource, resource creator and its URL, to acknowledge the creator’s work.

**Concept web** – A mind map which shows the relationship between concepts

**Connectivism** – The notion that we build knowledge through networks and connections

**Constructivism** – The notion that knowledge is constructed by learners

**Creative Commons licences** – These licences allow students to use images, music or other resources in their presentations, provided that they name the creator, title, source URL and type of licence.

**Cybersafety** – Being safe online by not revealing one’s identity

**Dashboard** – The control panel for the digital tool

**Digital tool** – Online software programs which allow users to create

**Embed** – To embed a picture, video, sound file or document into a website, by copying and pasting the embed code

**FAQ** – Frequently asked questions. Place this at end of a search term to find concise information. E.g. World War 2 FAQ

**Intellectual property** – Original ideas, images, videos, text etc which must be acknowledged

**Interactive** – Game which may be educational. Place this [or “game”] at end of search term to find educational games. E.g. Sustainability interactive, Maths interactive

**Morphing tool** – Tool which distorts an image to create a special effect

**Multimedia/multimodal** – Using more than one mode of communication. E.g. May contain written text, images, sound effects, music, animations, video clips.

**Photo effects** – Use effects to change a photo, giving it a morphed, sepia, watercolour appearance etc

**Register** – Sign up for a digital tool account, giving an email address

**Screen capture/screen grab** – Copy an image and paste it into a document

**Web 2.0** – Internet applications which allow people to share, collaborate, contribute or comment. E.g. Facebook, Wikipedia.
MIDDLE YEARS READING LIST


www.educationcounts.govt.nz/publications/schooling/33825/33824


Mann, D & B. (2011) Middle years of schooling at
www.aussieeducator.org.au/education/levels/middleyears.html


21ST CENTURY PEDAGOGIES, WEB 2.0, & MULTIMODAL TEXT CREATION READING LIST


Chapter 2

Mirror worlds

Mirror by Jeannie Baker

<table>
<thead>
<tr>
<th>See the world</th>
<th>Venn diagram from Classtools.net</th>
<th>International Children’s Digital Library</th>
<th>Slideshow with spiral display option</th>
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</table>

There are two boys and two families in this book. One family lives in a city in Australia and one lives in Morocco, North Africa. The lives of the two boys and their families look very different from each other and they are different. But some things connect them... just as some things are the same for all families no matter where they live.

Jeannie Baker in Mirror.
Mirror by Jeannie Baker is a sumptuous picture book without words which explores the idea that we are the mirror of each other. Designed to be read in parallel, the book opens out from the centre and portrays the lives of two families in very different cultures, revealing fascinating similarities.

Other worlds are mirrors

Mirror has been chosen as a text for the Other worlds project because the book provides a springboard for discussing a key idea with students. Books about other worlds allow us to hold a mirror up to our own imagination, behaviour, values and attitudes. In fact, every time we read fiction of any genre, we enter another world which mirrors our own world and helps us to make sense of it.

READ

Using a document scanner and an interactive whiteboard, read Mirror by Jeannie Baker. Discuss the illustrations in the book, using the Walker Books Classroom Ideas for Mirror at www.walkerbooks.com.au/Teachers/Classroom-Ideas. Here is an orientation task from the Classroom Ideas which assists students to visualise where Morocco is in relation to Australia:

Which route will we take between Morocco and Australia?

Imagine you have a magic carpet that can fly from Sydney to the Valley of Roses in Morocco. Use Google Earth to plan a route that includes travel over mountains, deserts, rainforests, volcanoes and oceans.
Research skills: Google Earth

Students will need to build their field knowledge about where Morocco and Australia are located on the globe. Download Google Earth at http://earth.google.com and use it to emphasise the distance between Morocco and Australia and to create a line of travel between them. Your teacher modelling will help to establish the notion of the physical divide between the two countries. Australian students will zoom closer and closer to Morocco, using Google Earth.

Google Earth
http://earth.google.com

Locate and discuss images of the Valley of the Roses, Morocco within Google Earth or conduct an Images search within Google. Consider the lifestyle which is portrayed by these images, including possible implications about climate, housing, technology and occupations in the Moroccan desert.
**REFLECT**

After reading *Mirror* together, lead the class in a discussion about why the title of the book is *Mirror*. Talk together about the similarities and differences between daily life in the Moroccan desert and in urban Australia. Teach students about what a theme is, in case they have focused previously on elements such as narrative structure, plot complications, characterisation or setting.

*Mirror* communicates both literally and symbolically through visual elements. In context, using illustrations from the book, teach students visual literacy terms from Kress and van Leeuwen’s grammar of visual design such as salience, demand and offer, and low and high angle shots, so that they have the metalanguage to describe what they see.


Require students to justify their various views about possible themes or symbols in the book by giving evidence based on what they see. Explain that they must provide evidence for every theory they put forward. This will involve explanations such as the following: *I believe that Mirror is about X because I can see Y.* OR *I believe that X represents Y in the book because...* OR *Daily life in the desert in Morocco is X because I can see Y.*

*Other worlds* by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink [http://otherworlds.yolasite.com](http://otherworlds.yolasite.com)
**Classtools.net: Modelled and guided practice**

**Venn diagram: Compare and contrast**

In pairs, create a Venn diagram to think through and record ideas about *How are we the same and different?* at [http://classtools.net](http://classtools.net).

Explain to students that *ClassTools.net* at [http://classtools.net](http://classtools.net) is a free online digital tool containing a number of thinking tools, graphic organisers and quiz creators for student and teacher use. Introduce students to the *Venn diagram* in *ClassTools.net* at [http://classtools.net/education-games-php/venn_intro](http://classtools.net/education-games-php/venn_intro). Demonstrate how to use the tool first and then invite students to assist you.

Ask students to work in pairs at computers/on laptops to discuss differences and similarities between life in desert Morocco and urban Australia. Their task is to complete and save a Venn diagram on the topic: *How are we the same and different?* Remind them to copy and save the unique URL of the published version for retrieval online later. These diagrams can also be embedded in websites and on blogs. Below is an example of a *Venn diagram* on this topic by students at Mitchell High School.

**ClassTools.net**
[http://classtools.net](http://classtools.net)

---

In the image: Venn diagram comparing desert Morocco and urban Australia. The diagram outlines similarities and differences in various aspects such as open space, work, animals, family activities, and daily routines. The diagram is labeled with the title "Similarities and differences between living in Australia & Morocco."
Email
Send Jeannie Baker a class or personal email via her website at www.jeanniebaker.com, responding to Mirror or asking questions.

Book review

Explain to the students that the class is going to compose an email to Jeannie Baker, saying which were the favourite aspects of Mirror for various class members and asking her questions. Jeannie will not reply personally – but if she gets enough of the same questions, she adds extra information on her site. Brainstorm with the class to collect student reactions to Mirror and any questions. Include student names in the brainstorm, next to their comments, so that the class email will contain comments by name.

Email: Modelled and guided writing
Show students the appropriate layout and language to be used in an email to an author. Using an interactive whiteboard, jointly construct a class email to Jeannie Baker, incorporating comments from the brainstorm, and send it on behalf of the class. Compose the email draft together on the IWB in Word, and copy and paste the message into the Comments box, so that it will not be lost if there is an error with the Submit process. Explain the purpose of the anti-spamming box. Teach students how to enter the anti-spamming words and invite a volunteer to assist you to Type the two words.

Jeannie Baker’s email
www.jeanniebaker.com/comments2.php
Dear Jeannie Baker,

Hello, my name is Benin of Year 7 at Mitchell High School. I’ve read your book and I liked it very much. The book was “Mirror”, where two families lived on the other sides of the world from each other and we listed all the similarities of the families. I especially liked the bit when the Australian family were at the hardware store while the Moroccan family were at some kind of merchant gathering to buy and sell supplies. I still want to ask you a question.

Is this “double page” reading style similar to how Moroccans read or Manga-Like? Because I’ve never seen a book quite like this. It’s like a revolution of reading! AMAZING!

If I was a book reviewer, the book “Mirror” would get 5/5! Also, maybe all your other books of your devising can get 5/5 too!

Thanks for reading; I hope you write more books like “Mirror”!

Benin, Mitchell HS
International Children’s Digital Library: Book review task

*Mirror* has been written to promote cultural harmony and cross cultural understandings. Explain these ideas to the students, explaining that greater understanding may lead to greater peace. With the class, explore the English language picture books in the *International Children’s Digital Library* at http://en.childrenslibrary.org. Read one of these picture books together. Ask each student to locate a picture book within the library that they really enjoy and write a book review.

International Children’s Digital Library  
http://en.childrenslibrary.org

Simple search – Choose *Language* – top right  
www.childrenslibrary.org/icdl/SimpleSearchCategory?ilang=English

Book review: Modelled and guided writing

Show students a model book review and discuss why it is so successful. Annotate the language and structural features of the review together, so that students know what they need to include in order to write a successful review. Jointly construct a review for the book you have just read together, if required. The students’ reviews are to be written for an audience of primary or secondary school students. The review audience is the same as the target audience for the reviewed book.
**Benin’s book review of Insect Soup**

The book I read today was “Insect Soup” by Barry Louis Polisar.

It does two things. It teaches basic rhyme which most 8-12 year olds think is boring. It also has features of a comedy show, which is meant to drive kids from boredom. So if you combine these two things, it’s like fun with education. So if I was a little 8 year old and I found this book in my library, after reading this, I’d read lots of other books.

I rate this as 5 out of 5. Out of all of a library’s interesting books to read, this is the ULTIMATE choice for 8 to 12 year olds. As I opened this book, I was filled with laughs. I was swept away with laughter, joy and sadness. This book is a rhyme with spirit. It rhymes with bug descriptions. It has good pictures and good colours to brighten up your day. This book describes bugs in the funniest way and teaches new things in a whole new method.

The part I liked the best was the rhyme about the Oriental Cockroach, which, to many kids, are scary, ugly and hideous bugs, but the book makes them amusing and gentle. Most fearsome bugs, like spiders, are very dangerous but they’re really made fun of in this book.

I recommend this book, “Insect Soup”, by the “Master of Rhymes” Barry Polisar, to any primary schoolers out in the world today, it’s funny, amusing and best of all, A BOOK.
RE-IMAGINE

**Slideshow presentation**

Imagine that you are going to send someone of your own age in the Moroccan desert a presentation of your favourite local places. Take 7-10 photos and create a *Photo peach* presentation at [http://photopeach.com](http://photopeach.com). When it is made, click on Spiral to share with friends and explain why these places are special to you.

Read the *Teacher tips for Photo Peach* at the end of this book for cybersafety and copyright information. Teach students how to use *Photo Peach* or create a class presentation using students’ photos.

**Share Photo Peach slideshow**

When it is made, students click on **Spiral** to share their presentation with the class, explaining why these places are special. They also explain their choice of music and the intended impact of the slides and music on the Moroccan student. This is the opportunity for students to show their understandings of the ways in which we are mirrors of each other and the ways in which we are different. Re-imagining allows students to synthesise their ideas and to become creators of their own expressive texts.

*Photo Peach*

[http://photopeach.com](http://photopeach.com)

Glockee, Mitchell HS

[http://photopeach.com/album/wjt4oe#spiral](http://photopeach.com/album/wjt4oe#spiral)
Mirror worlds

Mirror by Jeannie Baker

1. Read

Read Mirror by Jeannie Baker.

Which route do we take between Morocco and Australia?
Imagine you have a magic carpet that can fly from Sydney to the Valley of Roses. Use Google Earth to plan a route that includes travel over mountains, deserts, rainforests, volcanoes and oceans.


2. Reflect

Google Earth: Discuss the different terrains
Use Google Earth to see the route between the two countries and to visualise the terrain in each place. Discuss similarities and differences between living in the Moroccan Valley of Roses desert and in urban Australia.

Venn diagram: Compare and contrast
In pairs, create a Venn diagram to think through and record ideas about How are we the same and different? at http://classtools.net.

3. Respond

Email
Send Jeannie Baker a class or personal email via her website at www.jeanniebaker.com, responding to Mirror or asking questions.

Book review

4. Re-imagine

Slideshow presentation
Imagine that you are going to send someone of your own age in the Moroccan desert a presentation of your favourite local places.

Take 7-10 photos and create a Photo peach presentation at http://photopeach.com.

When it is made, click on Spiral to share with friends and explain why these places are special to you.

Other worlds by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink http://otherworlds.yolasite.com
Teacher tips

http://earth.google.com

Download *Google Earth* to see 3D buildings, images and satellite imagery of terrain, including underwater scenes or historical images of the same place. Zoom in, ever closer, to places and objects which are far away.

- When you **Download Google Earth**, save the **Run** file on your C drive, in a folder called *Set ups*. Follow the installation prompts and the tool will be installed within 2 minutes, provided that your computer fits the system requirements.
- Modelled practice: Model for students how to use the *Fly to* function in *Google Earth*. Enter the latitude and longitude of a place or its name. For instance: **Roses valley**, **El kalaa**, **Morocco** will find the Valley of Roses where *Mirror* is set, if you tick the *Did you mean* box which you are offered.
- In the left navigation bar, within the *Layers section*, tick the *Photos* option, to show students any associated photos. Ensure that the *Gigapixel photos* option is ticked within the *Gallery* lower down. If there ARE any linked images, these will be indicated by a camera icon on the map itself.
- Guided practice: Give students a brief guided tour of *Google Earth*. Using an interactive whiteboard, invite students to demonstrate the functions associated with the top menu, such as switching between Earth, the sky and other planets; showing historical imagery; adding a path; adding an image overlay; recording a tour; adding a polygon and adding a placemark. Walk them through the options in the *Gallery* in the *Layers section*.
- Independent exploration: Alert students to the wonders of the *Earth Gallery* in the *Layers section*, and the *Flight simulator* in the top *Tools* menu before they undertake searches of their own.
Teacher tips

http://classtools.net

Use ClassTools.net to record ideas after discussions and to plan writing in online graphic organisers or to create quizzes.

- **Registration:** ClassTools.net is an easy to use online tool which does not require registration.
- **Click to choose the required thinking tool or quiz maker from the menu. To see how each tool is used, click on the black question mark in the bottom right of the template to access completed samples.**
- **Modelled and guided practice:** In the Venn diagram, show students, and practise with them if necessary, how to enter the Name of their pair [no surname or identifying details] and the Title of their Similarities/Differences discussion. Explain that they will type the names of the things they are comparing into the Factor 1 and Factor 2 boxes.
- **Save options:** Explain to students that they can Save as webpage or Embed into blog/webpage. When students save as webpage into a folder, they open up the file later and find the URL of their quiz. Students can also discuss their diagrams with the class, explaining their reasoning.
- **Enable pop-ups:** Some browsers automatically block pop-ups which appear at the point of saving. This is not good as it causes the page to reload and lose all information. When choosing Save as webpage or Embed into blog/webpage, hold down the CTRL key, if using Internet Explorer. This will enable pop-ups and solve the problem.
- **Save at the end:** Save once at the end of the process, each save midway through generates a new URL.
- **Locate the completed Venn diagram:** Students paste the URL of their diagram into the browser to find the diagram. Students will need to re-enter names in Factor 1 and Factor 2 boxes.
Teacher tips

http://en.childrenslibrary.org

Read hard copy books which have been scanned into the ICDL. These stories promote cross cultural understandings. They are written in a variety of languages, including English. Some books are bilingual and feature parallel texts.

- Registration: The ICDL is an accessible and attractive online literature and non-fiction collection which does not require registration.
- Modelled practice: Click on Read books in the top menu. Point out that students can conduct a Simple search or an Advanced search. They can also search Books by country or find Award-winning books. Students can do a Keyword search or look at the Author & illustrator list.
- Guided practice: In Simple search, jointly explore the search options with students. Read a book aloud together. Invite a student to assist you to open a book by clicking on its cover. Students can press the forward page arrows and click on the + icon to zoom in closer to read the text.
- Comic and spiral options: When the whole story has been read once through by a different volunteer for each page, revisit the illustrations in a fun way, using the Comic or Spiral functions in the bottom left corner. These require quick downloads, so you will need download rights at your school.
**Teacher tips**

[Photo Peach](http://photopeach.com)

Create a slide show presentation with music in two minutes using your own photos. *Photo Peach* has an interesting spiral display option once the slideshow is made and you are playing it. Primary teachers will use this tool on an interactive whiteboard for joint constructions of presentations with the whole class. Teach about cybersafety and copyright.

- **Registration**: *Photo Peach* requires registration, using an email address. Students below 13 years of age require parental permission to register. Remind students not to include their surname in their user name. Students may not publish identifying details or images of themselves or other students in public contexts. *Photo Peach* has a default private setting.

- **Cybersafety**: Images of any students should only be used with parental permission in public presentations by teachers. Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.

- **Copyright**: Remind students to use their own photos or Creative Commons images. The source URL and creator’s name should be cited if the image is not their own. Pseudonyms should still be cited.

- **Modelled and guided practice**: [Login](http://photopeach.com/album/pwsp3t#spiral) to show students how to create a presentation. Show students a presentation featuring landscapes, not people, at [http://photopeach.com/album/pwsp3t#spiral](http://photopeach.com/album/pwsp3t#spiral). For this task, their presentations must only feature favourite places or objects. Discuss the impact of the music. Demonstrate how to [Upload photos](http://photopeach.com/album/pwsp3t#spiral) from a folder on your computer. Select the first photo, hold the shift key, select the last photo. This will select all the photos in your folder. Click on *Open*. Invite students to assist you in choosing a title, captions and music for your sample presentation. Show students how to click on *Spiral* to play the show in spiral mode. When it is playing, students can highlight and copy the spiral mode URL. Show students how to click on the full screen icon at the bottom right of the dashboard to use the full screen. They press the ESC key on the keyboard to exit full screen mode. They email the URL of their spiral mode presentation to you.

- **Evaluation**: Ask students to email you the URL of their spiral
Chapter 3

Imaginary worlds

Eric and The Bird King and other sketches by Shaun Tan

IMAGINARY WORLDS

In making my selection, I considered a spectrum of interests: not just my familiar preoccupation with imaginary worlds and creatures, but including observational sketches of people, animals and landscapes which form the unseen backbone of all the other work.

Shaun Tan in The bird king and other sketches.
The bird king and other sketches and Eric by Shaun Tan are inspirational works for exploring creativity, empathy and imaginary creatures. Eric is the story of a mysterious, miniature exchange student, while The bird king and other sketches allows students to see Tan’s drawings of other worlds and fantastical creatures in a speculative and playful context.

READ

Creative processes
Read and discuss the FAQs about Shaun Tan’s creative processes at www.shauntan.net

What helps YOU to be creative?

Use a document scanner and an interactive whiteboard to discuss Shaun Tan’s ideas about creativity and the images from these two books, as a class. Shaun Tan’s magical website features illustrations and reflections about these two books. Students will find the FAQs about his creative processes at www.shauntan.net/faq1.html very informative. Ask students questions about illustrations in The bird king and other sketches, using the Teaching notes at www.windyhollowbooks.com.au/tn_birdking.pdf Ask about students’ own creative processes. Find what inspires them and how they get into the flow.

Shaun Tan’s website
www.shauntan.net
REFLECT

Point of view task
Create the face of Eric's favourite person, as HE SAW IT. Use picassohead at www.picassohead.com/create.html. Write a paragraph from Eric's point of view about his favourite human.

After reading Eric aloud, brainstorm with the class about the possible ages, appearance, mannerisms and cultural habits of the members of Eric's host family. Emphasise how hard it would be for a visitor from another world to interpret other people's customs. Discuss how the human family may have appeared to Eric and create descriptive word banks for each character. Discuss with students the impact of the cubist work of Pablo Picasso shown in And Picasso painted Guernica by Alain Serres and the 3D representation of Picasso's Guernica at www.youtube.com/watch?v=I_65LYLzvVl. Ask students to create the face of Eric's favourite human in the family, AS HE SAW IT, using picassohead at www.picassohead.com/create.html

Picassohead drawings: Modelled and guided writing

After they have created their picassohead faces, ask students to write a paragraph from Eric's perspective – giving a description and his strongest memories of his favourite human. This is a point of view, empathy based task which you can model by providing paragraph starter sentences, if required. In addition, where necessary, work with the class to jointly construct a paragraph about one member of the family. Use words from the word banks to enrich the writing and include physical details, mannerisms and cultural habits.

Picassohead
www.picassohead.com

Brooke, Mitchell HS
www.picassohead.com/?id=6f17bcf

The girl I stayed with had a tuft of hair that always stuck up. She had a pink potato face and it was round and chubby. She had a strange personality but she was sweet to me. She always talked about her life...
RESPOND

**Flame creature – Use Firefox or Explorer**
Explore your own creativity. Use *Flame* to create a flame creature at www.escapemotions.com/experiments/flame/index.html#top

After reading *The bird king and other sketches*, discuss as a class the creative processes that loosen up and propel an artist to create imaginary creatures. These processes include playfulness, lateral thinking and the ability to see mistakes as opportunities. Students explore their own creativity and share their ideas, using *Flame* by Peter Blaskovic in *Explorer or Firefox* at www.escapemotions.com/experiments/flame/index.html#top.

**Flame paintings: Modelled and guided writing**

Ask students to write a paragraph about the *Flame* painting they create – explaining which effects they want to create in the viewer. Brainstorm descriptive words for a word bank. These words will enrich the students’ writing. Discuss and annotate a model paragraph or jointly construct a paragraph with students which clearly describes the intended impact of the image on the audience.

*Flame*

Iesha, Mitchell HS

My picture is of a peacock with long feathers. I just did swirls everywhere. I want people to say and think that peacocks are beautiful and to feel like they’re in a rainbow.
Nathan, Mitchell HS

My picture is of a person’s face. I made it on Flame Painter with different kinds of colours. I want people to think they can do the same thing and even have a go at it.

Bryan, Mitchell HS

My painting shows a storm. I started with pink then made a gray cloud and blue lightning. I want people to think “Wow” and feel like they are just a little dot in a big storm.
Imaginary creature blurb task
Create your own imaginary creature which will feature in a picture book. Use Odosketch at http://sketch.odopod.com

Explain to students that they will create their own imaginary creature for a picture book aimed at 10-12 year old readers. Remind students of the qualities, language and structural features of gripping narratives. Brainstorm ideas for plots involving imaginary creatures together as a class. Brainstorm themes which will appeal to the audience age range.

Odosketch drawings: Modelled and guided writing

Model for students how to create a character poster as a planner for their creature – showing the creature’s appearance and outlining its quirks of behaviour. Jointly plan the arc of one sample story, using a storyboard, before students work independently on their own storyboards. Students sketch their featured imaginary creature using Odosketch at http://sketch.odopod.com. They must not register for this tool. It generates their username from their email address. Teach students how to screen capture their painting into a Word document. Afterwards, they write a blurb for their picture book. If necessary, discuss the features of a model blurb together or jointly construct a blurb before the students work independently. Students polish and share their work in writers’ circles.

Odosketch
http://sketch.odopod.com

Helena, Mitchell HS

Cutie Wutie’s a little person with a funny head and a single hair on his head. He has green shoes, blue eyes and a black balloon. When Cutie Wutie is in the big city, he gets himself into a jumble and a mess when he meets a mouse, coz Cutie is only 3 inches tall!
# Imaginary worlds

**Eric and The Bird King and other sketches** by S Tan

<table>
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<tr>
<th>1. Read</th>
<th>2. Reflect</th>
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| Read *The bird king and other sketches* and *Eric* by Shaun Tan.  
Creative processes  
Read and discuss the FAQs about Shaun Tan's creative processes at [www.shauntan.net](http://www.shauntan.net)  
What helps YOU to be creative? | Point of view portrait task  
Create the face of Eric’s favourite person, as HE SAW IT. Use *picassohead* at [www.picassohead.com/create.html](http://www.picassohead.com/create.html)  
Write a paragraph from Eric’s point of view about his favourite human. |

<table>
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<tr>
<th>3. Respond</th>
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| Flame creature – Requires *Firefox* or *Explorer*  
Explore your own creativity. Use *Flame* to create a flame creature at [www.escapemotions.com/experiments/flame/index.html#top](http://www.escapemotions.com/experiments/flame/index.html#top)  
Write a paragraph about your *Flame* painting and the impact you wish to make on a viewer. | Imaginary creature  
Create your own imaginary creature for a picture book for 10-12 year olds. Use *Odosketch* at [http://sketch.odopod.com](http://sketch.odopod.com)  
Blurb  
Write a blurb for your picture book, featuring your imaginary creature. |
Teacher tips

www.picassohead.com/create.html

This digital tool is intuitive and user friendly. The program works by dragging facial elements onto an online drawing canvas.

- Registration: *picassohead* is free and does not require registration. Students will need to know their email addresses for this lesson. Students should begin by looking in the **Gallery** to see examples, before clicking on **Create**. Cybersafety: Remind students not to write their surnames or email addresses in the **Title** field.
- Modelled and guided practice: Demonstrate how to use *picassohead* on an interactive whiteboard. Construct a face together, if required. Some students may not be aware that there are tools beneath the drawing canvas to perform functions such as enlarging, reducing and changing colours. Have students scroll down, if necessary, to reveal these tools.
- Alert students to the fact that once they start creating a picture, they cannot look at items in the **Gallery** without losing their work. When they return to the **Create** page after visiting the **Gallery**, they will be presented with a new, blank canvas.
- **Save/email this painting**: If you want to evaluate students' work, request them to list your email address as well as their own, with a comma between the email addresses, before they click on **Save my painting to the Gallery**.
- Find the painting online: **View Gallery**. The URL of the published painting can also be retrieved by opening a notification email sent from *picassohead*. Copy and paste the link into the browser. Once their painting is located, students can click on **Share** and then **Print**.
Teacher tips

www.escapemotions.com/experiments/flame/index.html#top

This digital tool is easy to use but as the drawing motion is quite fluid, students may need some practice and experimentation time to achieve full control before attempting a learning task.

- Flame works well in Firefox and Internet Explorer but not so well in Google Chrome. It requires the latest Java plug in.
- Registration: Flame is a free tool and does not require registration.
- Modelled and guided practice: On an interactive whiteboard, show students the examples below the dashboard provided by Peter Blaskovic and the paintings in the Flame gallery. In addition, show students the demonstration at http://flame.escapemotions.com. If necessary, invite students to jointly construct a Flame painting. Tools are found along the bottom of the canvas. Students can change brush size, softness, colour and transparency or employ brush effects such as noise and chaos by sliding bars. Erasing and clearing can also be done from here.
- Save: Press the Save button in the bottom right of the dashboard. Saving can be problematic on some school servers. When students hit Save, the program tries to open a new page featuring the finished painting, but this page does not always open. When it does open, choose the typical File, Save as options to save the image as a JPEG. If saving fails, one solution is to do screen captures into a Word document.
- Screen capturing: Hold down the CTRL and ALT keys on the bottom left of the computer keyboard. While these keys are held down, press the PRINT SCREEN key swiftly on the top right of the keyboard to take a picture of the image. Open a new Word document, and press CTRL V to paste the captured Flame image into the document. Click on the image so that editing can occur. Look up to the top right of the screen to see Picture tools appear above the Format menu. Click on Picture tools and Crop the image to size by dragging the corners to fit.
Teacher tips

http://sketch.odopod.com

With an attractive, muted palette, this digital tool is simple to use. Students can begin sketching straight away by clicking on Create a sketch. Students should not register since their user name is automatically generated from their email address and this will compromise their anonymity. They can create a painting without registering and then save it in a screen capture. Primary teachers will jointly construct a painting with their students.

- Registration: Odosketch is a free tool. Students must be 13 years old to sign up and save their sketches. If registering, students need to use an email address based on a pseudonym to create an anonymous user name. This is because their email generates their user name on sign up. Alternatively, if students do not register, they can screen capture their sketches, as described below.
- Sign in: Each time after the first visit, students sign in.
- Modelled and guided practice: On an interactive whiteboard, show students the examples in the Featured and recent sketches and also the Sketch slideshow which shows a drawing unfolding before their eyes. Demonstrate how to click on the colours in the dashboard and then onto the canvas, clicking on the thicker sections for broader brush strokes. Invite students to jointly create a sketch with you, if required.
- Save: Students press the Save button in the bottom right of the dashboard. They choose a title which does not reveal their identity.
- Screen capturing: Hold down the CTRL and ALT keys on the bottom left of the computer keyboard. While these keys are held down, press the PRINT SCREEN key swiftly on the top right of the keyboard to take a picture of the image. Open a new Word document, and press CTRL V to paste the captured Odosketch image into the document. Click on the image so that editing can occur. Look up to the top right of the screen to see Picture tools appear above the Format menu. Click on Picture tools and Crop the image to size by dragging the corners to fit.
Chapter 4

Shadow worlds

*Night school* by I Carmody and A Spudvilas

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**SHADOW WORLDS**

*Night is coming and this old school beside the wilderness empties. The rules of day wither and blow away. Now it is a school for shadows.*

Isobelle Carmody in *Night school.*
**Sustained metaphor**

Isobelle Carmody and Anne Spudvilas are renowned for their contributions to Australian literature for young people. *Night school* describes what happens when upper primary students camp overnight in an empty schoolhouse. This picture book has been chosen as a text for the *Other worlds* project because of its parable-like quality and its use of a sustained metaphor about a battle to overcome darkness with light. Reading allows us to face our fears and enter the shadow lands safely. However, this book may not be suitable for students who have experienced frightening or traumatic events. On the other hand, it will appeal to students who enjoy philosophy and speculative, open ended discussions. It provides a model so that students can write their own picture book involving a sustained metaphor.

**READ**

In the story, the children face their fears and win the day. Is the man real? Is he a ghost? Why was he in the empty school? Should the children tell their teacher what happened during their night war? What do you do to lift your spirits and make you brave? Does this story have a moral?

Use a document scanner and an interactive whiteboard to read *Night school* to the class. Read the book once through without interruptions to savour it. Re-read the story, discussing together how the illustrations amplify and embody its messages.

**Teach visual literacy: The grammar of visual design**

In the context of responding to the book, choose a couple of pages which demonstrate key concepts from Kress and van Leeuwen’s grammar of visual design, such as colour symbolism, salience, shot angle, vectors, demand and offer so that students have the metalanguage to describe their responses to the story.

**REFLECT**

What would life be like if it was always sunny? Would you miss the rain? Would you miss the shadows? What would it be like to live in a place where there was endless day and no night time? What is the relationship between light and darkness?

**Discuss: Provide evidence for opinions**

Reflect together about the relationship between darkness and light. Discuss the questions listed above. Remind students that these discussion questions require opinion answers – there is no right or wrong answer. When students discuss the issues above, require them to give visual, textual or anecdotal evidence for their opinions. Explain what a moral is, reminding them of Aesop’s fables which they are likely to have encountered before.

**Demonstrate how to use Viscosity**

Teach students how to use the brush tools in *Viscosity* by Jeff Weir at [http://windowseat.ca/viscosity/create.php](http://windowseat.ca/viscosity/create.php). Their task is to use the Angular brush to create a visual representation of the relationship between darkness and light. They will write about their art afterwards to explain their picture. These are creative personal expressions with no right or wrong responses. Fun and creativity are the focus.

*Viscosity*
[http://windowseat.ca/viscosity](http://windowseat.ca/viscosity)

Jaedan, Rydalmere East PS

The tool *Viscosity* is useful in many ways. It lets your imagination unlock itself. My picture shows light battling against the darkness. This picture shows light penetrating dark and dark penetrating light in a hectic rumble between the two.
REMIND

Remind students that the illustrations in Night school have embodied the emotional journey that the children have taken from fear to happiness. Point out that illustrators of picture books are always listed in the author position, along with the writer, because the interrelationship between written text and image is so complete. Explain to students that their task is to use Fluid painter by Peter Blaskovic at www.escapemotions.com/experiments/fluid_painter/index.html to create a landscape which expresses the joy which the students feel at the end of the story. They are also required to explain their painting process in a sentence or two.

Demonstrate how to use Fluid painter – In Explorer or Firefox

Show students how to use Fluid painter – it is a magical liquid painting tool. Demonstrate how to choose the colours and background for the painting. Invite students to experiment with the brush size, opacity, noise and liquidity settings and then choose to paint or smear. Like Viscosity, this is a tool where the process provides great scope for playful creativity. Show students how to screen capture their painting into a Word document, so that students can write about the process. If students wish to save their capture as an image file, teach them to paste it into PowerPoint and right click to save as a picture.

Fluid painter
http://tiny.cc/e0672

Jaedan, Rydalmere East PS

Fluid Painter is unique. It allows me to see real water, WATER, water painting. It really is ‘fluid’. I think it is creative, interesting and plain good the way you can control colour, brush size, brush strength and how ‘liquidy’ you want the smear to be.
**RE-IMAGINE**

*Night school* has been about a journey from darkness into light. Stories are often about overcoming obstacles, personal change and journeys towards happiness. Work in groups to create a class *Mixbook* picture book without words for 4-5 year olds about a character who is alone and ends up with friends.

Remind the class about the characteristics of gripping narratives and explain the importance of pitching stories appropriately for their intended audience.

*Use a sustained belonging metaphor*

The sustained metaphor in *Night school* is that light equates to goodness, bravery and companionship. Explain to students that even though solitude CAN be refreshing and peaceful, for this particular task aloneness equates to isolation and people in groups are a metaphor for belonging.

*Visual literacy skills to portray loneliness and belonging*

Students will use their visual literacy understandings in portraying the movement of the main character from isolation to belonging. They will play with techniques such as vectors, shot angles, demand and offer, and colour symbolism to convey the character's journey and to impact powerfully on the reader. Remind students that in the Insert menu in Word they can access *Clip art* images, and within Search in choose *All collections* to find images from the web, such as these images below. These images do not require citation in presentations.
**Prepare to use Mixbook**

Show students a sample book, *Kids for Kenya*. This will help them to know where the class is headed. They are going to produce an online, page turning ebook.

**Mixbook**

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

By Karen k

[www.mixbook.com/photo-books/education/kids-for-kenya-1246798](http://www.mixbook.com/photo-books/education/kids-for-kenya-1246798)

Brainstorm with the class about possible characters, settings and scenarios for this picture book about the lonely one who finds friendship. Choose the character and complications which appeal most to the class, as the basis of the class story.

Plan together for the story on an interactive whiteboard, using a storyboard approach. After the story has been planned out, allocate the responsibility for each page illustration to a different group of students. ReadWriteThink has a useful student interactive for planning writing and research at [www.readwritethink.org/classroom-resources/student-interactives](http://www.readwritethink.org/classroom-resources/student-interactives).

**ReadWriteThink**

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

*Story mapping graphic organisers*

Copyright free images

If students are gathering images for their story, remind them to use Creative Commons images and to cite the image creator and source URL. NSW DET schools can use copyright free Centre for Learning Innovation images from the Image gallery at http://tiny.cc/wj04f. Teachers can access Creative Commons galleries of resources through Shaun Aune’s 30+ places to find Creative Commons media at http://tiny.cc/3ywsu. Alternatively, students may take photos or create original drawings or paintings for the book.

Create the Mixbook story

Register with Mixbook at www.mixbook.com and have all the illustrations saved as JPEGs in one folder. Make sure they are numbered in story order: JPEG1, JPEG2, JPEG3 etc. Choose a size and theme for the book. Blank canvas is the theme which is most likely to suit your purposes. Upload your JPEGs and drag the illustrations from the gallery onto the pages, dragging the corners to adjust the size.

To involve students in the process, leave the last two pages unfinished and complete those pages in front of the class. The ebook below was jointly created by Jaedan and his teacher Ms Ivanek, using images from the Image gallery at http://tiny.cc/wj04f.

Mixbook
www.mixbook.com

Jaedan, Rydalmere East PS
www.mixbook.com/photo-books/stories/hidden-wonders-4953966
Shadow worlds

*Night school* by I Carmody and A Spudvilas

1. Read

Read *Night school* by Isobelle Carmody and Anne Spudvilas.

**Discuss**

In the story, the children face their fears and win the day. Is the man real? Is he a ghost? Why was he in the empty school? Should the children tell their teacher what happened during their night war? What do you do to lift your spirits and make you brave? Does this story have a moral?

2. Reflect

**Discuss**

What would life be like if it was always sunny? Would you miss the rain? Would you miss the shadows? What would it be like to live in a place where there was endless day and no night time? What is the relationship between light and darkness?

**Paint**

Use the Angular brush in *Viscosity* at http://windowseat.ca/viscosity/create.php to create your own reflection about the relationship between darkness and light.

3. Respond

**Fluid Painter**

*Abstract landscape – Firefox or Explorer*

Use *Fluid painter* at www.escapemotions.com/experiments/fluid_painter/index.html to create an abstract landscape which expresses the hope and strength which the students feel at the end of the story.

4. Re-imagine

*Night school* has been about a journey from darkness into light. Stories are often about overcoming obstacles, personal change and journeys towards happiness.

**Create an ebook**

Work in groups to create a *Mixbook* picture book without words at www.mixbook.com for 4-5 year olds about a character who is all alone and ends up with friends.

*Other worlds* by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink http://otherworlds.yolasite.com
Teacher tips

http://windowseat.ca/viscosity/

Create abstract art online in a matter of seconds. This free art tool encourages playfulness and creativity. Student work can be saved to school computers.

- Registration: *Viscosity* does not require registration.
- Cybersafety: Remind students when saving not to write any identifying details in their title and not to use their surname in their name box.
- Modelled and guided practice: Click on *watch* to show students a slideshow of *Viscosity* art works. Click on *create* and demonstrate how to create a picture. Afterwards, invite students to create pictures on the interactive whiteboard to build their confidence before working independently. Give students practice in using the *Sweeper*, *Angular* and *Mooshy* brushes. Experiment together with *Brush strength*, *Brush size* and *Slipperiness* and create paintings using *Colour*.
- Save: Click on *save* to place the picture in the online gallery. The saved picture will appear immediately in the gallery. Show students how to click on the picture to see an enlarged version and to download the image as a PNG file, so you can see their picture later.
- Share: Remind students to copy and paste the URL of their painting into an email to share with classmates, friends or family.
Teacher tips

www.escapemotions.com/experiments/Fluid_painter/index.html

Create fluid paintings online in a matter of seconds. This free art tool encourages playfulness and creativity. Students cannot save their work. Ask them to make a screen capture of their work into Word or PowerPoint.

- **Fluid painter** works well in Explorer or Firefox, but not in Chrome.
- Registration: **Fluid painter** does not require registration.
- Modelled and guided practice: Demonstrate how to choose the **colours** and **background** for the painting. Invite students to experiment with the **brush size**, **opacity**, **noise** and **liquidity** settings and then choose to **paint** or **smear**.
- Screen capturing: Hold down the CTRL and ALT keys on the bottom left of the computer keyboard. While these keys are held down, press the PRINT SCREEN key swiftly on the top right of the keyboard to take a picture of the image. Open a new **Word** document, and press CTRL V to paste the captured **Fluid painter** image into the document. Click on the image so that editing can occur. Look up to the top right of the screen to see **Picture tools** appear above the **Format** menu. Click on **Picture tools** and **Crop** the image to size by dragging the corners to fit.
- Save a screen capture as a picture: To save a screen capture as a JPEG file, copy and paste it into **PowerPoint** instead of **Word**. Click to select the picture, then right click to **Save as picture** and click the drop down menu to choose the type of image file you want.
Teacher tips

www.mixbook.com

Create an attractive page turning picture ebook for free. Primary teachers will use this tool to publish whole class picture books created by the students. These can be fiction or factual. Photo books are a major focus.

- Registration: Mixbook does require registration, using an email address. Students below 13 years of age require parental permission to register. Remind students not to include their surname in their user name. Students may not publish identifying details or images of themselves or other students in public contexts. Mixbook has a default private setting.
- Cybersafety: Images of any students should only be used with parental permission in public presentations by teachers. Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission.
- Copyright: Remind students to use their own photos or Creative Commons images. The source URL and creator’s name should be cited if the image is not their own. Explain that a name may be a pseudonym, for cybersafety.
- Create: Choose a size and theme for the book. Blank canvas is the theme which is most likely to suit your purposes.
- Upload images: Have all the illustrations saved as JPEGs in one folder. Make sure they are numbered in story order: JPEG1, JPEG2, JPEG3 etc. Upload your JPEGs and drag the illustrations from the gallery onto the pages, dragging the corners to adjust the size. Save as you go, the project can be edited until you are satisfied.
- Publish and share: To involve students in the process, leave the last two pages unfinished and complete those pages in front of the class. Publish the book, read it together and share the URL with other people. See Barbara Schaffer’s class stories. E.g. http://bit.ly/12PYqd
Chapter 5

Extreme worlds

Alive in the death zone by Lincoln Hall

EXTREME WORLDS

"I told myself that I was never going to climb another mountain, and that climbing Himalayan mountains was too dangerous for me, as well as too cold and too painful. But as the months passed I could not stop thinking about the amazing adventures I had survived and the beautiful views I had seen.

Lincoln Hall in Alive in the death zone. (p. 19)
Stories allow us to go adventuring

In 2006, Lincoln Hall was believed to have died from exposure on the slopes of Everest. He was later found alive and returned to safety in a gripping rescue effort. *Alive in the death zone* by Lincoln Hall has been chosen as a non-fiction text for the *Other worlds* project because the book provides a springboard for discussing with students the concept of vicarious adventuring. For teaching ideas, access *Random House Australia* teaching support kits for this book at [www.randomhouse.com.au/Teachers/TeachingSupportKits](http://www.randomhouse.com.au/Teachers/TeachingSupportKits).

Stories allow us to explore moral choices

Accounts of expeditions by adventurers do more than provide their readers with information and inspiration, they offer an opportunity for readers to consider how THEY would respond in extreme situations. Extreme situations may call forth extreme courage or self-sacrifice. It is important to discuss with students that extreme external events will set in motion a parallel series of inner events. Moral choices are inevitable, because our outer and inner worlds are inextricably linked.

Read

Using a document scanner and an interactive whiteboard, read selected passages from *Alive in the death zone* by Lincoln Hall. Focus in particular on the events described in Chapters 5, 8 and 9. Lead a class discussion about these issues:

- What are the qualities of a person who is good in a crisis?
- How would you wish to behave in an extreme situation?
REFLECT

Discuss
Reflect on the impact of Mt Everest on our imaginations. Do you have major life goals, such as climbing Everest? Do you participate in extreme sports?

Cube of search results
After reading *Alive in the death zone*, use *Search cube* to discover a cube of web results about Mount Everest.

Search options
Conduct timeline, image, video and map searches about Mt Everest in *Google*.

As the tallest mountain in the world, Mt Everest has a profound impact on our collective imagination. In a whole class discussion, explore why climbing this mountain remains so important to adventurers today. Lincoln Hall is a very goal oriented person. Find out students’ personal goals and also discover whether any class members participate in sports such as rock climbing, abseiling or paragliding. Find out if they skateboard, roller blade, run long distances, go bush bashing or motor cross riding. Show students how to research Mt Everest. They will learn about its role in Nepalese culture and discover about the history of mountain climbing there.

Research skills: Use FAQ, timeline, ppt, definition

Explain to students that they will find condensed information quickly if they use these words at the end of Google searches: FAQ, timeline, ppt, definition, interactive, game. For example: Mt Everest FAQ, Mt Everest timeline, Mt Everest ppt, Mt Everest definition. FAQ means *Frequently asked questions*. Ppt means students will discover *Power Point* presentations about the topic.

Google tools: Modelled practice
Show students where Mt Everest is, using the free *Google Earth* software which you have downloaded from [http://earth.google.com](http://earth.google.com). Use *Google* search over a series of lessons to demonstrate the *Images, Videos, Maps, Timeline, Sets*, and *Labs* options and their functions as research tools.
**Modelled practice: Images, Videos, Maps**

Using the top menu, show students how to conduct **Images, Videos and Maps** searches in **Google** about Mt Everest.

![Google search interface for Mt Everest](image)

**Modelled practice: Timeline and Search cube**

Show students how to click on **Timeline** in Google to see online primary and secondary sources. In addition, show students how to access **Search cube** so they can see related sites in a 3D format.

![Search cube interface](image)
**Modelled practice: Explore Google search**

Over a number of lessons, show students how to use selected Explore Google search applications at [www.google.com/landing/searchtips](http://www.google.com/landing/searchtips). Unit conversion, Currency conversion, Dictionary and Calculator are of most use because the site has a U.S. focus.

**Explore Google search**
[www.google.com/landing/searchtips](http://www.google.com/landing/searchtips)

---

**Calculator**

To use Google’s built-in calculator function, simply enter the calculation you’d like done into the search box.

Try it now: 

```
16/20=
```

[Search]

---

**Unit Conversion**

You can use Google to convert between many different units of measurement of height, weight, and volume among many others. Just enter your desired conversion into the search box and we’ll do the rest.

Try it now:

```
4 lbs in kg
```

[Search]

---

**Dictionary**

To see a definition for a word or phrase, simply type the word “define” followed by the word(s) you want defined.

Try it now:

```
define agnostic
```

[Search]
Modelled practice: Use Google sets to generate topic vocabulary

Teach students to type google sets into Google when they need vocabulary for a new topic. Show them how to generate topic vocabulary by putting in 2-3 words only and the program will generate a Large set or Small set of topic words.

Google sets
http://labs.google.com/sets

Automatically create sets of items from a few examples.

Enter a few items from a set of things. (example)
Next, press Large Set or Small Set and we’ll try to predict other items in the set.

- spoon
- saucepan
- fork
- 
- 
- 

(Clear All)

Large Set Small Set (15 items or fewer)

Spoon, fork, saucepan result = 48 kitchen topic words
Extension option: Students explore Google labs

Type google labs into Google, to show students that they can play with the latest innovations that Google is still testing in beta mode.

Ask pairs of students to play with and report back on a different innovation to the class, using an interactive whiteboard to walk the class through its functions. Ask them to explain to the class the online feedback that they gave to Google about the application they tried out.

Point out the Calendar labs and the Google maps labs in the top right corner of the screen. To exit labs, click on Web in the top menu. Students who love seeing the ICT future will find innovations by searching for Adobe labs and Microsoft Office labs in Google. You will need an up to date browser to use Google labs. It may be necessary to download the latest version of Explorer, Firefox or Google Chrome if you cannot access online apps in the Labs, such as Google body below.

Google labs
www.googlelabs.com
**RESPOND**

Create a *timetoast* timeline at [www.timetoast.com](http://www.timetoast.com) of the Mt Everest climb in 1984 described in Chapter 5.

Explain to students that they will create a *timetoast* timeline at [www.timetoast.com](http://www.timetoast.com) of the Mt Everest climb in 1984 described in Chapter 5. They prepare by working in pairs to re-read Chapter 5, extract the key events and create a draft timeline on paper.

*Timetoast timelines: Modelled and guided practice*

Teach students how to choose the start and end dates of their timeline, and how to measure and insert evenly spaced time intervals along the timeline to set it up before any information is added. If required, invite volunteers to assist you in completing the timeline in a joint construction on an interactive whiteboard. See the example by Ms Riley, Katlyn and Johanna at [www.timetoast.com/timelines/83522](http://www.timetoast.com/timelines/83522)

See also the sample *timetoast* timeline below, which Ronald assisted Ms Riley to construct.

![Timetoast example](http://www.timetoast.com/timelines/83531)

Ronald, Rydalmere East PS
[www.timetoast.com/timelines/83531](http://www.timetoast.com/timelines/83531)
RE-IMAGINE

**Story mapping**

Create a *Prezi* presentation at [http://prezi.com](http://prezi.com) of the stages in the Everest ascent of 2006 described in Chapters 8 and 9.

Your *Prezi* presentation will automatically be public. Delete any practice prezis.

Explain to students that they are going to create a story map, using *Prezi* at [http://prezi.com](http://prezi.com). *Prezi* is an enjoyable alternative to *Powerpoint* which presents work on one large canvas and allows viewers to zoom in and out to follow a reading path. Their presentation will show the stages in the Everest ascent of 2006, described in Chapters 8 and 9 in *Alive in the death zone*.

*Prezi presentations: Modelled and guided writing*

It is essential to draft the story map on paper before creating the online presentation. Teach students how to create a story map. Build a sample one with them on an IWB, if required. *Prezi* is a tool which requires a) clarity about the physical or conceptual journey which it describes and b) thorough preparation. This is an ideal opportunity for student paired work in the planning, drafting and editing stages. Some students may elect to collaborate in creating a final presentation, even though it will only appear in one *Prezi* account. See the example below of the *Prezi* presentation jointly constructed by Miss Riley and Johanna.

*Prezi*

[http://prezi.com](http://prezi.com)

Johanna, Rydalmere East PS

Extreme worlds

Alive in the death zone by Lincoln Hall

1. Read
Read Alive in the death zone by Lincoln Hall. Focus in particular on the events described in Chapters 5, 8 and 9.

Discuss
What are the qualities of a person who is good in a crisis?

How would you wish to behave in an extreme situation?

2. Reflect
Reflect on the impact of Mt Everest on our imaginations.

Cube of search results
After reading Alive in the death zone, use Search cube at www.search-cube.com to discover a cube of information about Mount Everest.

Search options
Conduct timeline, image, video and map searches about Mt Everest in Google.

3. Respond
Timeline
Create a timetoast timeline at www.timetoast.com of the Mt Everest climb in 1984 described in Chapter 5.

4. Re-imagine
Story mapping

Your Prezi presentation will automatically be public. Delete any practice prezis.
Teacher tips

www.timetoast.com

Create an online timeline, incorporating images and linking to websites if you wish. Timelines can show the story of your life, the plot of a novel or the timeline of a major sequence of events or inventions. Primary teachers will use this tool on an interactive whiteboard for joint constructions of timelines with the whole class. Teach about cybersafety and copyright.

- Registration: *timetoast* does require registration, using an email address. There is no requirement for students to be 13 years old or older. However, in its layout and functions, *timetoast* resembles other sites which do have a 13 year old age requirement. Remind students not to include their surname in their user name. Students may not publish identifying details or images of themselves or other students in public contexts. The default setting for *timetoast* is private. Viewers click on the + sign for each event to see more.

- Cybersafety: Images of any students should only be used with parental permission in public presentations by teachers. Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.

- Copyright: Remind students to use their own photos or Creative Commons images. The source URL and creator’s name should be cited if the image is not their own. Explain that, for cybersafety, a name may be a pseudonym.

- Modelled and guided practice: **Login** to show students how to create a timeline. Show samples: e.g. [http://www.timetoast.com/timelines/24508](http://www.timetoast.com/timelines/24508). Show students how to add a new timeline, create a title and create a timespan. Demonstrate that every event they add will have its own title, date and description. Explain that students can work on their draft timelines over a number of sessions and can also edit them or delete them when public. Ask students to view their timelines in list form to check them.

- Evaluation: Ask students to email you the URL of their timelines.
Teacher tips

**http://prezi.com**

Create a free online presentation which can also be saved offline. *Prezi* is an enjoyable alternative to *Powerpoint* which presents work on one large canvas and allows viewers to zoom in and out to follow a reading path. Primary teachers will use this tool on an interactive whiteboard for joint constructions of presentations with the whole class. Alternatively, they will register for a cheap annual subscription to a cybersafe, secure EDU version of *Prezi*. Teach about cybersafety and copyright.

- **Registration**: *Prezi* does require registration, using an email address. Parental permission is required for students below 13 years of age. Remind students not to include their surname in their user name. Students may not publish identifying details or images of themselves or other students in public contexts. NB The default setting for *Prezi* is public. Delete practice ones for this reason.

- **Cybersafety**: Images of any students should only be used with parental permission in public presentations by teachers. Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.

- **Copyright**: Remind students to use their own photos or Creative Commons images. The source URL and creator’s name should be cited if the image is not their own. Explain that, for cybersafety, a name may be a pseudonym.

- **Modelled and guided practice**: **Login** to show students how to create a *Prezi* presentation. In **Explore**, show samples: **http://prezi.com/vwjoxowtbdd2/the-mt-everest-climb**. In **Learn**, show students the *Prezi* demonstration video tutorials. Jointly construct a presentation, choose the colour and font first, then add all the text (thinking about the size of major headings, subheadings and information), then images/videos. Students can then start grouping, layering, framing and adding shapes to make the presentation more effective.

- **Finally**, students need to plot the path of the presentation. Select **PATH** and click on each section of the presentation sequentially from start to finish (So they can organise the presentation to show page 1 through to the last page). This is where students require most assistance, especially if they have grouped and layered parts of their presentation. Once the path has been plotted, get the students to watch the presentation in full screen and see if their presentation is the way they wanted. They can always go back and alter the path. Students share the URL of their completed presentation.
Chapter 6

Lost worlds

Lost worlds by John Howe

| Ancient artefacts from lost worlds | Graphical dictionary | Web 2.0 tools for research | Information skills process | Multimedia information cubes |

LOST WORLDS

There are two kinds of lost worlds: those abandoned in time, buried and forgotten, like Aratta or Mohenjo-Daro, and the ones that live in the imagination, from Atlantis to Camelot. The first ones we might call real, since they once had streets filled with people. The latter are real too, but in a different way; they embody our need for symbols and meaning. Each world tells us where we have come from, physically and spiritually. Some worlds are both.

John Howe in Lost worlds (p. 9).
A philosophy which celebrates the power of stories

John Howes is famous for his illustrations of JRR Tolkien’s *The Lord of the rings* and this factual picture book about 25 lost worlds is a visual feast. *Lost worlds* has been chosen as a text for this *Other worlds* project because John Howes has an inclusive and speculative approach to lost kingdoms which encompasses mythical worlds as well as buried civilisations.

Howes’ introduction, *Hunting for unicorns*, will provide rich material for discussion by gifted students about the relationship between history, stories and yearning. His views affirm that history is a puzzle, a series of fascinating stories, capable of multiple interpretations.

*What is a world, and how do you lose one? If history is any indication, humanity has created worlds from the very beginning, both by building hearths and by gazing at the stars in wonder. New worlds replace old; knowledge is gained and lost. A new world is born with each person, and one dies with each. Your world is not the same as mine and, though we may share much in common, each world is unique.* (p.8)
READ

As an introduction to the book, show students the *Lost worlds: A visit with John Howe* video at www.youtube.com/watch?v=lGaxYZX•N3Q. Explain that Howe was the concept artist for the *Lord of the rings* movies. Using a document scanner and an interactive whiteboard, read extracts together which have been selected from *Lost worlds* by students.

*Lost worlds: A visit with John Howe*

[Video thumbnail]

www.youtube.com/watch?v=lGaxYZX•N3Q

**Evaluate and persuade**

Which is your favourite lost world from the book? Why is this so? Persuade others about the significance of this world.

After reading about 3-4 lost worlds, ask students which one is their favourite. Record an initial tally of votes. In an extended discussion, require students to justify their opinions and to speak persuasively about their favourite lost world. Record a second tally of votes to see if people’s opinions have changed as a result of the persuasive discussions which they have heard.

*Other worlds* by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink http://otherworlds.yolasite.com
REFLECT

What do the clothing, art, and science & technology related objects which are left behind tell us about the culture and inhabitants of a lost world?

Research tool: A history of the world

After reading extracts from *Lost worlds*, give students an overview of the site *A history of the world* at [www.bbc.co.uk/ahistoryoftheworld](http://www.bbc.co.uk/ahistoryoftheworld). **Start your journey here:** Choose a time period on the timeline and search by **Culture**, to explore objects from one lost world. Next, search by **Theme**. Together, discuss the objects in sections such as **Art**, **Clothing**, **Science & technology** which interest you most and speculate about what they reveal about the culture and inhabitants of the lost world.

*A history of the world*
[www.bbc.co.uk/ahistoryoftheworld](http://www.bbc.co.uk/ahistoryoftheworld)
RESPOND

Research a lost world

- Choose one culture from Lost worlds to research. E.g. Pompeii.

- Discover the basics about the topic, using Visuwords graphical dictionary at www.visuwords.com

- Make your own notes to summarise the important information about your topic.

Define key terms: Visuwords

Using an interactive whiteboard, demonstrate how to use the graphical online dictionary, Visuwords, at www.visuwords.com. This tool is useful for defining terms and for finding basic information about a topic before researching it in depth. If necessary, offer guided practice for the whole class by inviting volunteers to search for 3-4 terms on the interactive whiteboard, so that students feel confident before they use Visuwords independently.
Locate and select information

Explain to students that they will respond to a lost world of their choice from John Howe’s book by researching that world in depth. A sample research task is provided in the chapter section below titled Re-imagine. Students gather relevant information, website links, sounds, maps, images and videos in preparation for a Discovery box presentation and talk. They will need to choose a title and description for their presentation. They will also need to choose 3-5 subtopics about their lost world. Each subtopic will require 6 items to place in the faces of a Discovery box information cube about that subtopic - Discovery box is explained later below.

Sample subtopics for a lost world could include introduction [3Ws – where was it, when was it, what was it famous for], maps, ruins, art, clothing, religion, technology. Each subtopic will have its own cube in Discovery box, with a title and caption. For example, the maps subtopic might be titled Maps of Pompeii, with the caption Find out where Pompeii was. In the Electricity discovery box below by yuan, we can see that his first 3 information cubes are about Electricity, How does it travel and Types.

Discovery box
http://discoverybox.e2bn.org

byuan, West Clay Elementary [5 cubes – 1 layer]
http://discoverybox.e2bn.org/creator/viewer/show/65641
Organise, evaluate and synthesise information

Students will need explicit teaching about how to evaluate their sources for credibility and expertise. They will also require a demonstration of how to synthesise information from various sources. Working in pairs, students locate information about their lost world and make notes about key ideas. Show students how to turn the information they find into their own words, by using key word note making and sentence rebuilding or by paraphrasing and using synonym substitutions. After note making, jointly construct a summary of key ideas from various sources with students, so they realise there are a range of techniques for successful summarising.

Teach students to save their research files for their Discovery box presentation into one folder, with subfolders for each subtopic. Explain copyright and citation expectations. Web 2.0 tools in the information skills process at [http://tiny.cc/5toxl](http://tiny.cc/5toxl) was created by the NSW School Libraries and Information Literacy Unit to provide access to a range of online research tools which will be useful for each phase of this research task.

**Web 2.0 tools in the information skills process**

[http://tiny.cc/5toxl](http://tiny.cc/5toxl)
**Research skills require explicit teaching**

Throughout the research cycle, demonstrate and practise the key skills of evaluating sources, summarising main ideas and transforming ideas and information into one’s own words. The information skills process requires students to understand the task they are undertaking and to express their ideas in their own words. It is a cycle which involves analysis, evaluation and synthesis of information and it needs explicit teaching so that students experience powerful learning and do not just copy and paste information.

Go to the NSW DET School Libraries and Information Literacy Unit’s *ISP matrix 7-10* page at [http://tiny.cc/onpdx](http://tiny.cc/onpdx) and scroll down to access and save the *Information skills teaching ideas* booklet. This resource has step by step suggestions to support explicit teaching of research skills to primary and secondary students. The Unit has a webpage displaying research skills sites for primary students at [http://tiny.cc/rvtd9](http://tiny.cc/rvtd9). Secondary research skills sites can be found at [www.curriculumsupport.education.nsw.gov.au/digital_rev/libraries/index.htm](http://www.curriculumsupport.education.nsw.gov.au/digital_rev/libraries/index.htm).

The Information skills process diagram below can be used on interactive whiteboards. When you hover over each phase of the process, questions appear to assist students with their research.

*The Information Skills Process*
[http://tiny.cc/shle9](http://tiny.cc/shle9)
RE-IMAGINE

The research task below is the sort of task you may give to students. Read the task together and explain that it will become clearer in a couple of minutes when students see a completed discovery box.

**Discovery box research task - Pompeii**

Show classmates a Discovery box presentation you have created about Pompeii. Describe the volcanic eruption in 79 AD and explain why the excavation of Pompeii has been so important for historians.

Include 3-5 of the topics below in your discovery box.

**Mandatory:**

1. **Volcanic eruption:** One cube written by you to describe 6 important aspects of what happened when the volcano erupted in Pompeii. Include the 3Ws: Where Pompeii was, when the eruption happened and what happened.
2. **Learning from history:** One cube which shows 6 images of objects which have been found at Pompeii. Explain what they show historians about life in the Roman Empire.

**Optional:**

3. **Maps:** One cube which shows 6 images of maps of Pompeii.
4. **Streets of Pompeii:** One cube which shows 6 images of the ruins there.
5. **Pliny’s account:** One cube which shows 6 extracts from Pliny’s account of what happened.

**Checklist for success:**

- 3Ws – Where, when, what
- Significance for historians
- Written in my own words
- Links to expert sites
- Creative Commons images
- Citations
Discovery box: Establish criteria for success

Show examples of discovery boxes at http://discoverybox.e2bn.org, discuss why they are effective and how they could be improved. For example, look at the Electricity box by byuan at http://discoverybox.e2bn.org/creator/viewer/show/65641. After viewing the samples, create a checklist for success together, so that students know what they need to do in order to succeed with their Discovery box presentation.

Model the process

Demonstrate to students step by step how to use Discovery box, using a prepared folder containing related web links, and information, image and sound files.

Discovery box dashboard  
http://discoverybox.e2bn.org
Pompeii Discovery box presentation

Ben, Rydalmere East PS [3 cubes – 3 layers]
http://discoverybox.e2bn.org/creator/viewer/show/62039

Extracts from Ben’s learning journal

Today I found some cool pictures of the ruins in Pompeii. I also wrote a description of each picture I found. Each picture I found and its description is going to go into a cube of my discovery box.

Today I started my discovery box. I uploaded my images and put them in. I’ve worked out how to use Discovery box and I’ve decided to have a cube on Mt Vesuvius. I’ve named three cubes so far.

Today I finished my discovery box. I like it because you can record your voice. If only they could fix where you can’t put web links and pictures on the same square.
1. Read
View *Lost worlds: A visit with John Howe* at [www.youtube.com/watch?v=IGaxYZX-N3Q](http://www.youtube.com/watch?v=IGaxYZX-N3Q).

Read *Lost worlds* by John Howe.

Which is your favourite lost world from the book? Why is this so? Persuade others about the significance of this world.

2. Reflect
Visit *A history of the world* at [www.bbc.co.uk/ahistoryoftheworld](http://www.bbc.co.uk/ahistoryoftheworld) - Your journey starts here.

**Discuss**
Choose one culture to discuss as a class. What do the clothing, art, science and technology objects which are left behind tell us about the culture and inhabitants of a lost world?

3. Respond
**Research a lost world**
Choose one culture from *Lost worlds* to research. E.g. Pompeii.

Discover the basics about the topic, using *Visuwords* graphical dictionary at [www.visuwords.com](http://www.visuwords.com).

Make your own notes to summarise the important information about your topic.

Collect images, maps, sound, videos and web links about your lost world.

4. Re-imagine
**Discovery box presentation**
Using your notes and the resources you have collected, create a *Discovery box* research presentation at [http://discoverybox.e2bn.org](http://discoverybox.e2bn.org) about your lost world.

**Speech**
Give a guided tour of your discovery box to your classmates, describing your most significant research findings.
Teacher tips

http://discoverybox.e2bn.org

Build an argument or a description of an event, person or historical period by placing items in a virtual box. Discovery box is superb for requiring confident learners to categorise information and structure their research. It is an extension tool for students who are confident using technology. It takes time and persistence to complete a presentation.

- Read A guide to using Discovery box at http://discoverybox.e2bn.org/teachers/view.php?id=75. Certain file types are not accepted. Documents and files cannot be viewed and tested after upload until after moderation by the classroom teacher.
- Registration: Discovery Box requires the school to be registered by a teacher. This process can take 5 days. Teachers can then Manage users and add students and other teachers to the school account. Students can also Start, build their box and register when they Save it, selecting the school’s name from the list of schools provided. Remind students not to include their surname in their user name. Students may not publish identifying details or images of themselves or other students in public contexts.
- Cybersafety: Images of any students should only be used with parental permission in public presentations by teachers. Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.
- Copyright: Remind students that the source URL and creator’s name should be cited for any images, text, websites, sound or videos which are used. Explain that a creator’s name may be a pseudonym, for cybersafety reasons.
- Modelled and guided practice: Show students the tutorial video in About. Walk students through the process, beginning with Start. Using files you have saved in a special folder, show them how to Load images, text and other files. These will be stored in My drawer. Follow the prompts to create the information cubes and to submit them for moderation and eventual publication.
Chapter 7  
Vampire worlds

The vampire book by Sally Regan

VAMPIRE WORLDS

The name vampire arouses both fear and fascination. Traditionally a dead person who leaves their grave at night to suck the blood of the living, these creatures have taken many forms over the years. However, they all continue to share some basic traits. They thirst for blood and have unusual powers and strengths. There are perils that they must avoid, and signs that give away their deadly secrets.

Sally Regan in The vampire book.
Legends: An opportunity to teach about fact and opinion

The vampire book has been chosen as a text for the Other worlds project because the book provides a springboard for discussing the difference between fact and opinion with students. Books featuring legends are about other worlds which are on the cusp between fact and fiction, and students will enjoy considering possible historical reasons that the vampire legend emerged. In addition, it is important to teach students that many communities around the world have traditionally created monsters, witches and vampires to explain sickness or death in the community.

READ

Use a document scanner and an interactive whiteboard to read extracts from The vampire book to the class as an introduction. You will need multiple copies of the book for more detailed reading by pairs of students. Remind students of the distinction between fact and opinion. Explain that the legends in the book are fictional. However, the use of cultural facts lends it a decidedly factual tone.

In pairs, read and explore the book

- Discuss together which vampire legends are most interesting to you and why.
- Discuss why you believe so many cultures have vampire legends.
- Look at the layout, images and language features of the book to analyse its blend of fact and fiction. Which features remind us this is fiction? Which features carry the stamp of factual authority? How is it similar to or different from Lost worlds by John Howe – it is also a blend of fact and fiction.
Evaluate sources for credibility and authority

Discuss which elements of a factual text appear to give it authority. Teach students how to evaluate sources for credibility. Look at *Help save the endangered Pacific Northwest Tree Octopus from extinction!* at [http://zapatopi.net/treeoctopus](http://zapatopi.net/treeoctopus) together. Because this fake site bears all the hallmarks of a factual site, viewers may switch off their critical reading skills.

Remind students to check out the *About* section of websites for the author’s expertise. Encourage students to understand that opinions can be presented as seemingly factual writing. The use of technical terms, fact boxes, maps, statistics, lists, FAQs, generalisations, nominalisation and the passive voice create an aura of authority in writing.

*Help save the endangered Pacific Northwest Tree Octopus from extinction!*
[http://zapatopi.net/treeoctopus](http://zapatopi.net/treeoctopus)
Critical literacy: Analyse the author’s bias

Teach students to find out if the author has any financial stake in a topic. Discuss one common example - major electricity providers often have websites which educate students about energy and conservation. These sites are written with a factual, neutral tone and presentation. They are actually strongly biased towards coal burning or nuclear energy because these activities give the electricity company its profits.

The QUality Information CheckList site at www.avon.k12.ct.us/enrichment/Enrich/quickgr4-0.htm is useful as a discussion prompt when evaluating websites for the quality and bias of their information.

QUality Information CheckList

http://tiny.cc/xu2x1

Here are eight ways of checking information on web sites.

1. Is it clear who has written the information?
2. Are the aims of the site clear?
3. Does the site achieve its aims?
4. Is the site relevant to me?
5. Can the information be checked?
6. When was the site produced?
7. Is the information biased in any way?
8. Does the site tell you about choices open to you?
Discuss The vampire book: Provide evidence for opinions

Discuss together which vampire legends are most interesting to you and why.

Discuss why you believe so many cultures have vampire legends.

Ask students to read copies of the book together in pairs. When student pairs discuss the issues above, require them to give each other visual, textual or anecdotal evidence for their opinions. Afterwards, as a whole class, ask for comments about the reasons for the popularity of the vampire legend across cultures and time.

REFLECT

In pairs, read interesting legends from the Blood demons: Spirits from the ancient world and Fairy folk of Celtic lore sections of the book. Create a crossword and quiz to test your classmates’ skills at scanning for rapid information retrieval.

Teach students how to find specific information

Teach students how to use the Contents at the front of The vampire book to find general categories of information, the Glossary to find word meanings, and the Index at the back to find specific information. Using a document scanner and an interactive whiteboard, read the Blood demons and Fairy folk sections in The vampire book to the class.

Scanning: Modelled and guided practice

Using an extract, teach students how scan for specific information by dragging a finger fast over the text and only looking for the name or date which is needed.

Request students to work in pairs to create a crossword and a quiz using information from The vampire book which will require other students to scan to find the answers. Students then quiz their classmates.
**ReadWriteThink crossword puzzle tool: Guided practice**

With students, choose 5-10 names from the *Index* at the back of *The vampire book* to enter as words into the ReadWriteThink crossword puzzle tool at [www.readwritethink.org/files/resources/interactives/crossword](http://www.readwritethink.org/files/resources/interactives/crossword). Next, enter the clues for each word together. This will support students in using this tool independently when they create their crosswords in pairs.

**ReadWriteThink crossword puzzle tool**  
[www.readwritethink.org/files/resources/interactives/crossword](http://www.readwritethink.org/files/resources/interactives/crossword)

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*The vampire book – crossword sample*
Student pairs complete online crosswords and print them

Once the student pairs have made their crossword quiz, another pair of students will complete the crossword online and also print it out, so that you have a record of student crosswords. The answer key versions can also be printed out.
**Arcade game generator: Modelled practice of creating a quiz**

Request student pairs to write quiz questions and matching answers from *The vampire book* in *Word* for later use in *Classtools.net* at [http://classtools.net/education-games-php/quiz](http://classtools.net/education-games-php/quiz). They need to write them on separate lines and place an asterisk between the question and answer each time. Explain that they must have at least 10 quiz questions for the arcade games to work.

Using prepared questions and answers for another topic, demonstrate the process of pasting the questions and answers into the *Arcade game generator* online template.

Explain that students MUST save their game before playing. Show them how to click on the save icon, then save their game as an HTML file into a folder. They will go into that folder, open the file and link to the URL of the games whenever they wish to play them. Ask students to email you the URL of their games, so you can see their work.

*Classtools.net – Arcade game generator*

[http://classtools.net/education-games-php/quiz](http://classtools.net/education-games-php/quiz)
**Students play quiz games created by other students**

Once student pairs have created and saved their quizzes, they play their own game in a number of formats and also invite others to play. Play *The vampire book* quiz at [http://classtools.net/widgets/quiz_4/zqysJ.htm](http://classtools.net/widgets/quiz_4/zqysJ.htm) if time permits.

*Classtools.net – Arcade game generator*

[http://classtools.net/education-games-php/quiz](http://classtools.net/education-games-php/quiz)

*Wordshoot format*

[http://classtools.net/widgets/quiz_4/zqysJ.htm](http://classtools.net/widgets/quiz_4/zqysJ.htm)

*The vampire book – sample quiz*

[http://classtools.net/widgets/quiz_4/zqysJ.htm](http://classtools.net/widgets/quiz_4/zqysJ.htm)
Students have built their knowledge about traditional views of vampires by reading *The vampire book*. Explain to students that they will now create a comic strip from the point of view of a vampire living incognito in the 21st century as a teenager. 21st century views do not see all vampires as completely evil.

Brainstorm with students the range of stereotypes linked to contemporary depictions of teenage vampires. Record the vampire characters from students’ favourite vampire books and movies. For each character, describe his/her appearance, character, friendships, likes/dislikes, vampire powers and weaknesses. Students decide on a character which will feature in their cartoon and whether their vampire will be a good character, an evil one or an enigmatic mixture. Students can create a cynical, humorous or dramatic cartoon - it is their choice. The focus is on the point of view of the main character and the secret that they carry.

*Visual literacy skills: Storyboarding practice*

Remind students of visual literacy techniques, such as the use of vectors, shot angles, salience, colour symbolism and stereotypes to convey symbolic meanings. If students require storyboarding practice, storyboard a sample 3 frame zombie cartoon together as a class, featuring the visual elements listed above, on an interactive whiteboard. Use a zombie motif to build skills, so that students can work independently or in pairs on their vampire cartoon and the topic will not be stale. If students are resistant to the vampire topic, they can create a first person point of view cartoon which shows a high school protagonist thinking about a friendship dilemma.

For a summary of visual literacy terms, which is suitable for teachers and secondary students, access *An introduction to the grammar of visual design* at http://portals.studentnet.edu.au/literacy/uploads/grammar.pdf
**Bitstrips comics: Modelled practice**

Demonstrate to students how to use *Bitstrips* at [www.bitstrips.com](http://www.bitstrips.com). They can experiment in **Make your own comic!** when they are ready to start, but saving requires registration. Begin by selecting the number of frames for the cartoon and create a title. Using the **Art library**, show students how to select characters, scenes, props, wall items, effects and shapes. Show how to use the **Controls** option to create facial expressions and body movements. Use **Text bubbles** to show the thoughts and dialogue of characters.

Show students how to use the controls below the frames to scale, move and rotate objects and characters and to add new panels. Invite students to jointly construct a cartoon with you on an interactive whiteboard. Require students to use visual literacy metalanguage in offering suggestions or creating contents in a frame. Keep the focus on how these techniques will impact on viewers.

![Bitstrips comic builder](http://www.bitstrips.com/create/comic)
Create a *Domo animate* presentation in which a vampire gets across what it’s like to be a vampire to an audience of primary school viewers...

**NB** Use the woman in the red dress as a second vampire, if you wish.

*Teach film literacy metalanguage*

Ask students to name their favourite animations and list these. Then discuss why they are so successful and list the elements that students love. Teach students the metalanguage of film literacy and then revisit these favourite cartoons, analysing them in a more detailed and complex way.

Show an episode of an animation such as *The Simpsons* and analyse the use of sound, music, shot angles, lighting, colour symbolism, character stereotypes to impact on the viewer.

To build your own professional knowledge about techniques used in films and animations, download the *Reading the screen* and *Writing the screen* resources in the *Teaching materials* section on the *Cineliteracy* website. These PDFs can be found at [www.lowsesschools.nsw.edu.au/resources/cineliteracy_vcd/index.html](http://www.lowsesschools.nsw.edu.au/resources/cineliteracy_vcd/index.html)

*Cineliteracy*

[http://tiny.cc/bcdte](http://tiny.cc/bcdte)
Decide on the tone and the purpose of the vampire’s speech

- Is your vampire going to be humorous or strictly informative.
- Is your vampire going to be persuasive or factual in tone?
- Will the vampire get across their ideas in a monologue [talking heads style] OR through dialogue with another monster where they compare lifestyles?

Explain to students that their task is to create a *Domo animate* presentation. It will feature a character talking about life as a vampire to an audience of primary aged children, in a humorous, cynical, frightening or intense way. Students will need to decide the tone and purpose of their vampire monologue. It may be factual, persuasive or a mixture of the two.

Brainstorm about the differences between factual and persuasive language and record informative and evocative words under 2 columns: *Vampire fact words/Vampire persuasion words*. This vocabulary will enrich monologues about being a vampire. The images below from *Word* clip art may stimulate discussion and vocabulary about vampire stereotypes, and the monologue’s tone and purpose.
**Domo animate: Modelled and guided practice**

Demonstrate how to use *Domo animate studio* at [http://domo.goanimate.com/studio](http://domo.goanimate.com/studio). This guided practice will not feature a vampire. Students will make their vampire presentation afterwards, independently or in pairs. Explain that students will need to sign up when they come to Save a practice animation. In the studio, show students how to click on the Domo drop down box and select **Monsters Mayhem**. Invite students to choose a background, characters, speech bubbles, props, music and camera effects for each scene you jointly create. They will drag elements from the side galleries to build the animation. Point out that students should place speech bubbles in from the sides because the bubbles can get cut off. The vampire is male – students can also use the woman in red.

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**Domo animate studio**

[http://domo.goanimate.com/studio](http://domo.goanimate.com/studio)

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**The vampire’s lament** by Lizzie [20 secs]

[http://domo.goanimate.com/user/0oRRGgHEo8Ig/0nn2g-mBXCQg](http://domo.goanimate.com/user/0oRRGgHEo8Ig/0nn2g-mBXCQg)
Vampire worlds

The vampire book by Sally Regan

1. Read
As a class, read extracts from The vampire book by Sally Regan. Discuss it as a blend of fact and fiction, in its layout and language.

In pairs, read and explore the book.

Discuss together which vampire legends are most interesting to you and why.

Discuss why you believe so many cultures have vampire legends.

2. Reflect
Create a crossword and quiz
In pairs, read interesting legends from the Blood demons and Fairy folk sections of the book and create a crossword and quiz to test your classmates' skills at scanning for rapid information retrieval.


3. Respond
Point of view cartoon task
Use Bitstrips at www.bitstrips.com/create/comic to create a 3 frame cartoon which shows the thought bubbles of someone who is secretly a vampire in a modern high school and his/her friends don’t know...

4. Re-imagine
Create an animation
Go to Domo Animate studio at http://domo.goanimate.com/studio, and use Monsters Mayhem characters and settings to create a presentation in which a vampire gets across what it’s like to be a vampire to an audience of primary school viewers...

NB The vampire in this studio is a male. Use the woman in a red dress as a vampire, too.

Other worlds by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink http://otherworlds.yolasite.com
Teacher tips

http://classtools.net

Use ClassTools.net to create quizzes, record ideas after discussions and to plan writing using online graphic organisers. Arcade game generator allows the same quiz to be played by students in a number of game formats.

- Registration: ClassTools.net is an easy to use online tool which does not require registration.
- Click to choose the required thinking tool or quiz maker from the menu. To see how each tool is used, click on the black question mark in the bottom right of the template to access completed samples.
- Modelled and guided practice: Students prepare 10 or more question and answer pairs in Word, to copy and paste into the tool. The more Q and A pairs, the more interesting the quiz games will be. In the Arcade game generator tool, show students, and practise with them if necessary, how to enter the question and answer pairs, on separate lines, with an asterisk between each Q and A.
- Save options: Explain to students that they must Save as webpage as soon as their quiz is created. When students save the HTML file into a folder, they can open up the file later and find the URL of their quiz. Point out that if students do not wish their quiz to be changed by other players, they should save it with a password.
- Enable pop-ups: Some browsers automatically block pop-ups which appear at the point of saving. This is not good as it causes the page to reload and lose all information. When choosing Save as webpage or Embed into blog/webpage, hold down the CTRL key, if using Internet Explorer. This will enable pop-ups and solve the problem.
- Save at the end: Save once at the end of the process, because each save midway through generates another HTML file and new URL.
Teacher tips

www.bitstrips.com/landing

Create online comic strips and share them. Primary school teachers will use this tool for joint construction of whole class comic strips. They will also allow students to create temporary comics without registering and to screen capture these and crop them in Word. If student screen capture into PowerPoint, they can select and right click on images to save as a picture, choosing the JPEG file option.

- Registration: Bitstrips does require registration, using an email. Students under 14 years of age require parental permission to sign up. There is a cyber secure Bitstrips for schools subscription. Younger students can play and create in Bitstrips at www.bitstrips.com/create/comic but their work will not save.

- Cybersafety: Remind students when registering not to use their surname in their user name. When saving a cartoon, they should not include any identifying details in their title or cartoon content.

- Modelled and guided practice: Begin by selecting the number of frames for the cartoon and create a title. Using the Art library, show students how to select characters, scenes, props, wall items, effects and shapes. Use the Controls to create facial expressions and body movements. Use Text bubbles to show the thoughts and dialogue of characters. Show students how to use the controls below the frames to scale, move and rotate objects and characters and to add new panels. Invite students to jointly construct a cartoon with you on an interactive whiteboard.

- Share: Once they have saved and published, remind students to copy and paste the URL of their cartoon into an email to share with classmates, friends or family.
Teacher tips

http://domo.goanimate.com/studio

Create a simple online animation to explore techniques used in films.

- **Registration**: *Domo animate* does require registration, using an email address. There is no age restriction in the site’s Terms of use. Remind students not to include their surname in their user name or any identifying details in their animation title or content.

- **Cybersafety**: Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.

- **Modelled and guided practice**: Demonstrate how to use *Domo Animate studio* at [http://domo.goanimate.com/studio](http://domo.goanimate.com/studio). Explain that students will need to sign up when they come to Save a practice animation. In the studio, show students how to click on the Domo drop down box and select *Monsters Mayhem*. Invite students to choose a background, characters, speech bubbles, props, music and camera effects for each scene you jointly create. They will drag elements from the side galleries to build the animation. Make sure any speech bubbles are in from the sides, they can get cut off.

- **Preview and save**: Students click on each scene to choose a duration and then preview their scenes to see if they like the effects and music they have chosen, BEFORE saving. NB It can take some time for the animation to initialise and render for the preview and to save at the end. Save a draft, save as private or save as public.

- **Share**: Explain to students that they can save and publish or save as a draft. They can find or edit their animation later in My page in the top menu. Show students how to copy and paste the URL of their animation and share it via email with friends and with you.
Chapter 8

Floating worlds

The spell of undoing by Paul Collins

Writing resources  Hero’s journey  Character map  Paint tool  Page turning ebook

FLOATING WORLDS

People stumbled about, dazed by what had befallen them. Unbelievably, none of the city’s buildings had collapsed – magic bonding had held them firm – but anything loose such as market tables and wagons had been smashed to kindling. One by one the survivors of this catastrophe realised that their entire city was now drifting like a sky pirate’s ship over unfamiliar terrain.

Paul Collins in The spell of undoing. (p. 51)
An opportunity to teach about heroes, quests and settings

The spell of undoing has been chosen as a text for the Other worlds project because the book provides a springboard for discussing the hero’s journey, quests and the narrative power of unusual settings. The spell of undoing describes the magical medieval city Quentaris and the events that lead to it becoming a floating world.

The novels in the Quentaris series are written by well known and award winning Australian authors and each can be read as a stand alone adventure. Students read and discuss the book in literature circles over a number of sessions. There are also whole class reading and writing sessions.

**Quentaris**

View the map of the city of Quentaris at [www.quentaris.com/quentaris.htm](http://www.quentaris.com/quentaris.htm).

How is it typical of cities in the middle ages?

Read and discuss how excitement and suspense are created in the extract from the book at [www.quentaris.com/books_spell_undoing.htm](http://www.quentaris.com/books_spell_undoing.htm)
READ

Before reading: Introduce the medieval city of Quentaris

Explain to students that they are going to read *The spell of undoing* by Paul Collins. To see the setting of this fantasy about a medieval world, show students the map of the city port of Quentaris at [www.quentaris.com/quentaris.htm](http://www.quentaris.com/quentaris.htm).

Explain to students that Quentaris is typical of medieval cities, being ruled by a lord and surrounded by a city wall. Brainstorm with students what they know about medieval town life. Explain that life in a port city would involve a lot of visiting boats, and with those boats would come people and ideas from other places.

Point out to students that the book *The spell of undoing* has a strong flavour of medieval town life. It is also a fantasy. The title of the book places a magic spell at the centre of things. The mountains behind Quentaris contain rift caves which open to other worlds. This is a setting which will offer surprises to the reader. Show students the cover of *The spell of undoing* to show that the port city of Quentaris becomes a floating world, a sky ship seeking its way home.

*Map of Quentaris*

[www.quentaris.com/map.htm](http://www.quentaris.com/map.htm)
Before reading: Discuss the blurb and a suspenseful extract

To introduce the book, read the blurb and an extract from *The spell of undoing* at [www.quentaris.com/books_spell_undoing.htm](http://www.quentaris.com/books_spell_undoing.htm). Discuss first impressions of the book together. In addition, track Collins’ language of suspense and excitement in the extract. Write 2 column headings: Tab/Masher Mildon. Collect the language trail which is linked to each character – the adjectives, adverbs and expressive verbs – to build a powerful sense of their distinct reactions and personalities. These trails are called lexical chains. Explain to students that their own writing will be richer if they paint a striking picture of a character’s personality, feelings and actions, using vivid lexical chains. There are a number of vivid extracts to deconstruct or use as writing models at [www.quentaris.com](http://www.quentaris.com).

*The spell of undoing – section from a longer extract*  
[www.quentaris.com/books_spell_undoing.htm](http://www.quentaris.com/books_spell_undoing.htm)

Tab hit the cellar floor running. She swung around a large boiler. The slab floor was slick. Her feet skidded as though in slow motion and she slid smack bang into a wall.

Dazed, Tab shook her head. Masher slowed, stopping just short of her. Already he was smacking his fist into the palm of his hairy hand. Tab’s insides shrank. She cast about wildly. There was no escape, and the leer on Masher’s face merely reflected that. One entrance – the stairway – was also the exit. In desperation, Tab backed away. Masher advanced. His toothless mouth was wide open and ropy threads of drool dribbled from it.

Write evocative stories: Show, don’t tell

Point out that if they show and do not tell, students’ story writing will have far greater impact. “Tab’s insides shrank” is a physical *showing* which is much more powerful than *telling* us: “Tab was scared.” For a suite of *show, don’t tell* writing resources, fiction extracts and student writing samples, download teaching ideas booklets from the NSW School Libraries and Information Literacy Unit book rap, *Fiction with a twist*, at [www.schools.nsw.edu.au/raps/twist/teachingideas.htm](http://www.schools.nsw.edu.au/raps/twist/teachingideas.htm).

*Fiction with a twist*  
REFLECT

In many fantasy stories, there is a hero, a quest object, an enemy, an evil plot, some powerful magic and an unexpected ally. This is the case in The spell of undoing.

Reflect on Tab's heroic qualities as the main character of this story.

Create your own hero for a fantasy quest, using the Character map in the Literary elements graphic organiser at http://tiny.cc/rtkkz

Explain the task above to students. Teach students about common elements in the hero’s journey. Explain that The spell of undoing fits the hero’s journey pattern in these ways: Tab is the hero, the ice fire gem is the quest object that everyone is seeking, the enemy is the evil Tolrush king, his evil plot is to conquer Quentaris, the powerful magic is the Spell of Undoing, and Tab’s unexpected ally is the dragon.

Use the ReadWriteThink interactive The hero's journey at www.readwritethink.org/files/resources/interactives/herosjourney to teach students about the pattern. Click clockwise on the figures around the circle, starting with the baby in arms, to discuss typical stages of the hero’s journey with students. Drag downwards on the brown vertical bar on the right side of the written text, to read the bottom of the passage which is hidden, out of sight. Reflect together upon the ways in which Tab fits the heroic pattern and the ways in which she differs from it.

The hero’s journey
http://tiny.cc/0bhpv
**Character map: Modelled practice**

Explain to students that they will create a fantasy quest hero of their own. Brainstorm with the class about possible plots for a fantasy quest. Use 7 headings to gather ideas from the students on an interactive whiteboard: hero names and appearance, unusual settings, quest objects, kinds of powerful magic, enemies/evil kingdoms, evil plots, allies.

Demonstrate how to use the *Character map* at [www.readwritethink.org/files/resources/interactives/lit-elements](http://www.readwritethink.org/files/resources/interactives/lit-elements). Explain that students should read the prompts carefully when using the *Character map*. The prompts are scaffolds which assist students to develop their character. After modelling the process, provide students with independent opportunities to use the *Character map* to develop their own hero for their quest story plan. Request students to print their plans out because the interactive does not include a save function.

**Character map**
[www.readwritethink.org/files/resources/interactives/lit-elements](http://www.readwritethink.org/files/resources/interactives/lit-elements)

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*Steve* by Ronald, Rydalmere East PS

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*Other worlds* by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink [http://otherworlds.yolasite.com](http://otherworlds.yolasite.com)
**Character - Bob**

Bob is a 12 year old boy who has black hair and dark brown eyes. He wears a black shirt with an orange jacket and orange pants.

Bob can make 10 clones of himself in 1 minute. He is on a mission to stop the evil Phoenix from creating a demon that will destroy the world.

Bob's ally is Steve, a 13 year old boy who can run as fast as the speed of sound. He helps Bob to fight the evil bully Phoenix and the evil scientists.

Kenny, Rydalmere East PS

**Character - Midori**

Midori has crystal green eyes with silky red hair that is quite long. She wears everyday clothes and has a laser rifle that paralyses people.

Midori is one of the 4 protectors of the orb of light. One of the 4 has turned against them and is plotting to steal it.

Aruni is the man who has turned against the orb and its protectors. Midori and her friend Takuto help each other to protect the orb and fight off Aruni.

Katlyn, Rydalmere East PS
RESPOND

The spell of undoing features the floating city, Quentaris. Use Canvastic.net at http://canvastic.net/ultraprimary/net_up.html to prepare an image of your own floating city [it can be any object you like, not just a ship].

Explain to students that unusual settings have narrative power because their originality is provocative and intriguing to our imaginations. Brainstorm together unusual settings from movies, animations and books. Record these and discuss why these settings are so memorable. Ask students to explain the impact of their favourite setting on them.

Ask students to draft on paper a picture of a setting which they will use in a fantasy quest. This is the setting which goes with the hero and adventure they have just planned using the Character map. Require them to write a short description of their setting. If necessary, model and then practise together how to write descriptions of places.

Canvastic.net : Modelled practice

Canvastic.net at http://canvastic.net/ultraprimary/net_up.html is similar to Paint. Demonstrate to students how to use the tool. Model a variety of ways to use different brush sizes and colours to create effects. Provide opportunities for students to explore the features of Canvastic.net before they create their own world. Encourage students to use aspects of the floating city designs that they have drawn on paper when they create and publish their designs using Canvastic.net. Ask students to save their images to their own drives as JPEGs and also to print them, so that you can see their paintings.

Lake Bresha by Katlyn, Rydalmere East PS
**Bob's world**

Bob's World is inside a mushroom world that floats in space.

Kenny, Rydalmere East PS

**The world of spirits**

The seven planets around the world of spirits.

Stephanie, Rydalmere East PS
Gather or create your own images for a Storyjumper picture book. The book will have a 10-12 year old audience. It will be called *Let’s write a fantasy quest*. This book will be a writing stimulus. It will feature pictures and descriptions of a fantasy hero, setting, quest object, magic, enemy and ally. Also include the first paragraph of your fantasy quest, so that other writers can continue the story, if they wish...

**Storyjumper: Preparation**

As a teacher, sign up for the free cyber secure Classroom edition of Storyjumper at [www.storyjumper.com](http://www.storyjumper.com). Set up classes and student accounts. These will not be viewable by the public. Access an array of narrative writing ideas at [http://www.storyjumper.com/main/starter](http://www.storyjumper.com/main/starter). Login and click on Create to see the dashboard. Explore Storyjumper and create stories yourself in preparation.

**Storyjumper: dashboard**

[www.storyjumper.com](http://www.storyjumper.com)
**Storyjumper: Modelled and guided practice**

Explain the RE-IMAGINE task above to students. They will use the fantasy quest characters, scenario and setting they have already planned. Use the *Teacher tips for Storyjumper* at the end of this chapter to model step by step how to use *Storyjumper* at [www.storyjumper.com](http://www.storyjumper.com). This tool does have some quirks.

Begin by showing students how to upload their own images. Suggest that students choose the prop option for all images they drag into their page frames. Remind them to choose the shape of the image BEFORE cropping it.

Demonstrate that the X at the top right of editing boxes does not mean exit, it means delete. Show students how to move objects around within page frames, using the hand icon. On a second run through, using existing *Storyjumper* templates and images, invite student volunteers to create a page each. Demonstrate the save option, and how to click on the top left cloud to find, edit or publish their book in **My**. Ask students to make a practice book independently using *Storyjumper* templates and images and to print it, before they create their fantasy quest books. Share and discuss student practice books.

**Share secrets to success and read Stephanie’s book**

Share with students that the secrets to success are writing in *Word* first and also using the **undo** button within *Storyjumper* as required. Another tip, when using small text boxes, is to break the writing up in *Word* to fit the width of the boxes. To prepare students for their fantasy quest task, read the *Storyjumper* book by Stephanie below, placed in a teacher account to enable public viewing.

*Storyjumper*
[www.storyjumper.com](http://www.storyjumper.com)

Stephanie, Rydalmere East PS
[http://tiny.cc/72ocs](http://tiny.cc/72ocs)
The Spell of Undoing Tasks

Re-imagine

Katlyn, Rydalmere East PS

**Hero:** My hero’s name is Midori; she has crystal red eyes with silky red hair that hangs down low. She wears everyday clothes with a Gold Desert Eagle as protection and she is equipped with a small laser gun that paralyses people she has shot.

**Quest Object:** Midori is one of the four protectors of the Orb of Light, which holds powerful magic and keeps balance to the land of Lake Bresha. One of the four protectors turned against the others and is plotting to steal the Orb as he teams up with an evil kingdom.

**Evil Bully/Kingdom:** The man who turned against the other three protectors, his name is Azumi and he’s working with the kingdom of Yumachite. Azumi wields a Sabre.

**Ally:** A young man by the name of Takuto fights along side of Midori. Takuto has a friendly attitude and a great sense of humour, he is handsome with light brown hair that shines in the sunlight, and he has innocent brown eyes that glow brighter than the stars.

**Orientation of my story:**

Located in the far south of the universe, is a small world called Lake Bresha, a very cold and exotic environment with beautiful glistening trees in the water. Beautiful lakes, waterfalls and wild flowers grow freely around the land. The flowers glow a bright blue at night whilst the moon shines calmly on them. The people are very kind and they always help each other out through the hardest of times when the guards of the kingdom of Yumachite roam around capturing innocent people who know any information about the four protectors of the Orb of Light. A beautiful lady wearing a short dress walks around the corner to glimpse at the guard...
Re-Imagine

**Hero:** Bob is a 12 year old boy with blond hair, a jacket with orange at the bottom of his jacket and blue on the top of his jacket. He can make shadow clones of himself but can only make 10 clones every minute.

**Quest object:** Bob must stop the evil Phoenix from creating a demon that will destroy the world.

**Evil bully:** Phoenix, his mad scientist and his men are making plans to make an evil demon that will destroy the world.

**Ally:** Steve is a duck trained to go up to supersonic speed!

**First page:** The year is 2012 and everyone is worried that the world is going to end. Last week the world received a message on every single appliance’s screen including televisions, radios, toasters and microwaves. This is what the dark phoenix said, “The world will come to the end.” The dark phoenix wasn’t a human; she was a half human and half phoenix. She had a human body with phoenix’s wings.

Before she teleported back to her lair she said, “I will create an evil demon and it will rule this planet.” This was recorded on live television and the world was in chaos.

*Ring, ring, ring, ring.* Bob dragged himself out of bed and answered the phone. “Agent Bob, we need your help with your supersonic speed duck. We need your help to defeat the dark phoenix. We believe that she is creating an evil demon. This is the only picture we have of her. Remember, this is confidential.”

Kenny, Rydalmere East PS

©encefalus.com
Personalised writing profiles

To support individual students with their writing, everybody writes at www.everybodywrites.org.uk has an online writing profile generator which is very helpful. Select 6 characteristics of the particular student you wish to support and the generator will display suggestions for teaching writing to that student. This will supplement what you have observed in class and in writing samples yourself. NB Key Stage 2 students are 7-11 years old. Key Stage 3 students are 11-14 years old.

Personalised writing profile
www.everybodywrites.org.uk/writing-profile

Other worlds by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink http://otherworlds.yolasite.com
Select six characteristics to describe the student

www.everybodywrites.org.uk/writing-profile

Select six characteristics to describe the pupil or student concerned.

<table>
<thead>
<tr>
<th>Enjoys ICT</th>
<th>Regular attender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes own blogs</td>
<td>Is socially confident</td>
</tr>
<tr>
<td>Is a high achiever</td>
<td>Enjoys oral activities</td>
</tr>
<tr>
<td>Enjoys texting</td>
<td>Can write, but won’t</td>
</tr>
<tr>
<td>Is a confident speaker</td>
<td>Likes sport</td>
</tr>
<tr>
<td>Likes music</td>
<td>Enjoys reading</td>
</tr>
<tr>
<td>Enjoys drama</td>
<td>Has been in trouble for behaviour</td>
</tr>
<tr>
<td>Has library membership</td>
<td>Prefers practical subjects</td>
</tr>
<tr>
<td>Uses networking sites</td>
<td>Enjoys group work</td>
</tr>
<tr>
<td>Has own web page</td>
<td>Attends after-school clubs</td>
</tr>
<tr>
<td>Does not intend to continue with education post-16</td>
<td>Enjoys learning through visual images i.e. film</td>
</tr>
<tr>
<td>Enjoys writing tasks</td>
<td>Often contributes in class</td>
</tr>
<tr>
<td>Goes to drama/dance club</td>
<td>On the gifted &amp; talented register</td>
</tr>
<tr>
<td>Enjoys learning through film</td>
<td>Enjoys word play</td>
</tr>
<tr>
<td>Speaks more than one language</td>
<td>Enjoys being outdoors</td>
</tr>
<tr>
<td>Prefers non-fiction</td>
<td>Has poor handwriting</td>
</tr>
<tr>
<td>Uses a wide range of vocabulary</td>
<td></td>
</tr>
</tbody>
</table>

[Image of a student]

Other worlds by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink http://otherworlds.yolasite.com
Everybody Writes
Writing resources for primary and secondary school teachers.

Matthew’s Writing Profile
- Enjoys ICT
- Enjoys learning through film
- Prefers non-fiction
- Can write, but won’t
- Has been in trouble for behaviour
- Enjoys word play

Strengths
He can use a range of computer programs to enhance presentations. He can see the bigger picture provided by film as it engages the auditory and visual senses. He can synthesize information presented in a range of formats. He has the necessary basic skills in place to support a writing task. He may have a high profile with peers. He will be confident in using language orally.

Challenges
He may not be keen to work off screen or to work with peers but may be motivated to work independently. He prefers speaking, listening and watching to writing but may be motivated to try out new ideas through technology. He may find it difficult to enter an imagined world and empathize with characters so make links between the formal structure of non-fiction with narrative. Difficult to motivate. Will always write the absolute minimum required in a given task. Involve in the planning process to find motivation. He may have low self-esteem and lack confidence with any type of writing - ensure adequate scaffolding through peer mentoring or teacher support. Channel oral language into written form using verse, poetry or comedy.

Possible strategies
- Identify the ways in which writing skills are used in everyday life and work with the pupils to establish a program that deals with each of these areas. E.g. form filling, producing a CV, setting up on-line accounts / making payments
- Teach the pupil to mind map (Tony Buzan) so that he can develop a non-linear way to present ideas and investigate ways that ICT could be used for this
- Promote the use of drama as a prompt or cue for writing, encouraging the pupil to improvise with others and interact with them
- Use the opening seconds of a movie and convert it into a description for a visually impaired viewer or a hearing impaired viewer.
- Play to his strengths! Set up a film club for younger pupils with all the real writing opportunities that includes: encouraging people to join; membership forms; programs for movie sessions; reviews; club newsletter...
- Take notes on an area of non-fiction interest and explore how these could be presented as a variety of poems. E.g. poem on the First World War

Extract from Matthew’s writing profile
www.everybodywrites.org.uk/writing-profile
1. Read
As a class, read *The spell of undoing* by Paul Collins. It is a fantasy about a medieval world.

View the map of the city of Quentaris at [www.quentaris.com/quentaris.htm](http://www.quentaris.com/quentaris.htm). How is it typical of cities in the middle ages?

Read and discuss how excitement and suspense are created in the extract from the book at [www.quentaris.com/books_spell_undoing.htm](http://www.quentaris.com/books_spell_undoing.htm)

2. Reflect

**Hero’s journey**

In many fantasy stories, there is a hero, a quest object, an enemy, an evil plot, some powerful magic and an unexpected ally. This is the case in *The spell of undoing*.

Reflect on Tab’s heroic qualities as the main character of this story.

Create your own hero for a fantasy quest, using the *Character map* in the Literary elements graphic organiser at [http://tiny.cc/rtkkz](http://tiny.cc/rtkkz)

3. Respond

*The spell of undoing* features the floating city, Quentaris. Unusual settings can have great appeal and intrigue attached to them.

**Paint a floating city**

Use [Canvastic.net](http://canvastic.net) at [http://canvastic.net/ultraprimary/net_up.html](http://canvastic.net/ultraprimary/net_up.html) to prepare an image of your own floating city [it can be any object you like].

Write a brief description of your city.

4. Re-imagine

Gather or create your own images for a *Storyjumper* picture book at [www.storyjumper.com](http://www.storyjumper.com). The book will have a 10-12 year old audience. It will be called *Let’s write a fantasy quest*. This book will be a writing stimulus. It will feature pictures and descriptions of a fantasy hero, setting, quest object, magic, enemy and ally. Also include the first paragraph of your fantasy quest, so that other writers can continue the story, if they wish…
Teacher tips

[Image]

www.storyjumper.com

Use Storyjumper to create attractive page turning online ebooks which can also be printed or purchased. The tool has a number of fiddly features and is a rewarding tool for the persistent. It will require explicit teaching about these features by teachers.

- **Registration:** Storyjumper requires registration, using an email address. Students below 13 years of age require parental permission to sign up. Alternatively, sign up for Storyjumper for the classroom to set up secure accounts for primary students.
- **Cybersafety:** Images of any students should only be used with parental permission in public presentations by teachers. Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.
- **Copyright:** Remind students to use their own photos or Creative Commons images. The source URL and creator's name should be cited if the image is not their own. Explain that, for cybersafety, a name may be a pseudonym.
- **Create:** Login and go to Create. Create a book from scratch: Prepare JPEGs and upload them into Storyjumper, in the photos section. The image you place on the first page will also become the front and back cover by default. Storyjumper provides boxes for you to enter the title and author of the book on the front cover. Look in top panel to see pages sequence. Page order can be changed by dragging.
- **Insert image into page frame:** Drag an image you have uploaded, from the side gallery into the page frame. Select prop. Choose the shape type BEFORE using the crop selector. Move objects around in the frame by the hand icon.
- **Add text:** Click on Text to drag a selected text box from the gallery into the frame, then enter text. Just start writing into the box – if you try to delete the pre-existing text, you will delete the text box. Before you insert text, position the text box to the left of the frame, so that the hand icon stays visible.
- **Text issues:** The top right X in the edit box means delete, not close. You may need to use the undo button at times because sometimes when you press enter within the text box, it causes it to delete. Copy and paste text in from Word, because if you do an online delete to close a gap, the text box will disappear. If you are not using the big text box, BEFORE you copy across from Word, break the writing into narrow chunks because the other text boxes are not wide.
- **Save options:** Save to create a private book by default. Before saving, delete unwanted extra pages at the end of the book. If you edit the book later, you will need to repeat this page deletion process with each save. Click on cloud icon, top left. Find book in My.
- **Share:** The book can be changed to a public setting - share the URL.
Chapter 9
Riddle worlds

Beyond the knock-knock door by Scott Monk

RIDDLE WORLDS

Eating into the mountain was a deep open-cut mine. Thousands of slaves swung picks, drilled holes, shouldered heavy baskets of rubble or manned water pumps. Most were brown-skinned; the rest, pale-white Pacificans in rags. They laboured at the rock face or slumped on the zigzagging pathways, awaiting death. Overseeing the mining were modern-day pirates. They threatened, bullied or whipped any slave who slackened off.

Scott Monk in *Beyond the knock-knock door.* (p. 283)
**Riddles, flying sharks and the 1st world/3rd world economic divide**

An exuberant, fast paced and thrilling action adventure, *Beyond the knock-knock door* follows the Bowman triplets Samantha, Michael and Luke as they tumble from our world into another world. In that world, Pacifico, sharks fly, islands float and the only way home will be to solve the riddle of the Knock-knock door.

*Beyond the knock-knock door* by Scott Monk been chosen as a text for the Other worlds project because the book provides a springboard for discussion about issues such as fantasy worlds, bullying, the strength of family ties and the injustice of the divide between the 1st world and the 3rd world, or as some people call it, the ¾ world.

Monk hopes that Australian children will make a connection to their own lives, that they will think about where so many of the goods and foods they consume actually come from and about the working conditions for those producers. His skill is in having written a great story where this is one thread but never dominates. Family dynamics are funny and real and the Venetian style city of Pacifico, with its carnival and harlequins, will spark students’ imaginations.


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**Preview the book**

Which techniques build suspense in the book trailer video at [www.youtube.com/watch?v=HELVS3ZObfw](http://www.youtube.com/watch?v=HELVS3ZObfw)?

What do you think about the points made by Scott Monk about his aims in writing the novel, and about themes in the book at [www.youtube.com/watch?v=IrarOVCkbD0&feature=related](http://www.youtube.com/watch?v=IrarOVCkbD0&feature=related)?
Read

Before reading: Show students the book trailer and author interview

Explain to students that they are going to read *Beyond the knock-knock door* by Scott Monk. Discuss filmic techniques which build suspense in the book trailer video at [www.youtube.com/watch?v=HELVS3ZObfw](http://www.youtube.com/watch?v=HELVS3ZObfw). Ask students about their impressions of the book from the trailer – what might it be about?

*Beyond the knock-knock door trailer*
[www.youtube.com/watch?v=HELVS3ZObfw](http://www.youtube.com/watch?v=HELVS3ZObfw)

Discuss ideas arising from the interview where Scott Monk talks about his inspiration for writing the book and some of the themes in *Beyond the knock-knock door* at [www.youtube.com/watch?v=IrarOVCkbD0&feature=related](http://www.youtube.com/watch?v=IrarOVCkbD0&feature=related).

*Scott Monk interview*
[www.youtube.com/watch?v=IrarOVCkbD0&feature=related](http://www.youtube.com/watch?v=IrarOVCkbD0&feature=related)

Students then read the book in groups over a number of sessions, with whole class lessons as well.
REFLECT

Create mind maps about two worlds

After reading the book, go to the Creaza suite of tools at www.creaza.com. Click on Tools to create 2 mind maps using Mindomo. In the centre of one, write Pacifico and make notes about the sights that the triplets see there. In the centre of the second one, write Tahoke and list what he shows them about his people, the Thirteen Tribes.

Creaza suite of tools: Mindomo, Cartoonist, MovieEditor, AudioEditor

www.creaza.com

Explain the task above to students. There are two ways that this task can be approached. 1. Choose topics and subtopics related to Pacifico to brainstorm about or 2. Gather detailed impressions first about Pacifico – then group them into categories later.

If you choose option 2, brainstorm together first about striking visual and cultural impressions of Pacifico. Afterwards, notice which details belong together and group them under topic and subtopic headings. Similarly, brainstorm together about everything that Tahoke shows the triplets about his people and then group related ideas together into topics and subtopics.

Grouping ideas into categories is an important thinking skill

Explain to students that this second step in brainstorming, where related information is clustered together, provides the basis for creating mind maps with a branching structure, such as Mindomo mind maps. Point out that when students group details under categories, main ideas, trends or implications they are analysing and evaluating information in a way that enables problem solving.
Mindomo: Modelled and guided practice

View the tutorial video about Mindomo at www.creaza.com/mindomo. Decide if it is pitched well for your class and play it as an introduction, if suitable. Using the Pacifico topics and subtopics that the class has just decided upon, demonstrate to students how to create a Pacifico Mindomo mindmap on an interactive whiteboard. Invite students to jointly create this mindmap with you. Students may complete a Tahoke Mindomo mindmap on their own, or they may participate in a second joint construction, as the class contributes ideas and suggestions again. Mindomo is a useful tool to enable higher order thinking and categorising while a rich discussion is actually underway.

To access Mindomo, sign up initially and then login to Creaza at www.creaza.com and click on Tools. Mindomo allows users to Insert topics, subtopics, notes and relationship connectors by selecting an item on the mindmap, then clicking on the desired item in the Insert menu. Items can be moved around easily if you decide later that they belong with another group of topics or subtopics. Items can be annotated with icons from the Symbols menu, indicating an idea, advantage, disadvantage or question. Students’ own images can be inserted into the mind map. Relationship lines can be added to link items which are far apart on the mindmap but which still actually have a connection.

Mindomo dashboard - Insert and Symbols menus

www.creaza.com
**Pacifico mindmap**

Cathedrals  
Four-Story Towers  
Universities  
People  
Land  
Food  
Transportation  
Leaders  
Prime Minister Pasquale  
Prime Minister Federico  
Queen Oriana  
By Blue Whales and Sharks  
Large Range of Boats  
Breakfast  
Lunch  
Dinner  
Seafood  
Pancakes  
Lobster  
Crabs  
Oysters  
Prawns and Octopus  
Salmon  
Riverfish  
Blue Tuna  
White Salt

Rydalmere East PS – Class mindmap  
You will need to be signed in to *Creaza* to view this cartoon.  
www.creaza.com/my_homepage/mindomo/13371934

**Alice’s Tahoke mindmap**

Finding Pacifico’s lost city of gold  
Lighting fires without getting caught  
Wise  
Smart  
Highly-Respected  
Curious  
Knowledge  
People’s opinion  
Slavers  
Worship  
The People  
Young warriors  
Native Men  
Warriors  
What he shows the triplets  
Great Chiefs of the Thirteen Tribes  
Last Chief of the Thirteen Tribes  
Chiefman  
His people  
The land  
The Slavery  
Transports  
Delphina

Joint construction with Ms Ivanek, Rydalmere East PS  
You will need to be signed in to *Creaza* to view this cartoon.  
www.creaza.com/my_homepage/mindomo/13582865

*Other worlds* by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink  
http://otherworlds.yolasite.com
**Learning journal extracts - Mindomo**

**Mindomo**

Using *Mindomo* was very easy and fun to use. It had a range of tools and let me fiddle with things like:

- The colour
- The font and
- Lines

It was like a mind map which was on the internet. It was great to work with and play with...

Today, I did a mind map about Tahoke, who is a chieftain in the story. He is very loyal, smart and wise. Making the mind map the topics included – His personality, his knowledge and family.

Alice, Rydalmere East PS

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**Learning journal extracts - Cartoonist**

**Cartoonist**

*Cartoonist* was something new to play with. It was a great way to make puppet shows or short movies. Easy once you knew what everything did and it was very creative plus fun to fiddle with. Personally, I think it a great way to respond to *Beyond the knock-knock door’s* Michael...

Alice, Rydalmere East PS

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*Other worlds* by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink [http://otherworlds.yolasite.com](http://otherworlds.yolasite.com)
Respond

Represent a theme visually: Point of view task

Using Cartoonist in Creaza at www.creaza.com, create a 1, 2 or 3 frame cartoon that expresses the views of one of the major or minor characters in the book.

Teach students visual literacy techniques and metalanguage from Kress and van Leeuwen’s grammar of visual design such as colour symbolism, character stereotypes, salience, demand and offer, and low and high angle shots, so that they have the knowledge and skills to use these elements in creating their first person point of view cartoon. For a summary of these terms, which is suitable for teachers and secondary students, access An introduction to the grammar of visual design at http://portals.studentnet.edu.au/literacy/uploads/grammar.pdf.

Remind students about what a theme is. Brainstorm the themes in Beyond the knock-knock door. Brainstorm with students about the personality and habits of each Bowman triplet and next to each personality/habit, students can suggest how this may be manifested visually in a cartoon expressing that character’s point of view. Other characters can also be used for this task.

Create a storyboard

Ask students to prepare a storyboard for their cartoon task. Before they work independently, ask students to come up with a point of view scenario for a practice cartoon. Model the storyboarding process, and then jointly create a 2-3 frame storyboard from the perspective of a cruel king who cares nothing for his people’s wellbeing.

Other worlds by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink http://otherworlds.yolasite.com
Cartoonist: Modelled and guided practice

Using an interactive whiteboard, show students the helpful tutorial video for Cartoonist at www.creaza.com/cartoonist. Login to Creaza at www.creaza.com and click on Cartoonist in the Tools menu. Demonstrate how to create a practice cartoon using the Classic cartoons or Historical universes options. Invite students to work with you and show students how to select backgrounds, characters and moods. Explain how to add new slides and to copy pre-existing slides to conserve elements of the same background. Invite students to contribute speech and thoughts and to add cartoonist effects, where appropriate for impact.

Cartoonist – Classic cartoons dashboard
www.creaza.com/cartoonist

Historical universes - Ancient Egypt

“I don’t care how many slaves died making these pyramids”
Alice’s visual design skills express themes and a point of view

As we can see in Alice’s cartoon below, she has captured Michael’s sense of isolation in Pacifico through her visual techniques, by seating him alone in the foreground of a desolate landscape. His sadness is captured in his facial expression and his feeling of powerlessness is echoed in the shot angle – we look slightly down on him. He is reflecting aloud to himself and not directly to us and this is shown through the oblique shot angle – this is an offer, not a demand.

These visual messages of introspection and sorrow act in counterpoint to the power of his spoken thematic observations. Alice portrays Michael as a perceptive outsider which accords with his portrayal in the book. Alice’s visual representation and written text show Michael’s point of view clearly and also highlight significant themes in Beyond the knock-knock door.

Alice’s Creaza cartoon: From Michael’s point of view

www.creaza.com

Michael’s point of view – speech bubble

This is a place where they don’t care about their slaves. The Scorned should be treated better. Sam has to play the role of a whole different gender and Luke cares about the food. Here is a sad place where the people think that I’m a great hero when all I’m wearing is a costume. Alice, Rydalmere East PS

Joint construction Alice and Ms Ivanek, Rydalmere East PS
You will need to be signed in to Creaza to view this cartoon.
www.creaza.com/my_homepage/cartoonist/14270896
RE-IMAGINE

Point of view journal task

The adventure is over and the triplets are back home again. Create a journal entry in an online poster using Try to create your glog at Glogster EDU at [http://edu.glogster.com](http://edu.glogster.com) that shows what Michael OR Sam learned from their time beyond the Knock-knock door [about life, about treachery, about the rich world, about slavery (page 283-4), about cooperating together etc]. Get into character – so you choose images and words that sound just them!

Explain to students that in many books the main characters are changed by their experiences. In fact, as readers, we can be changed significantly by entering other worlds and taking the journey along with the main characters. Ask students to describe books which have really changed them. Brainstorm as a class, what students believe the Bowman triplets have learned through their experiences. Ask students which visual memories the triplets are likely to carry with them. Ask students to mention any aspect of the book which has sparked their imaginations, inspired their own writing or spurred them to change.

Glogster EDU: Modelled and guided practice

Demonstrate to students how to create an online, multimedia poster, called a glog, using Glogster EDU at [http://edu.glogster.com](http://edu.glogster.com). This demonstration will occur in Try to create yours, a section which does not require a login. This practice glog will not save. For glogs to be saved, registration is required.

Glogster EDU dashboard
Invite students to construct the glog with you – create it from Luke’s perspective, so that students will not feel stale about creating their own glogs from Samantha or Michael’s perspective. Show students how to include multimedia elements such as embedded videos, sound and web links. Alice’s parents have given permission for her glog to appear in this book.

Alice’s glog – a journal written from Samantha’s point of view

If appropriate for your class group, show the glog below to students as a model and discuss how Alice has been able to get into character and express herself from Samantha’s point of view. Explain that authors often write using another gender’s perspective in their writing – Scott Monk has done a great job of walking in Samantha’s shoes. Students are welcome to adopt the perspective of either main character, Samantha or Michael, regardless of their own gender.

Glogster EDU
http://edu.glogster.com

Extract from Alice’s glog, Rydalmere East PS
http://seybqbv.edu.glogster.com/samantha

Other worlds by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink http://otherworlds.yolasite.com
**Extract from Alice’s glog**

Alice, Rydalmere East PS

http://seybqbv.edu.glogster.com/samantha

**Extract from Alice’s learning journal**

*Glogster* is a Web 2.0 tool and it’s really fun and easy to use. Today I put the finishing touches onto my glog.

Alice, Rydalmere East PS
Riddle worlds

Beyond the knock-knock door by Scott Monk

1. Read
As a class, read Beyond the knock-knock door by Scott Monk.

Discuss techniques which build suspense in the book trailer video at www.youtube.com/watch?v=HELVS3ZObfw

Respond to Scott Monk talking about themes in the book at www.youtube.com/watch?v=lrrOVkbD0&feature=related

2. Reflect
Mind map about two worlds
After reading the book, go to the Creaza suite of tools at www.creaza.com. Click on Tools, create 2 mind maps using Mindomo. In the centre of one, write Pacifico and make notes about the sights that the triplets see there. In the centre of the second one, write Tahoke and list what he shows them about his people, the Thirteen Tribes.

3. Respond
Represent a theme visually

Point of view cartoon task
Using Cartoonist in Creaza at www.creaza.com, create a 1, 2 or 3 frame cartoon that expresses the views of one of the major or minor characters in the book.

Re-imagine task:
Glogster EDU is at http://edu.glogster.com
NB Do not use www.glogster.com

4. Re-imagine
Point of view journal task
The adventure is over and the triplets are back home again. Create a journal entry in an online poster at Glogster EDU - Try to create your glog - that shows what Michael OR Sam learned from their time beyond the Knock-knock door [about life, about treachery, about the rich world, about slavery (page 283-4), about cooperating together etc]. Get into character – so you choose images and words that sound just them!
Teacher tips

www.creaza.com/mindomo

Mindomo is one the Creaza suite of 4 digital tools at www.creaza.com. Cartoonist, MovieEditor and AudioEditor are also included in the suite. Mindomo allows rich discussions to be mindmapped, while they are in progress. It encourages categorising of details into topics and subtopics which reflect main ideas, trends or implications. Primary teachers will use Mindomo for joint construction of branching mind maps.

- Registration: Mindomo requires registration, using an email address. Students below 15 years of age require parental permission to sign up.
- Cybersafety: Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.
- Copyright: Remind students to use their own photos or Creative Commons images in Mindomo. The source URL and creator’s name should be cited in the Notes if the image is not their own. Explain that, for cybersafety, a creator’s name may be a pseudonym.
- To access Mindomo, sign up at www.creaza.com and then login and click on Tools. View the tutorial video at www.creaza.com/mindomo.
- Create a mindmap: Branching out from an initial central idea, Mindomo allows users to Insert topics, subtopics, notes and relationship connectors by selecting an item on the mindmap, then clicking on the desired item in the Insert menu. Items can be moved around easily if you decide later that they belong with another group of topics or subtopics.
- Annotate key ideas or puzzling questions: Items can be annotated with icons from the Symbols menu, indicating an idea, advantage, disadvantage or question. Students’ own images can be inserted into the mind map. Relationship lines can be added to link items which are far apart on the mindmap but which still actually have a connection.
- Save and share: When you email the URL of your completed mind map, email recipients will need to sign up to Creaza, and login to view it.
Teacher tips

[Image]

Cartoonist is one the Creaza suite of 4 digital tools at www.creaza.com. Mindomo, MovieEditor and AudioEditor are also included in the suite. Cartoonist enables the creation of multimedia online cartoon slide shows. It contains a number of themed templates, such as Little Red Riding Hood, the Three Billy Goats Gruff and historical universes. Historical universes include Ancient Egypt, Greece and Rome, the Vikings, the Middle Ages and World War 11, making this tool valuable for cartoons about these time periods. Primary teachers will use this tool for joint construction of class cartoons.

- Registration: Cartoonist requires registration, using an email address. Students below 15 years of age require parental permission to sign up.
- Cybersafety: Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.
- Copyright: Remind students to use their own photos or Creative Commons images in Cartoonist. The source URL and creator’s name should be cited in the final frame if the image is not their own. Explain that, for cybersafety, a creator’s name may be a pseudonym.
- To access Cartoonist, sign up initially to Creaza at www.creaza.com and then login and click on Tools. View the tutorial video at www.creaza.com/cartoonist.
- Create a cartoon: Login to Creaza at www.creaza.com and click on Cartoonist in the Tools menu. Choose Classic cartoons and show students how to select how to select a Background and Characters for Slide 1. Drag the desired item from the gallery to the slide. Add a New slide or Copy a slide when ready, to keep a background and modify the rest. Add Characters, Props, add speech and thoughts through the Drawing menu, and manipulate Objects. Create Cartoonist effects. Cartoons can be printed as well as viewed.
- Save and share: When you email the URL of your completed cartoon, email recipients will need to sign up to Creaza, and login to view it.
Teacher tips

http://edu.glogster.com

*Glogster EDU* is an outstanding educational multimedia tool which allows students to create multimedia information reports, journals, persuasive texts and autobiographies in a poster format. Students must not use the adult version at [www.glogster.com](http://www.glogster.com). Primary teachers will use *Glogster EDU* for joint construction of online multimedia posters. These are known as glogs. Alternatively, they will acquire a free *EDU Basic* account and sign up 50 students in a secure online classroom.

- **Registration:** *Glogster EDU* requires registration, using an email address. Students below 13 years of age require parental permission to sign up. Alternatively, teachers can sign up for *EDU Basic* at [www.edu.glogster.com/register](http://www.edu.glogster.com/register) and receive 50 free cyber secure student accounts. When you sign up to *EDU Basic*, you are offered a free trial of *Glogster Premium*. Take that opportunity to change the students’ nicknames (usernames) to something easier for them to remember. In *Basic*, you can’t edit the students’ nicknames and they are assigned randomly generated letter sequences that are hard to remember.

- **Cybersafety:** Remind students not to write any identifying details in their glog usernames or posters. They should not post images of themselves or other students. Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.

- **Copyright:** Remind students to generally use their own photos or Creative Commons images in *Glogster EDU*. The source URL and creator’s name should be supplied for any images, web links, sound or video files and for the source of any research information. Explain that, for cybersafety, a creator’s name may be a pseudonym. IE The source still needs to be cited, even if *scratchy42* is listed as the creator.

- **Create and edit tools:** Click on a shape to activate EDIT box and click on red tab to bring out *Magnet tool* and bring in text, image, video, sound. Click on EDIT to write your ideas. Add links and effects – OK.

- **Save:** *Save or Publish* button. It will say your glog is published – the default version is *Unfinished private*. Change to public when you are ready to share.
Chapter 10

Thought worlds

The whisperer by Fiona McIntosh

THOUGHT WORLDS

It’s a long story so let me just explain that I’ve got the magical ability to hear people’s thoughts. And I’ve heard your anxiety. You’ve been calling out for help...

Fiona McIntosh in The whisperer (p.214)
Mind reading, parallel lives and mythical creatures

_The Whisperer_ weaves two very different lives together. Griff is a 13 year old circus boy with the gift of reading people’s thoughts. When this is discovered, he is forced to go on the run. Lute is a crown prince who lives in luxury but has a terrifying enemy close at hand. Lute and Griff are brought together when Griff hears a plea for help in his mind from the Whisperer. Griff’s friend Tess has a menagerie of mythical creatures and they will play a part in defeating the evil which stalks Lute.

This story has been chosen for the _Other worlds_ project because the book provides a springboard for discussing magical powers, parallel lives and mythical creatures. These motifs are very resonant in fantasy fiction because they allow readers to ask *What if?* questions and to imagine other realities. They also allow readers to assume fictional identities which have POWER, because they empathise with central characters. During your lessons about _The whisperer_, discuss the following questions with students:

What if you had the power to read people’s minds? What if you were really a prince/princess, what would your life be like? What if you met yourself living another life? What if you could have a magic menagerie – which animals would you include? What would their powers be?
READ

*Explain fantasy motifs*

Explain that the class is going to read *The whisperer*. This will provide a chance to explore magical powers, mythical creatures and parallel worlds. Explain to students that signature objects/characters/tunes which are repeated within a book, film or piece of music are called motifs. Magical powers, mythical creatures and parallel worlds can be found in a number of fantasy novels - they are fantasy motifs. Six fundamental fantasy motifs were identified by Svend Aage Madsen (1976) and other fantasy motifs are related to these basic categories.

*Explore motifs together*

If necessary, show students an animation in which the same doom laden music plays every time the bad character appears and the same sparkles appear whenever a magic spell is done. Search for [fantasy themes](http://www.google.com) in Google images, to find visual motifs. Look at the *Fantasy* and *Mythical creatures* images at [www.myfreewallpapers.com/fantasy/fantasy-wallpapers.shtml](http://www.myfreewallpapers.com/fantasy/fantasy-wallpapers.shtml). Discuss the images and write down common fantasy motifs.

*The gimlet eye* by James Roy © Ford St Publishing
Preview

Preview *The whisperer*, then read the book in literature circle sessions. The following whole class tasks will orient readers to *The Whisperer*:

- Browse inside *The whisperer* at http://tiny.cc/cu6xu. Look at the front cover, read the author information and read the extracts introducing Griff and Lute. Discuss their very different lives and predict what may happen in the book... Discuss why HarperCollins puts tasters such as this one online – what is their purpose?
- Discuss the review of *The whisperer* by Sue Crawford at http://tiny.cc/w1iei. Steer clear, however, if you want to avoid a spoiler about who the mysterious Whisperer is.
- Do *The whisperer* jigsaw together by Irene Lesley at http://tiny.cc/665z4. Irene has other orientation activities for the book on her site, including a magical creatures matching task. This will give students background knowledge about the mythical creatures that Tess is protecting.

*Jig Zone*

www.jigzone.com

*The whisperer jigsaw* by Irene Lesley

http://tiny.cc/665z4
REFLECT

**Build a mind map**

Use *Bubbl’us* at [https://bubbl.us](https://bubbl.us) to build a mind map which explores motifs and themes in *The whisperer*.

**Build a wild self**

Tess has a collection of magical creatures. Use *Build your wild self* at [www.buildyourwildself.com](http://www.buildyourwildself.com) to create a simple imaginary creature of your own. Write a couple of sentences describing your creature and explaining its magic qualities.

*Bubbl’us* at [https://bubbl.us](https://bubbl.us) and *Build your wild self* at [www.buildyourwildself.com](http://www.buildyourwildself.com) are simple tools which will allow students to reflect after reading *The whisperer*. Show students briefly how to use these tools, then ask students to use them independently and share their results with a learning partner.
**Modelled practice: Bubbl’us**

As an alternative to the individual student task outlined above, you may choose to build a class *Bubbl’us* mind map together, as you discuss themes from *The Whisperer*. Show students how to add child bubbles below an initial parent concept. Demonstrate how to hover over bubbles to bring up a floating editing menu to change font size and colour, connect bubbles or move them around.

At the top right of the computer screen, students can choose *Sharing* options which allow others to edit the mind map too. Students can explore *Bubbl’us* without signing in and they can create, print or export mind maps as JPEGs - but these will not save without registration. Registration provides 3 free trial mind maps which can be saved into an online account.

*Bubbl’us*

[https://bubblus.com](https://bubblus.com)

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*Other worlds* by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink [http://otherworlds.yolasite.com](http://otherworlds.yolasite.com)
Modelled practice: Build your wild self

*Build your wild self* does not require registration. Remind students only to use their first name as they begin to build their creature. Students can get an idea of the potential of the tool, by choosing **Go random** at first. Then they can **Start over** and build their own creature, by clicking on images offered when they choose their body parts and background. Remind students to drag down on the red bar on the right of the 6 boxes, to scroll through a wide range of choices for their creature. Although *Build your wild self* does not save, the image can be printed out or sent as an email.

**Caitlin’s wild self**

www.buildyourwildself.com

Caitlin, Rydalmere East PS

Using *Build your wild self* I created ‘Etics’ or ‘My wild self’. I liked doing it because it was fun and it got me thinking about magical powers.

Etics has several magical powers. One of them is invisibility for as long as it suits him. Etics has supersonic hearing. Due to the 6 eyes he can see microscopic things. He can bite like a lion. Etics can fly into any part of the Cosmos. When he rubs his legs he can become any size he wants. He can swim 100x times better than a crocodile. Caitlin, Rydalmere East PS
**Point of view task**

Explain to students that they will create a poster in *Word* representing the innermost thoughts of five characters. The focus is on expressing points of view and inner lives. Brainstorm a list of possible characters and their beliefs, observations and opinions. Students may use characters from *The whisperer*, fantasy fiction stereotypes or characters of their own choice.

Students will decide whether the characters have thoughts and feelings which are very much in tune with their outward appearances, or whether they have surprising thoughts and inner reactions which viewers may not have expected. They collect JPEGs of the 5 characters.

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**RESPOND**

**Thought bubbles poster**

As Griff moves through his day, he hears the most urgent thoughts on everyone’s minds. Imagine that you have the power to read minds. Create a poster which shows images of 5 different characters and their innermost thoughts. Embed the poster in your blog, using *Embed.it* at [http://embed.it](http://embed.it).

**Extension:** Create a *Vuvox* collage at [www.vuvox.com](http://www.vuvox.com) which plays soundtracks of the 5 characters’ emotions. Use *Creative Commons* soundtracks from *Jamendo* at [www.jamendo.com](http://www.jamendo.com).

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Yes!!! I’m getting an upgrade today I can’t wait! This is my birthday upgrade. Happy birthday to me!!!

Caitlin, Rydalmere East PS
Modelled practice: Use thought bubbles in Word

Demonstrate to students how to use thought bubbles in Word. Show them how to click on **Insert – Shapes – Callouts**. In Word, Students insert their character JPEGs and add a thought bubble for each character, to make their Thought bubbles posters.

**Shapes**

<table>
<thead>
<tr>
<th>Recently Used Shapes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lines</td>
</tr>
<tr>
<td>Basic Shapes</td>
</tr>
<tr>
<td>Block Arrows</td>
</tr>
<tr>
<td>Flowchart</td>
</tr>
<tr>
<td>Callouts</td>
</tr>
<tr>
<td>Stars and Banners</td>
</tr>
<tr>
<td>New Drawing Canvas</td>
</tr>
</tbody>
</table>

**Caitlin’s thought bubble**

Aaagh!!! I’m terrified. I’m going to be hanging up...off a ceiling...by sticky tape...upside down...for some kid’s birthday... What if the sticky tape falls!? I’m terrified. I could die. Perfect... I could untie the string that is sticky-taped to the ceiling, the end that is tied to me! Then I will run away to Dream Land, the place where all balloons are happy!!! That will be fun.

Convert posters from Word into PDFs – before embedding them

**Insert author names:** In Word, show students how to include their name as author [no surname] in a document’s properties, by clicking on **File – Prepare – Properties – Author – Close – Save**. They should write their first name only. They can also write the **Title** and **Subject** of their document here. If they embed a Word document or PowerPoint onto a blog, it is important that their surname is removed because these properties act as identifiers.

**Convert posters:** Next, show students how to convert their Thought bubbles poster from Word into a PDF, so that the formatting stays intact. PDF files are compressed to take up less space. They choose **File – Save as – PDF**.
Modelled practice: Embedit.in and Tiny for blogs and websites

Demonstrate to students how to embed a document or URL into a blog. Within Embedit.in at http://embedit.in, walk students through embedding one student’s PDF so that students are aware of the 3 choices: direct embedding, linking or a displaying a thumbnail in an overlay. Explain the privacy settings choices that students can select – they can decide to allow or refuse downloading and printing of their online work. Remind students not to have surnames or identifying details in their work.

Show students how to shrink a very long URL they have found while researching online, to a small manageable one, by using Tiny at http://tiny.cc. Tiny requires http:// at the front of URLs which are being shortened.

Embedit.in – Dashboard
http://embedit.in
**Thought bubbles poster**

http://otherworlds.yolasite.com/student-work.php

Caitlin, Rydalmere East PS

**Thumbnail for viewers when they click on the poster**

Viewers click play button or scroll down to see the whole embedded poster

*Other worlds* by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink [http://otherworlds.yolasite.com](http://otherworlds.yolasite.com)
Extension task: Create a Vuvox collage with Jamendo soundtracks

As an extension task for some students, explain that they are going to create a Vuvox collage at [www.vuvox.com](http://www.vuvox.com) which will feature a soundtrack for each of the characters in the Thought bubbles poster task above. These soundtracks will resonate with the emotion underlying each character’s thought bubble. A very subjective task, it will introduce students to the Creative Commons musicians on the Jamendo music sharing site at [www.jamendo.com](http://www.jamendo.com).

Every musician on the Jamendo site has loaded up their music for legal sharing and public use under a Creative Commons licence agreement. Under this arrangement, they require acknowledgement. Some musicians have agreed that their music can be remixed, while others wish their music to remain untouched. Jamendo is a very useful site for students wishing to locate music for assignment presentations. It is also a site where they can upload their own original music to a wider audience.

Modelled practice: Jamendo

Explain to students that Jamendo is a free and legal music sharing site to which musicians contribute, in order to give their music wide exposure. Discuss Creative Commons by looking at the types of licence agreements in the Creative Commons section of the Jamendo site at [www.jamendo.com](http://www.jamendo.com). Demonstrate how to locate soundtracks, albums and artists. Show how to play, then download, a particular soundtrack for use in a multimedia presentation. Explain that students should provide the name of Jamendo artists and their soundtracks featured in any presentations they create.

[Jamendo](http://www.jamendo.com)
Modelled practice: Vuvox collage


Vuvox collage – Dashboard
www.vuvox.com

Vuvox collage at www.vuvox.com creates panorama style multimedia slideshows. It is designed to feature multimedia shows which people have already created in Vuvox express. Collage has a number of quirks and challenges which require explicit modelling to explain. Show students how to sign in, click on create, then click on collage. Show students how to upload their image, audio and video files for use in the program. Explain how to create a presentation title, select a canvas background colour and how to use the Vuvox library of images to choose backdrops and collage items for their canvas, if they wish. The ? at the top right of the screen within the Collage dashboard provides helpful tips and videos.

Sample Vuvox collage
www.vuvox.com/collage/detail/03539e875c
Once images have been placed on the canvas, show students how to use the *Depth tool* which places images in front or behind other images, for layering purposes. The most important tools to spend time on with students, are the *Hot spot* and *Cut-out* tools attached to each image. The *Hot spot* tool allows multimedia presentations to be embedded behind featured images in the collage. The *Cut-out* tool allows students to erase unwanted parts of images and also to create cut outs as motifs for the collage, using the save as function. Explain that it is critical to save at every step in *Vuvox*. The program cannot deal with occasional massive saves.

**Create multimedia presentations: Hot spot tool**

Show students how to click to select the *Hot spot* tool to embed multimedia presentations. This is attached to any image which they wish to spotlight. The *Hot spot* tool requires a file in both the left and right tool panes. *Vuvox* works properly when every hot spot has an image + sound or a video + sound. Students will find their uploaded image, video and audio files in *my media*.

Show students how to click on a video or image file, so that it enters the left pane of the *Hot spot* tool. Then they drag the audio file into the right pane of the tool. This will result in a play button and MP3 file appearing. Save within the tool and also use the save function in the dashboard. Click on the *Hot spot* tool again, choosing icons this time. Select the loudspeaker icon so that viewers will know to click on the soundtrack. Show students how to use the preview function to play their draft collage presentation, as they work in the dashboard. If students move hot spots around on the canvas, or open their collage after publishing to edit it again, video, image and audio files will need to be relinked using the *Hot spot* tool.
**Hot spot and Cut-out tools**

Image by Nik Scott

Click below selected image to access tools

**Left and right panes in the Hot spot tool – Add multimedia**

Add *Slideshow media* and a *Soundtrack* – both are required

**Thoughts – Vuvox character soundtracks slideshow**

[www.vuvox.com/collage/detail/0356b0f617](http://www.vuvox.com/collage/detail/0356b0f617)

Click on hot spots indicated by icons, to access multimedia presentations

*Other worlds* by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink [http://otherworlds.yolasite.com](http://otherworlds.yolasite.com)
RE-IMAGINE

Write a story

*The whisperer* is about what happens when twins are reconnected and evil is overcome.

1. Create a picture book in *Carnegie Library My Storymaker* at [www.carnegielibrary.org/kids/storymaker](http://www.carnegielibrary.org/kids/storymaker) which celebrates true friendship and connection. Remember to keep your story number safe, so you can print or share this story later.

OR [for secondary students]

2. Write a fantasy adventure for *Inkpop* at [www.inkpop.com](http://www.inkpop.com) about magical beasts, as a tribute to the creatures in *The whisperer*.

Explain to students that *Carnegie Library My Storymaker* is a fun online writing tool which automatically writes a story as students create an animation. *My Storymaker* does not require registration. Students can delete or change the predictive writing to create their own story. Students will need to complete their story in one sitting and the story will be animated during the writing process but static afterwards. Explain that their story can be printed and will be retrievable online in PDF format for one month afterwards. Ask them to tell you their magic number, allocated when they publish, so that you can read their story.

For high school students looking to write for a wider audience, explain that *Inkpop* at [www.inkpop.com](http://www.inkpop.com) is a HarperCollins writing initiative for talented young writers. Editors read submissions and feature their favourites. It has been included here because *The whisperer* is a HarperCollins novel. Adult writers can join their writing community, *Authonomy*, at [www.authonomy.com](http://www.authonomy.com).

*Carnegie Library My Storymaker*

[www.carnegielibrary.org/kids/storymaker](http://www.carnegielibrary.org/kids/storymaker)
**Modelled and guided practice: Carnegie Library My Storymaker**

*Carnegie Library My Storymaker* at [www.carnegielibrary.org/kids/storymaker](http://www.carnegielibrary.org/kids/storymaker) is so much fun that it can be tempting to animate and use the special effects, forgetting to write a story! Remind students about what makes an appealing narrative and decide together on the audience for the picture book. Begin by showing the **Play instructions** demonstration.

Walk students through how to use the program - this will involve an extended joint construction session choosing the story goal, main characters, feelings, actions, interactions, scenery items, objects and settings. Items can be selected in the side galleries, then dragged on and off each page as desired. Remind students to use the scroll down arrows to see all the choices in the galleries. Remind them to preview their story before publishing, as it cannot be edited later.

Emphasise that the pleasure is in the process – all animation ceases when the book is published. Click on a character within a page to highlight it, then select actions, feelings and interactions for that character, from the top left menu circle. Start a new page by clicking on the arrow at the bottom of the page.

The predictive writing which appears as the characters interact will need editing because of repetition of the characters' names. This is a teaching point about using pronouns and synonyms to vary writing. There is a question mark prompt which pops up in the writing box, to remind students to elaborate on WHY a character felt sad, jumped for joy or scuffled with another character. This is another teaching point about the need to convey important expressive details in a story, to create a richer picture for the reader.

*Carnegie Library My Storymaker – Dashboard*

[www.carnegielibrary.org/kids/storymaker](http://www.carnegielibrary.org/kids/storymaker)
The genie who wanted to make friends
http://otherworlds.yolasite.com/student-work.php

All the genies in Genieville were blue, all except John. John was sad because he was being teased about his plainness.

John sat sadly in his tent. He sat there and stroked his lucky lamp. He was sad and lonely. Poor John.

My storymaker story by Caitlin, Rydalmere PS
Thought worlds

The whisperer by Fiona McIntosh

1. Read

Preview
Browse inside The whisperer by Fiona McIntosh at http://tiny.cc/cu6xu
Discuss the review by Sue Crawford at http://tiny.cc/w1iei
Do The Whisperer jigsaw by Irene Lesley at http://tiny.cc/665z4

Read
Read The whisperer by Fiona McIntosh.

2. Reflect

Themes
Use Bubbl’us at https://bubbl.us to build a mind map which explores motifs and themes in The whisperer.

Magical creatures
Tess leads a group of magical creatures. Use Build your wild self at www.buildyourwildself.com to create a simple imaginary creature of your own. Write a couple of sentences describing your creature and explaining its magic qualities.

3. Respond

Thought bubbles poster
As Griff moves through his day, he hears the most urgent thoughts on everyone’s minds. Imagine that you have the power to read minds.

Create a Word poster which shows images of 5 different characters and their innermost thoughts. Embed the poster in your blog at http://embedit.in.

Extension: Create a Vuvox collage at www.vuvox.com which plays soundtracks of the 5 characters’ emotions. Select Creative Commons soundtracks from Jamendo at www.jamendo.com.

4. Re-imagine

The whisperer is about what happens when twins are reconnected and evil is overcome.

1. Create a picture book in Carnegie Library My Storymaker at www.carnegielibrary.org/kids/storymaker which celebrates true friendship and connection. Remember to keep your story number safe, so you can print or share this story later.

OR [for secondary students]

2. Write a fantasy adventure for Inkpop at www.inkpop.com about magical beasts, as a tribute to the creatures in The whisperer.
Teacher tips

www.jigzone.com

*JigZone* allows users to upload a JPEG and create a jigsaw puzzle. All images are to be used with the copyright owner's permission. Teachers will use this tool to create jigsaw puzzles as warm up, orientation activities. A similar tool is *Jigsaw planet*.

- Registration: *JigZone* requires registration, using an email address. Students should never use their surnames when signing up. They should not include any identifying details in their jigsaw labels.
- Cybersafety: Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.
- Copyright: Remind students to use images with the image creator's permission.
- Preparation: Make sure your image has the size dimensions and pixels recommended by *JigZone*, so that the picture looks clear and not blurred.
- To access *JigZone*, sign up at www.jigzone.com and then Sign in within My JigZone space.
- Create a jigsaw: Add photo in My puzzles album. Choose file from your computer – Upload a JPEG.
- Edit: Log in and open your My puzzles album. Edit details to add the copyright information and linked website for the image.
- Save and share: In the My puzzles album, Open puzzle to play it. Email the URL of your completed jigsaw to share it. Embed the puzzle in a blog or website.
Teacher tips

https://bubbl.us

*Bubbl’us* allows people to create 3 free online mind maps. It is super easy to use.

- **Registration**: *Bubbl’us* requires registration, using an email address. Students should never use their surnames when signing up. They should not include any identifying details in their mind maps. Students can experiment in *Bubbl’us* but their mind maps will not save unless they are signed up. See also the issues listed in *Save and share* below. *Bubbl’us* costs $3 a month which allows for 10 mind maps in that time. There is also an educational discount for teachers with an email address containing *edu* as part of its name.

- **Cybersafety**: Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.

- **Create a mind map**: Click on *Start here* at [https://bubbl.us](https://bubbl.us) or sign in and *Start a new sheet*. Write the central concept or a book title in the parent bubble and click on a *Child* bubble BELOW, to add a related idea. To create another parent concept, click to the SIDE of the original parent bubble.

- **Edit**: Hover over bubbles to bring up a floating editing menu to change font size and colour, connect bubbles or move them around. To the top right of the computer screen, you can choose *Sharing* options which allow others to edit the mind map too.

- **Save and share**: When it is time to save your mind map, *Bubbl’us* may require you to upgrade to a subscription account in order to save it, if you have exceeded your 3 sheet trial limit. However, you can print the mind map or export it as a JPEG to your computer for later use, without upgrading. Save the mind map and share the URL with friends.
Teacher tips

www.buildyourwildself.com

*Build your wild self* is a fun online tool created by the New York zoos and aquarium. It allows students to build an imaginary creature. When the wild self is complete, students can read fascinating facts about the animals whose body parts make up the wild self. There are also links to the zoos and aquarium.

- **Registration:** *Build your wild self* does not require registration. Remind students to use their first name only, and not their surname, above their creature.
- **Create:** Begin by clicking on the *Boy or Girl* image to select the gender of your creature. Choose a *skin tone*, by clicking on one that you would like. You can change gender or skin tone. Remind students to drag down on the red bar on the right of the 6 boxes, to scroll through a wide range of choices at each juncture. Click on *Hair – Hair color* – Click on a style to select it. Choose the style. Click on *Eyes – Brows – Glasses. Clothes – Shirts – Decals – Shorts – Shoes*. With the *Headgear, Ears, Face, Arms, Bottoms, Backsides, Tails* options, the creature can really look wild. Choose from among the *Backgrounds*.
- **Publish:** Click on the *I'm done* button to see the pseudo-scientific name of your wild creature and read fascinating animal facts. You can *Print your wild self, Get a wild desktop* or *Send to friend*. This last option results in a screen grab of the creature being sent within an email.
Teacher tips

Embedit.in is a simple and elegant tool for embedding documents or a URL into a blog or website. There are 3 embedding options – linked items, embedded items or embedded thumbnails which open in a new window. Primary school teachers will embed a document to their class blog, in a joint construction session.

- Registration: Embedit.in requires registration, using a gmail address. Students below 13 years of age require parental permission to sign up.
- Cybersafety: Remind students not to write any identifying details in their documents. They should not include images of themselves or other students. Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.
- Copyright: Remind students to generally use their own photos or Creative Commons images in any documents they embed. The source URL and creator’s name should always be supplied for any images, web links, sound or video files which have been included and for the source of any research information.
- Preparation: Teach students to convert Word documents with complicated formatting into PDFs, so that the formatting remains constant. PDFs compress files, so that they are far smaller and can still retain their hyperlinks.
- Tools: Choose Select files or Embed a URL. Import the document you wish to embed. In Customise, choose the Embed, Thumb or Link option. Choose your Privacy settings, allowing viewers to print and save your document if you wish. Annotate the document with a red Markup pen, if you wish to make some special points.
- Embed your document: Copy your embed code, by clicking on Copy to clipboard, then hold down the CTRL key and press V on your keyboard to paste it into your blog, using its embedding tool.

Teacher tips

www.jamendo.com

Jamendo is a free and legal music sharing site to which musicians contribute, in order to give their music wide exposure. Teachers and students can use music from this Creative Commons based site in their presentations, as long as they name the title of the soundtrack and give credit to the composer. Some musicians have agreed that their music can be remixed, while others wish their music to remain untouched.

- Registration: Jamendo requires registration, using an email address.
- Copyright: There are various types of Creative Commons licence agreements. These are outlined in the Creative Commons section of the Jamendo site. They all allow free use of music from the site. Some composers allow others to remix their work – the copyright symbols attached to each soundtrack show which permissions downloaders are granted, with regard to remixing.
- Selections: Demonstrate how to locate soundtracks, albums and artists. Show how to play, then download, a particular soundtrack for use in a multimedia presentation. The menu icons next to Jamendo tracks are named when users hover over the icon. For example, a down arrow = download.
- Acknowledgement: In each student multimedia presentation, they should name the composer and title of any soundtrack that they use, including music sourced from Jamendo.
Teacher tips

Vuvox is a highly visual presentation tool. It has 3 presentation modes: Collage, Studio and Express. Collage allows users to create interactive panoramas. These collages incorporate media presentations created with Studio. Express enables presentations with dynamic content, including RSS feeds and online albums. Primary teachers will use Vuvox Collage for joint constructions of class presentations. These will focus typically on visual and multimedia representations, rather than extensive written text.

- Registration: Vuvox requires registration, using an email address. Students should be 13 years of age and above to sign up.
- Cybersafety: Remind students not to write any identifying details in their Vuvox usernames or presentations. They should not post images of themselves or other students. Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.
- Copyright: Remind students to use their own photos and music or Creative Commons images and soundtracks in Vuvox. The source URL and creator’s name should be supplied for any images, web links, sound or video files. Explain that, for cybersafety, a creator’s name may be a pseudonym. IE The source still needs to be cited, even if scratchy42 is listed as the creator.
- Access: Sign in. Create, Collage, + create a new collage! , Manual upload On another occasion, if students have already uploaded their media files, they can choose the upload and autofill option.
- Create: Explain how to create a presentation title and select a canvas background colour in Settings. Show how to use the Vuvox library of images to choose backdrops and collage items for their canvas, if they wish. Students also add their own images.
- Once images have been placed on the canvas, show students how to use the Depth tool which places images in front or behind other images, for layering purposes. The most important tools are the Hot spot and Cut out tools attached below each image. The Hot spot tool allows multimedia presentations to be embedded behind featured images in the collage. The Cut out tool allows students to erase unwanted parts of images and also to create cut outs as motifs for the collage, using the save as function. Explain that it is critical to save at every step in Vuvox. Vuvox does not work well with occasional saves.
- Publish: The default mode in Vuvox is private. Share the URL when published.
Teacher tips

www.carnegielibrary.org/kids/storymaker

*Carnegie Library My Storymaker* is a very simple, enjoyable storytelling tool which does not require registration. It creates animations which play while the story is being made, but not when it is published. Stories must be completed within one lesson. Stories are saved as PDFs for one month on the site.

- Registration: *Carnegie Library My Storymaker* does not require registration. Students do need to record the magic number their book is allocated when published, so they can retrieve their story PDF later.
- Remind students about what makes an appealing narrative and decide together on the audience for the picture book. Begin by showing the Play instructions demonstration.
- Walk students through how to use the program - this will involve an extended joint construction session choosing the story goal, main characters, feelings, actions, interactions, scenery items, objects and settings.
- Items can be selected in the side galleries, then dragged on and off each page as desired. Remind students to use the scroll down arrows to see all the choices in the galleries. Remind them to preview their story before publishing, it cannot be edited later. Students can read their story aloud for flow to a buddy. The buddy can assist with spelling mistakes. Pages appear above the current page and can be dragged and rearranged.
- Emphasise that the pleasure is in the process – all animation ceases when the book is published. Click on a character within a page to highlight it, then select actions, feelings and interactions for that character, from the top left menu circle. Start a new page by clicking on the arrow at the bottom of the page.
- The predictive writing which appears as the characters interact will need editing because of repetition of the characters’ names. This is a teaching point about using pronouns and synonyms to vary writing. There is a question mark prompt which pops up in the writing box, to remind students to elaborate on WHY a character felt sad, jumped for joy or scuffled with another character. This is another teaching point about the need to convey important expressive details in a story, to create a richer picture for the reader.
- At the point of publishing, save the magic number. Print out the story and share with others.
Chapter 11

Secret worlds

This book is not good for you by Pseudonymous Bosch

SECRET WORLDS

‘But we are so close! Immortality is at hand. In a piece of chocolate, no less.’ ‘So then it is as I suspected, Senor Hugo’s secret recipe is a recipe for the Secret?’ (p. 196)

Up in the air shaft, Max-Ernst frowned. Was it possible Cass knew the Secret and had never told him? How could she keep something like that to herself? Then again, she hadn’t told him about her mother being kidnapped. What other secrets might she hold? (p. 215)

Pseudonymous Bosch in This book is not good for you.
Memories, time, secrets and the quest for immortality

This book is not good for you is the third book in the Secret series by Pseudonymous Bosch. The intrusive narrator continues to provide juicy and informative footnotes and Max-Ernst and Cass are still at the service of the Terces Society, determined to thwart members of the evil Midnight Sun in their search for immortality. Wonderfully witty, menacing and imaginative, this book also provides insights into evil secrets, the human desire for immortality, the power of memories and the pull of time.

The desire to control time – to gain the past and an eternal future – is a central theme in this book. To eat Mr Hugo’s magical chocolate is to access the past and memories. To conquer future time is to have eternal life, and this is what members of the Midnight Sun crave. For Cass, past time is crucial. She wants to know what really happened and who her real parents are. She travels back in time to see the Jester. Indeed, the book ends on note of suspense as Cass travels back to an unknown past to speak with him again...

For teaching ideas for the first 3 books in the Secret series, access the Educator’s guide: The secret series by Pseudonymous Bosch at

www.hachettebookgroup.com/_assets/guides/EG_9780316113663.pdf
READ

Before reading: Show videos about the Secret series

To orient students to the series, watch and discuss the videos below. Mindmap information about the author, the main characters and themes:

- The Secret series at [www.allenandunwin.com/secret/default.html](http://www.allenandunwin.com/secret/default.html)
- The name of this book is secret [Google search story] at [http://tiny.cc/ty14c](http://tiny.cc/ty14c)
- Pseudonymous Bosch: If you’re reading this it’s too late at [http://tinyurl.com/38r6c52](http://tinyurl.com/38r6c52) The author speaks in a darkened room [Pri/Sec]
- Secret series: Pseudonymous Bosch revealed? at [http://www.youtube.com/watch?v=sh8zycTwfXg](http://www.youtube.com/watch?v=sh8zycTwfXg). Stop at 1 minute – it’s cheesy and enjoyable for Primary students
- The name of this book is secret at [http://tinyurl.com/36zsded](http://tinyurl.com/36zsded) [watch only for 1 min, 50 secs]
- CAP – Cass by student Audra Thompson at [www.youtube.com/watch?v=VUPNDc21ECk](http://www.youtube.com/watch?v=VUPNDc21ECk)

**The Secret series**

[www.allenandunwin.com/secret/default.html](http://www.allenandunwin.com/secret/default.html)

Characters and themes

What have you discovered about the characters and themes in the book?

Make a mind map to record what you have learned.
After each video: Discuss

As a whole class, progressively mind map theme and character information related to the Secret series which the students have gleaned from the videos. Include a discussion about the student-created videos above:

- What makes a student book review video successful?
- How important is the choice of music in a video?
- How did you like the Google search story?
- Do you believe Google search stories useful for capturing a number of key themes?
- How successful is the Pseudonymous Bosch publicity angle?

**Secret series: Pseudonymous Bosch revealed?**
www.youtube.com/watch?v=sh8zyTwxfg
**REFLECT**

**Time**

Create a mind map about time. Mindmap your response to these prompts:

- My favourite memory is...
- If I could live forever – good things/bad things about it...
- Where we think Cass’s real parents are...
- If I could travel back anywhere in time, I would like to see...

Use the circle shape to make a Cluster web in the ReadWriteThink Webbing tool at [http://tiny.cc/ye3wt](http://tiny.cc/ye3wt). Print out your mind map to share your ideas – the site does not save.

**Discuss time in the novel: what do the past and the future hold?**

Brainstorm as a class to gather ideas for each of the 4 prompts above. Time marches forward, yet some people are driven by an urgent need to find out more about their identity from the past, even as it disappears. Others look to the future to fulfill their desires. Explain that the desire to defeat death and to live forever is something which has led people to have their bodies frozen in case the technology eventuates to allow them to be woken up from death. Collect students’ ideas about 1. memories, 2. the advantages and disadvantages of immortality, 3. the possible fate of Cass’s parents and 4. time travel destinations. Cluster student contributions under these 4 topic headings. Students will create their own individual mind maps about these ideas, using the ReadWriteThink webbing tool at [http://tiny.cc/ye3wt](http://tiny.cc/ye3wt).
Demonstrate how to use the *ReadWriteThink* webbing tool. Students choose the circle shape to make a *Cluster web* at [http://tiny.cc/ye3wt](http://tiny.cc/ye3wt). Show them how to use the **Add circle**, **Connect** and **Delete circle** functions.

Jointly construct a web with students, so the class can grow in confidence by watching the process. Show students that when they click on **Finish**, the mind map will print out. Request to see these print outs when they work individually.

**ReadWriteThink webbing tool**
**RESPOND**

**Blog**

As a class, choose one or more of the topics below to post about on the class blog:

- My favourite memory is...
- If I could live forever – good things/bad things about it...
- Where we think Cass’s real parents are...
- If I could travel back anywhere in time, I would like to see...
- What is the Secret that Cass will need to keep?
- If I could control minds, this is what I would get my slave to do...

**Blogs and wikis: What’s the difference?**

The difference between a blog and a wiki is that wikis theoretically allow students to add to, amend or delete other students’ comments, as knowledge is built together. By contrast, blogs do not allow bloggers to edit or delete other people’s comments. In practice, many wiki authors exercise tight control over authorship and editing rights and their wikis actually function as blogs.

**Blogger**

[www.blogger.com](http://www.blogger.com)
Set up a class blog

Set up a class blog, using your own Departmental blogging tool, or a tool such as Edublogs at http://edublogs.org or Blogger at www.blogger.com. Read the Teacher tips for Blogger and Edublogs at the end of this chapter to see the simple steps for setting up a blog. Read the NSW DET School Libraries and Information Literacy Unit’s online guidelines for cybersafety while blogging in Technology tips at www.schools.nsw.edu.au/raps/fearless10/technopage.htm.

Class blogs should put forward issues or questions that students really want to write about. School blogs come in 4 common types to meet different purposes: Teacher’s blog, topic-based class blog, all purpose class blog and student blog.

1. **Teacher's blog**: This type of blog operates primarily as a website, with hyperlinks to favourite digital tools, so that these frequently used sites can be accessed quickly in lessons by the teacher, or viewed at home by parents. The blog may feature reminders about homework tasks, news about excursions, descriptions of exciting lessons and samples of outstanding student work. It may function mainly as a one-way communication tool for students and parents. E.g. Miss Riley’s classroom at http://missrileysclassroom.edublogs.org.

2. **Topic-based class blog**: This type of blog is set up to explore a particular topic. The teacher may give students authoring rights, so they can also initiate discussions and questions on the blog. E.g. Victor Davidson’s secondary Fantasy fan fiction blog in 2010 at https://www.det.nsw.edu.au/blog/258571-fantasyfanfiction or the School Library and Information Literacy Unit’s blogs for each rap at www.schools.nsw.edu.au/raps, such as the Fiction with a twist blog at http://rapblog8.edublogs.org.

3. **All purpose class blog**: This type of blog is used by a class all year for a range of topics. E.g. Mitchell Squire’s Blog dogs at http://hccweb2.org/3s2010 for his primary class in 2010.

4. **Student blog**: Student blogs allow individuals to set the agenda. Blog readers largely react to the blogger’s ideas, news items, questions and personal experiences. E.g. Look at Emily’s award winning blog at http://emilysblog3s.edublogs.org. Emily’s parents look at all her posts before they go live to ensure they are cyber safe.
Modelled and guided practice: Writing on the class blog

Ask students to vote on which RESPOND topic above they wish to blog about. You may wish to use all of the topics, posting one a week for students to respond to. Show students how to write a comment, read it aloud to check for flow or spelling mistakes and then submit it. Using an interactive whiteboard, invite one or two students to submit a comment, so that the class can gain confidence by watching the process. They may need help with the anti-spam box. Ask students to follow the suggestions below, so that blogging is fun, interactive, safe and respectful.

Blog protocols

1. Never use your surname or any identifying details on the blog.
2. Write respectfully on the blog – use a positive, encouraging tone at all times. Respond to other people’s comments, as well as writing your own.
3. Read your comment aloud to a buddy before pressing Submit. This will help you to check the flow and put in missing words.
4. Ask your buddy to check your spelling so that it will be easier to read. However, your ideas are more important than spelling! Please submit your writing, even if there are some spelling mistakes.
**Avatar task**

For a short time, Max-Ernst feels as if Yo-Yoji is his avatar and will enact his every wish. The truth is, Yo-Yoji did not get to choose. Create an avatar for Max-Ernst that you believe reflects his personality, using Voki at [www.voki.com](http://www.voki.com).

**Ebook task**

Using Storybird at [http://storybird.com](http://storybird.com), create a picture ebook for 5 year olds, on the theme of “My favourite memory”.

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**Discuss point of view tasks**

Both tasks above require students to interpret a character’s situation, adopt a point of view and communicate that perspective to others. Brainstorm with students about Max-Ernst’s character traits, in preparation for the avatar task. Avatars are animated characters, such as those used in video games or online virtual worlds to represent players. Explain that you wish students to write a short personal introduction of the kind that Max-Ernst would give people about himself – this will be used in making his avatar, so that it is true to his personality and point of view. The Max-Ernst avatar could be telling one of his adventures in *This book is not good for you*.

**Explain that the first person narrator is a persona**

In addition, explain the concept of the first person narrator for the Storybird task. Discuss which perspective students will adopt when writing their Storybird picture book, “My favourite memory.” The narrator is a persona – student do NOT have to write as themselves. Explain that you do wish to hear a distinctive voice, speaking in the first person.

They may choose to write autobiographically, they may swap genders, they may write as young adults with an invented past, they may invent a child’s past, they may write as if they are old and looking back in time. After deciding which first person perspective they are adopting, they browse through Storybird illustrations at [http://storybird.com](http://storybird.com) to embody their narrator’s favourite memories.
Brainstorm expressive words about favourite memories

Brainstorm a list of your students' favourite memories. In another mind map, collect wonderful memories that old people may have as they look back over their lives. Focus on listing and displaying expressive vocabulary which will enrich students' writing. Wilfrid Gordon Mcdonald Partridge by Mem Fox may inspire students in their writing about memories.

Modelled and guided practice: Voki

Avatars can be embedded in student blogs to greet visitors or to represent characters in novels or history, as part of an assignment. Using an interactive whiteboard, demonstrate to students how to create a speaking avatar using Voki at www.voki.com. Sign in and show students how to make an avatar in Create. Together, make an avatar for Cass from This book is not good for you. She can greet people with a description of herself, or give a brief mention of a recent adventure.

Customise a pre-existing character: click on the die to select from random characters or click on Customize your character to choose from categories. Show students how to tweak the Cass avatar's face, give it a voice, choose a background, preview and then publish the avatar. We can find Emily’s Voki avatar in her blog at http://emilysblog3s.edublogs.org.
Modelled and guided practice: Storybird

Explain that Storybird at [http://storybird.com](http://storybird.com) features the paintings of picture book illustrators from around the world. Students will write an ebook, using some of these illustrations. Begin by reading students a couple of featured Storybird ebooks.

Create a story together as a class, using option A, Get inspired by art. Storybird runs writing challenges on themes, which you may eventually invite your students to enter. Focus on elements of narrative, so that the story will appeal strongly to an audience of young children. Show students how to register for Storybird. If their confirmation email takes a while to arrive, they can begin a story without being registered, but the story will not save.

First, students browse to find an artist whose work they find appealing, by clicking on their illustration. When they have selected an illustrator, they click to start a story and the dashboard appears. Show students how to drag pictures onto or off each page frame and write into text boxes. Students can rearrange page order by dragging pages in the pages panel around. Show students how to invite a collaborator from the class by email, to finish off a story another student has started. Finally, show students how to publish and share their stories.
Storybird dashboard: Create – Get inspired by art – Start a storybird
http://storybird.com

Why?

Author: doggy12344 | Illustrator: Iren Agocs | Age Group: Everyone

Heart this | Add to reading list | Share | Embed & badges

This is a storybird about some questions in life which everybody wants to know the answer to...

Andrea, St Ives North PS
http://storybird.com/books/why-2/

Other worlds by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink http://otherworlds.yolasite.com
Secret worlds

This book is not good for you by P Bosch

1. Read
As a class, read This book is not good for you by Pseudonymous Bosch. This is the 3rd book in the Secret series. It focuses on the sense of taste. Each one focuses on a different sense. There will be 5 books.

Discuss
To orient yourselves to the series, watch and discuss videos at:

- www.allenandunwin.com/secret/
- http://tinyurl.com/38r6c52
- http://tiny.cc/ty14c

2. Reflect
Mind map about time
Mindmap your response to these prompts:
- My favourite memory is...
- If I could live forever – good things/bad things about it...
- Where we think Cass’s real parents are...
- If I could travel back anywhere in time, I would like to see...

Use the circle shape to make a Cluster web in the ReadWriteThink Webbing tool at http://tiny.cc/ye3wt. Print out your mind map.

3. Respond
Blog
As a class, choose one or more of the topics below to post about on the class blog:
- My favourite memory is...
- If I could live forever – good things/bad things about it...
- Where we think Cass’s real parents are...
- If I could travel back anywhere in time, I would like to see...
- What is the Secret that Cass will need to keep?
- If I could control minds, this is what I would get my slave to do...

4. Re-imagine
Avatar
For a short time, Max-Ernst feels as if Yo-Yoji is his avatar and will enact his every wish. The truth is, Yo-Yoji did not get to choose. Create an avatar for Max-Ernst that you believe reflects his personality, using Voki at www.voki.com.

Ebook
Using Storybird at http://storybird.com, create a picture ebook for 5 year olds, on the theme of “My favourite memory”.

Other worlds by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink http://otherworlds.yolasite.com
Teacher tips

Blogger

Blogger is a free, easy to use blogging tool for teachers wishing to set up class or personal blogs. It provides step by step instructions and templates as support. The most important thing with blogging is to plan your blog purpose and structure before creating your blog. Class blogs intended to inspire extended student writing need to provide stimulus questions that hook students and provoke them to write. Much teaching about issues or novels occurs in the class, away from the blog. Teach students to respond to each others’ ideas on the blog, as well as posting their own comments. You can organise blog settings so that you approve every student comment before it goes live, if you wish to. This vetting process is called blog moderation.

- **Registration:** Blogger requires registration, using a gmail address. Sign up to gmail, if you do not already have an account. Students are required to be 13 years of age or older to sign up to create a blog.
- **Cybersafety:** Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.
- **Copyright:** Remind students to use their own photos or Creative Commons images in Blogger. The source URL and creator’s name of any embedded or hyperlinked resources should be cited.
- **Create a blog:** Name the blog, Choose a template and Blogger will create your blog site. In Posting, create posts [these are the main category pages], edit your pages, set comment moderation. In Settings, write the description of your blog and establish your blog permissions. In Layout, change your template, add and re-arrange your page elements, and change colours and fonts.
- **Save and share:** Show/email the URL of your published blog to students, so that they can post comments in response to your posts. Discuss these comments as a class, so students can celebrate their writing.
Teacher tips

http://edublogs.org

*Edublogs* is a free blogging tool for teachers or students wishing to set up educational blogs. It is not as simple as *Blogger*, but has a comprehensive support structure for teachers. The most important thing with blogging is to plan your blog purpose and structure before creating your blog. Blogs intended to inspire extended writing need to provide stimulus questions that hook students and provoke them to write. Much teaching about issues or novels occurs in the class, away from the blog. Teach students to respond to each others’ ideas on the blog, as well as posting their own comments. Blog owners can organise blog settings so that they approve every comment before it goes live. This vetting process is called blog moderation.

- **Registration:** *Edublogs* does not require an email address or any personal information from teachers or students on signup. Teachers can set up students blogs within their account in *Edublogs*, so that the teacher moderates every comment. Alternatively, students can establish their own blogs. IT IS CRITICAL that students do not use their surnames in their user name, or supply any identifying details in their blogs.

- **Cybersafety:** Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.

- **Copyright:** Remind students to use their own photos or Creative Commons images in *Edublogs*. The source URL and creator’s name of any embedded or hyperlinked resources should be cited.

- **Create a blog:** Choose the Free option. Choose a title and URL for your blog and *Edublogs* will create your blog site. Choose a theme for the blog. Create posts [these are the main category pages], create your pages, establish blog permissions and comment moderation settings.

- **Save and share:** Show/email the URL of your published class blog to students. Discuss blog comments as a class, so students can celebrate the writing they have done on the class blog.

- **Sample student blog:** [http://emilysblog3s.edublogs.org](http://emilysblog3s.edublogs.org)
Teacher tips

www.voki.com

*Voki* is a free digital tool which creates talking avatars. Avatars can be embedded in student blogs to greet visitors or to represent characters in novels or history, as part of an assignment. Primary teachers will use this tool for joint construction of avatars for point of view tasks in English and History lessons.

- **Registration**: *Voki* requires registration, using an email address. Students below 13 years of age require parental permission to sign up.
- **Cybersafety**: Remind students not to include any identifying details in their avatar’s speech. Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.
- **Create**: + Create a new voki – Customise your character. Click on the dice symbol until you have a character you like. Tweak its face. Give it a voice by typing in text, loading up an audio file or recording your message. Choose from available Backgrounds and Players. Preview the avatar by pressing the play button in the player.
- **Publish** the avatar – share the URL or embed the avatar in a blog.
- Sample student avatar: [http://emilysblog3s.edublogs.org](http://emilysblog3s.edublogs.org)
Teacher tips

http://storybird.com

*Storybird* is an ebook platform which provides superb illustrations to allow you to create online picture books. It is a free, well moderated site supporting the creation of high quality stories.

- **Registration:** *Storybird* requires registration, using an email address. There is an option for children to sign up initially via their parent’s email. Many teachers get students to sign up directly using their school emails because the site is so cyber safe. If the confirmation email takes a while, students can create a story without registering but it will not save.

- **Cybersafety:** Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.

Explain these steps to students:

- **Create:** a) *Get inspired by art* - Click on illustrations to find an artist who appeals to you. *See more art* for more choice. **Start a storybird.** Drag art thumbnails onto the page. Drag off again to the side to choose another illustration. Start writing into the text box. Add or delete pages, drag pages to rearrange the order.

- **Menu:** invite a collaborator, publish, or save and close. Your collaborator will open their email to click on the invitation link and complete the story.

- **Save and share:** Email the URL of your completed story, so that it may be viewed as a slideshow presentation. Login to find your own story again, in **You. Read** and **heart** other people’s stories too and add them to your reading list.

- **Sample student storybird:** [http://storybird.com/books/why-2/](http://storybird.com/books/why-2/)
Chapter 12

Cupboard worlds

100 cupboards by N. D. Wilson

Henrietta whistled through her teeth, then reached out and touched the poster-covered wall of cupboards. “They’re magic for sure. I didn’t really think they would be. I wonder how we go through.”

“Go through?”

“Yeah. The whole point of magic doors is to try to go through them to somewhere else.”

N. D. Wilson in 100 cupboards. (p. 114)
Magic in Kansas, hero’s journey, other worlds

Henry’s parents have been kidnapped in Colombia, so he comes to stay with his cousins in Kansas. He uncovers 100 cupboards in his bedroom wall, each leading to another world. When his cousin Henrietta disappears through one of the cupboard doors, Henry overcomes his fear and rescues her.

This is the first book in a series in which Henry grows in bravery, discovers his magical origins and battles the evil witch Nimiane. 100 cupboards has been chosen for this Other worlds project because it is a springboard for discussing portals to other worlds and times. Time shifting and parallel worlds are part of this landscape, as Henry discovers that there are other Britains (for example) and that time moves at different rates in each world. The book nods at faerie legends, Arthurian tales and The Wizard of Oz.

READ

Explain to students that they are going to read 100 cupboards by N.D. Wilson. This is a book for confident readers who love long books. This book has the hero’s journey pattern, discussed in the chapter featuring The spell of undoing by Paul Collins. To preview the book, view and discuss the 100 cupboards trilogy book trailer at www.youtube.com/watch?v=19DoOGuhUa8.

100 cupboards trilogy book trailer
www.youtube.com/watch?v=19DoOGuhUa8

Watch the book trailer video: Discuss

Before reading: View and discuss the 100 cupboards trilogy book trailer at www.youtube.com/watch?v=19DoOGuhUa8

After reading: Write a book review about 100 cupboards at www.insideadog.com.au or at www.bookhooks.com
Write a book review: Bookhooks

Read the book in literature circle sessions. The book will also need to be read at home because it is 289 pages long. After finishing, ask students to write a book review at Inside a dog, an Australian site, at www.insideadog.com.au. Alternatively, ask students to Write a report in Bookhooks at www.bookhooks.com. In Bookhooks, remind students to make a note of their book report number - they can come back and edit the review if required. Ask them to email their finished book review to you. They can upload an image along with their book review, if they wish. All reviews are previewed before being posted, so students will not see their reviews online until the next day.
REFLECT

Point of view task - Setting

Create a simple animation of a new world which you have walked into, using Flux time at www.fluxtime.com

Walking into a new world

Write about the world you saw there and the sensations of surprise, fear, delight etc as you realised you had travelled to another world.

In an instant, I was transported to another world. I saw...

Other world settings

Other worlds offer boundless imaginative possibilities for writers and readers. They are spaces in which anything can happen and personal transformation is possible. Explain to students that they will create an animated setting for another world. Later, they will write a short piece giving the sense impressions of someone stepping into that unknown setting. Ask students to plan an animation for an underwater world, space world, beach world or park world.

Flux time
www.fluxtime.com

Create your own animation
Make an animation in a few simple steps and then email it to a friend!

1. Select background template
2. Add objects
3. Move, stretch, rotate and animate!
4. Then email to a friend, simple!

→ Click here to create a free animation (opens in a new window)

Other worlds by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink http://otherworlds.yolasite.com
Modelled and guided practice: Flux time

Demonstrate to students how to use Flux time at www.fluxtime.com. They will not register on this site. They will email their animation to themselves as an ecard, displaying the URL. They will forward this email to you, so you have the URL as well. This will allow the class to hold a plenary session to celebrate students’ animations.

Begin your Flux time demonstration by showing students a sample animation, so they know where they are headed. Next, open the Quick start guide at www.fluxtime.com and place it at the top left of your screen, so you can show students the features of the program, while you have the dashboard open on the right hand side of the screen. Walk students through creating a simple animation, asking them to suggest options and make choices with you along the way.

After choosing a setting template from the library, students insert objects. They click with their mouse and drag the object to the desired size. They press record and then move each object to create animation tracks. They will need to explore quite a bit to create their animations and feel satisfied, before sending them as an ecard. They are not editable once they have been sent, so students may start an animation a few times over until they feel satisfied that they have created the world they wanted.

Flux time – dashboard

www.fluxtime.com

It’s really fun when friends join you in the digital sea

http://fluxtime.com/ecard.php?cid=G0u8E760h240h67h2404d2e37bcd5577
Use a template to create a new clip

Where am I?

Ronald, Rydalmere East PS

The enchanted, forbidden forest of Yukano

Katlyn, Rydalmere East PS
RESPOND

**Photo effects faces task**

Design a series of faces from “behind the cupboard doors”. Begin to experiment with altered realities, by using the Apply photo effects in BeFunky at [www.befunky.com](http://www.befunky.com).

**Special powers writing task**

Create ONE character and write about it. Name the character and the world it is from. Describe that character's nature and special powers.

**Interpreting characters using photo effects**

Explain to students that their task is to experiment with photo effects tools to create characters from “behind the cupboard doors”. Photo effects tools are extremely useful representational tools for students writing fiction or creating digital stories. They assist students to bring to life the characters they have imagined and they even offer different ways of interpreting the same character. Students select and save photos of faces to alter.

**Modelled practice: BeFunky**

*BeFunky* at [www.befunky.com](http://www.befunky.com) does not require registration. Explain to students that they should use effects which do not come with a premium tag. Premium effects do require registration and a paid subscription. Demonstrate to students how to Get started and how to Upload a photo which they wish to alter. Show them how to Apply effects, such as Pointillism, Sketcher, Stenciler, Water colour, Old photo or Pop art. If they Add goodies, they can add speech bubbles to their photo. Show students how to Edit their photo to crop, sharpen, blur or smooth it, or to change the saturation and colour filter. Demonstrate how to save and print their altered image. Discuss the differing possible interpretations of the same character that various photo effects create.

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*Other worlds* by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink [http://otherworlds.yolasite.com](http://otherworlds.yolasite.com)
Visual interpretations of the same character using BeFunky

Katlyn, Rydalmere East PS

Ronald, Rydalmere East PS
**RE-IMAGINE**

**Use Kizoa morphing tools**

Use the *Kizoa* photo morphing tools at [www.kizoa.com/morphing](http://www.kizoa.com/morphing). Your task is to create characters you have encountered by stepping through a doorway into another world.

**Use Kizoa Slideshow maker - Show characters from another world**

Create a Kizoa slideshow at [www.kizoa.com](http://www.kizoa.com). With the first slide, show and name the other world. Then present a series of characters – remember to include a hero, the hero’s friend, the hero’s helper, a problem, a villain, a villain’s helper, an inhabitant of that world (could be a ruler or a peasant type).

Explain to students that *Kizoa* photo morphing tools provide an avenue for representing characters from other worlds. Remind students of the elements of the hero’s journey, discussed in the chapter featuring *The spell of undoing*. Brainstorm suggestions for other world characters and settings. Students may choose to further develop the characters and setting they have already been experimenting with. Students collect JPEGS of faces, to morph later.

**Modelled and guided practice: Kizoa morphing tools**

Demonstrate to students how to use the *Kizoa* morphing tools, *Make silly faces!*, at [www.kizoa.com/morphing](http://www.kizoa.com/morphing). They will need to *login* and *upload* photos which they wish to alter. After uploading has finished, show them how to choose *Edit photos, Make silly faces!, Alien* option to create a humanoid effect. Alternatively, if they have already uploaded their photos on an earlier occasion, they can *login* at [www.kizoa.com](http://www.kizoa.com), and click on *Edit photos, Morphing tools, Make silly faces!* Show them how to try other options such as the *Monster* faces.
**Kizoa – Dashboard**

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

**Make silly faces! – Morphing dashboard**
**Brad Pitt – Alien effect – Kizoa morphing tool**

*Modelled and guided practice: Kizoa slideshow maker*

Show *The enchanted, forbidden forest of Yukano* at [www.kizoa.com/slideshow-maker/d1332205k812962801/the-enchantment-of-yukano](http://www.kizoa.com/slideshow-maker/d1332205k812962801/the-enchantment-of-yukano), as an example. Walk students through how to create a *Kizoa* slideshow at [www.kizoa.com](http://www.kizoa.com), using one student’s prepared set of images. This show will introduce the setting and characters of an imaginary world, using hero’s journey categories, such as hero, enemy and helper.

Provide time for students to become familiar with *Kizoa*’s features and tabs in the *Slideshow maker*. Show students the numerous effects that they can create for each frame of their show. Students can select photos from *Kizoa* or upload their own photos. They will enjoy applying **Effects**, **Animations**, **Music** or **Text** to selected images which have been dragged onto the film reel. Get them to think about their purpose, and the type of mood they are trying to create in the slideshow for their chosen audience.

Even when the photo slideshow has been saved, students can return to their work at any time and continue to edit, and add their images to apply **Effects**, **Animations** and **Music**. Therefore, *Kizoa* can be used over a number of lessons, as students keep building their slideshow. It is not a difficult tool to use provided students have had opportunities to thoroughly explore the menu options. Ensure students don’t select the items tagged with a P as they are Premium features and students will need to discard them to save their slideshow in the free version.
Simple example to show students: *Bear’s birthday* at [http://tiny.cc/crebc](http://tiny.cc/crebc)

*The enchanted, forbidden forest of Yukano*
[www.kizoa.com/slideshow-maker/d1332205k8129628o1/the-enchantment-of-yukano](http://www.kizoa.com/slideshow-maker/d1332205k8129628o1/the-enchantment-of-yukano)

Katlyn, Rydalmere East PS
Cupboard worlds

100 cupboards by N.D. Wilson

1. Read

Read The 100 cupboards by N.D. Wilson. 289 pages.

View and discuss the 100 cupboards trilogy book trailer at www.youtube.com/watch?v=19DoOGuhUa8


2. Reflect

Point of view task - Setting

Create a simple animation of a new world which you have walked into, using Flux time at www.fluxtime.com

Walking into a new world

Write about the world you saw there and the sensations of surprise, fear, delight etc as you realised you had travelled to another world.

In an instant, I was transported to another world. I saw...

3. Respond

Photo effects faces task

Design a series of faces from “behind the cupboard doors”. Begin to experiment with altered realities, by using the Apply photo effects in BeFunky at www.befunky.com.

Special powers writing task

Create ONE character and write about it. Name the character and the world it is from. Describe that character’s nature and special powers.

4. Re-imagine

Use the Kizoa photo morphing tools at www.kizoa.com/morphing. Your task is to create characters you have encountered by stepping through a doorway into another world.

Characters from another world

Create a slideshow at www.kizoa.com. On slide 1, show and name the other world. Then present a series of characters – remember to include a hero, the hero’s friend, the hero’s helper, a problem, a villain, a villain’s helper, an inhabitant [could be a ruler or a peasant type].
Teacher tips

**Flux time** is a simple online animation tool which allows students to email their animations as ecards. These ecards show the animation and its URL so that it can be shared with others too. This tool does not require registration.

- **Registration:** *Flux time* does not require registration, when using the free version. Students below 16 years of age require parental permission to sign up for the paid subscription version, access the premium features or see other people’s animations.

- **Begin your Flux time demonstration** by showing students a very simple animation at [http://tiny.cc/h23tr](http://tiny.cc/h23tr), so they know where they are headed.

- **Open the Quick start guide** at [www.fluxtime.com](http://www.fluxtime.com) and place it at the top left of your screen, so you can show students the features of the program as you play within the dashboard.

- **Click here to create a free animation:** Allow the program to open fully, this may take a minute or so. If you start to play in it before it is fully loaded, the tool windows slip shut. Show students how to choose a setting template from the library. Show students how to insert objects. Once selected, they left click with their mouse on the canvas and drag the object to the desired size.

- **Animate the object:** Students press **record** and then move each object to create animation tracks. They will need to explore quite a bit to create their animations and feel satisfied, before emailing them as ecards. They are not editable once they have been sent, so students may start an animation a few times over until they feel satisfied that they have created the world they wanted.

- **Email and share:** When students email the animation as an ecard, recipients will be able to see the animation and its URL. Ask students to forward the email to you. Share students’ animations and celebrate their work.
Teacher tips

www.befunky.com

*BeFunky* is a user friendly photo effects and photo editing tool. Students absolutely love using *BeFunky*. It is a great tool for tasks that involve imagining and representing characters, and changing/distorting images. Photos can have speech bubbles added to them for use in other presentation programs.

- Registration: *BeFunky* does not require registration for the free version.
- Copyright: Remind students to use their own photos or Creative Commons images in *BeFunky*.

When you click **Get started**, you will have 3 appealing options:

1. **Get started!: Upload a photo**. Show students how to **Apply effects**, such as *Pointillism, Sketcher, Stenciler, Water colour, Old photo* or **Pop art**. Discuss the differing possible interpretations of the same character that various photo effects enable.
2. **Get started!: Upload a photo - Add goodies**, to add speech bubbles to photos.
3. **Get started!: Upload a photo - Edit** photos to crop, sharpen, blur or smooth them, or to change the saturation and colour filter.

- **Save**: Demonstrate how students can save and print their altered image.
Teacher tips

www.kizoa.com

*Kizoa* is a slideshow presentation tool, with a photo editing component. It is well laid out and easy to use. Its morphing tool, **Make silly faces!**, allows students to create humanoid faces.

- **Registration**: *Kizoa* does require registration, using an email address. To access premium features, a paid subscription is required.
- **Cybersafety**: Remind students not to write any identifying details in their slideshows. They should not post images of themselves or other students. Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.
- **Copyright**: Remind students to generally use their own photos or Creative Commons images.
- **Morphing tools**: Demonstrate to students how to use the *Kizoa* morphing tools at [www.kizoa.com/morphing](http://www.kizoa.com/morphing). They will need to login and upload photos which they wish to alter. After uploading has finished, show them how to choose **Edit photos, Make silly faces!** Alien option to create a humanoid effect. Alternatively, if they have already uploaded their photos on an earlier occasion, they can login at [www.kizoa.com](http://www.kizoa.com), and click on **Edit photos, Morphing tools, Make silly faces!** Show them how to try other options such as the **Monster faces**.
- **Slideshow maker**: Show students the numerous effects that they can create for each frame of their show. Students can select photos from *Kizoa* or upload their own photos. They will enjoy applying **Effects**, **Animations**, **Music** or **Text** to selected images which have been dragged onto the film reel. Get them to think about their purpose, and the type of mood they are trying to create in the slideshow for their chosen audience.
- **Save**: Even when the photo slideshow has been saved, students can return to their work at any time and continue to edit, and add their images to apply **Effects**, **Animations** and **Music**. Therefore, *Kizoa* can be used over a number of lessons, as students can keep building their slideshow. It is not a difficult tool to use provided students have had opportunities to thoroughly explore the menu options. Ensure students don’t select the items tagged with a P as they are Premium features and students will need to discard them to save their slideshow in the free version.
- **Publish and share**: Students can share the URL of their slideshow.
Chapter 13

Green worlds

*Toby alone* by Timothee de Fombelle

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<thead>
<tr>
<th>Target diagram</th>
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<tr>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
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**GREEN WORLDS**

Toby’s father subscribed to the crazy idea that the Tree was growing. It was an extremely controversial notion, and the professor’s favourite subject. All the scientists argued about it. Does the Tree change? Is it eternal? Where did it come from? Will the world end? And, most important, above all: is there life beyond the Tree?... Readers were shocked that a book claiming to be about origins was, in fact, about the future. If the Tree was alive, in the same way that a moss forest is alive, then it was terribly vulnerable. They should look after this living organism, which embraced them with open arms.

Timothee de Fombelle in *Toby alone*. (p70-71)
In *Toby alone*, Timothee de Fombelle has written a speculative and charming literary fantasy which is 392 pages long. This is a miniature world in which all the action takes place in one tree and the grasslands surrounding it. Toby Lolness is the 13 year old son of a scientist and inventor. His father has discovered a sensational secret which he will not share and the family is sent into exile. Years later, Toby is forced to go on the run when his parents are imprisoned and he battles for his survival, hunted by his own people. The adventure is completed in a second book, *Toby and the secrets of the tree*.

*Toby alone* has been chosen for the *Other worlds* project because the book provides a springboard for discussing allegories, environmental vandalism, the hero’s journey, and complex philosophical, political and economic issues. This is a novel which is an ideal starting point for critical literacy discussions. Very much a book for students requiring extension, *Toby alone* remains optimistic and inspiring in tone, despite describing a world gradually captured by extremist politics. In common with Henry from *100 cupboards*, Toby finds out that he has been fostered and is not the real son of the people he has always called his parents. This is a quintessential hero’s journey motif.

**Background reading for teachers**

Since *Toby alone* is a book for readers who require extension, the following resources will be of assistance to teachers. Classroom ideas for *Toby alone* can be found at [www.walkerbooks.com.au/Teachers/Classroom-Ideas](http://www.walkerbooks.com.au/Teachers/Classroom-Ideas). A useful tool to assist in creating personalised writing profiles is available at [www.everybodywrites.org.uk/writing-profile](http://www.everybodywrites.org.uk/writing-profile). This would naturally be supplemented by analysing student writing samples, noticing student interests and observing students as they write. In addition, the NSW DET Gifted and Talented Unit has *Curriculum differentiation* resources for gifted students on their *Teacher tools* page at [http://tiny.cc/q0xw8](http://tiny.cc/q0xw8).
Preview themes in *Toby alone* before reading it

Watch the student-created book trailer at [www.youtube.com/watch?v=0h5U-k6izxM](http://www.youtube.com/watch?v=0h5U-k6izxM). Which themes have you identified? How successful is the trailer?


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*Everybody writes*

[www.everybodywrites.org.uk/writing-profile](http://www.everybodywrites.org.uk/writing-profile)

*Teacher tools for gifted students*

**READ**

Explain to students that they are going to read *Toby alone* by Timothee de Fombelle. Due to its length, selected extracts will be read in class time and students will read the book at home as well. To orient students to the book, view and discuss the student-created book trailer at [www.youtube.com/watch?v=0h5U-k6izxM](http://www.youtube.com/watch?v=0h5U-k6izxM). In addition, before reading the book, discuss ideas and themes raised at the 2 interviews mentioned above.

*Toby alone – book trailer*
http://www.youtube.com/watch?v=0h5U-k6izxM

By chazzatheninja

*Right side*

*Toby alone by Timothee de Fombelle*

Extract from [http://tiny.cc/laz18](http://tiny.cc/laz18)

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*Toby Alone is an allegory of our own world. The parallels are clear in the examples of environmental irresponsibility being wrought upon the tree. To cater for the problem of overcrowding, weevils are used to mine branches so housing projects can be completed. This results in the defacement of the tree and contributes to changes in the climate and the development of worrying holes in the canopy. The antagonist, Joe Mitch, also stockpiles crude sap as a potential energy source, another interesting parallel to our own world and its dependence on oil.*

The power of propaganda, alarmist messages, and promotion of a culture of fear are considered here, as Joe Mitch encourages the perceived threat of the grass people to the tree, who are in fact, a peaceful, gentle community. Again the story sends a clear message to encourage independent thinking and to question the information we receive and its sources.

Other key themes within the story include the qualities of true friendship, betrayal versus loyalty, redemption, integrity and self-worth, love, and coping with adversity. This is a complex story, but its ability to consider these themes in a gentle way, without patronising the reader makes it a ‘must have’ on any family bookshelf.

By Claire-Louise Perrers
**REFLECT**

**The Tree as a metaphor for our world**

Discuss and mindmap the way in which the **environmental**, **political** and **intellectual** issues in the book mirror what happens in OUR world in this allegory about the pursuit of power and profit. Use the *Target* diagram at [www.classtools.net](http://www.classtools.net) to create your mind map.

**Extension task:** Go to *TED: ideas worth spreading* at [www.ted.com](http://www.ted.com). The video talks on this site are at the creative and philosophical cutting edge. Look at some of the videos **rated jaw-dropping** and also **persuasive**. Then, choose a talk with the tag “philosophy” or “climate change”, view it and discuss the ideas in it with a learning partner. It is acceptable to choose another topic, unrelated to climate change or philosophy, if you wish.

**Extension task:** Research **Andy Goldsworthy’s art**. Visit [www.goldsworthy.cc.gla.ac.uk/browse](http://www.goldsworthy.cc.gla.ac.uk/browse). Click on **arches** and **leaves** to see selected art works. Watch [YouTube](http://www.youtube.com) videos about Goldsworthy’s projects. **What is ephemeral art? Why do you think Goldsworthy makes ephemeral art works? How do these works impact on you?**

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**The Tree as an allegory**

Explain to students what an allegory is and give practical examples, such as *Gulliver’s travels* by Jonathan Swift. *Toby alone* is very suitable for students to explore what happens when intellectual freedoms are removed. It uses the Tree as a sustained metaphor for life in OUR world, with environmental vandalism as one strong focus.
**Extension tasks: Discuss TED talks and Andy Goldsworthy’s art**

**TED: Ideas worth spreading** at [www.ted.com](http://www.ted.com) is a source of 14-16 minute video talks about big ideas, given by world experts. As an optional extension task, students may look at some of the talks with the “climate change” or “philosophy” tag at [www.ted.com/talks/tags](http://www.ted.com/talks/tags) and discuss their implications. Explain that students will view a talk of their own choosing, individually or in pairs. Afterwards, they will explain to a learning partner the major issues portrayed in the talk. It is fine if students find another topic they wish to learn about.

**Adora Svitak: What adults can learn from kids**
[www.ted.com/talks/adora_svitak.html](http://www.ted.com/talks/adora_svitak.html)

Andy Goldsworthy’s ephemeral art is a celebration of nature which echoes the appreciation of nature in *Toby alone*. As an optional extension task, students may respond to Goldsworthy’s arches and leaves art works at [www.goldsworthy.cc.gla.ac.uk/browse](http://www.goldsworthy.cc.gla.ac.uk/browse), by discussing how these images impact on them.
**Modelled and guided practice: Target diagram**

Using the *Classtools.net* target diagram at [http://classtools.net](http://classtools.net), lead a whole group discussion. Mindmap together the way in which the **environmental**, **political** and **intellectual** issues in the book mirror what happens in OUR world in pursuit of power and profit.

Teach students how to save a completed *Classtools.net* diagram as a website. Later, students can open up any Classtools.net diagram they have saved, to access the diagram and its URL. Alternatively, they may wish to embed completed diagrams in a blog. Show them how to do this.

Explain that they may change and resave existing diagrams, but with each fresh save the URL will change. For example, you may choose to open and make changes to the *Toby alone* target diagram at [http://classtools.net/widgets/target_1/8Boy0.htm](http://classtools.net/widgets/target_1/8Boy0.htm), saving it under a different URL. Click on the sections you wish to change and write new ideas, more suited to your class.

**YouTube tutorial videos**

You will find helpful videos to assist you with using many digital tools, if you search in *YouTube* at [www.youtube.com](http://www.youtube.com). The video below deals with the Arcade games from *Classtools.net* and also includes an orientation to the whole site.

*Classtools.net tutorial video*

[www.youtube.com/watch?v=oBQ47s1qp1Y](http://www.youtube.com/watch?v=oBQ47s1qp1Y)
Toby alone
http://classtools.net/widgets/target_1/8Boy0.htm

Other worlds by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink http://otherworlds.yolasite.com
**Respond**

### Word cloud of key themes

Create a word cloud using *Wordle* at [http://wordle.net](http://wordle.net) to show your personal understandings of 20-25 key ideas and themes in *Toby alone*. You can copy and paste into Wordle a book review you have written, or write single words separated by commas.

OR

Choose the **Advanced** option and weight the most important themes, so they appear biggest in your cloud. Choose specific font, colour and layout to express your message clearly and persuasively. Do not use your surname, when you save and write your **Comment** about the themes. Example: [www.wordle.net/show/wrdl/2957221/Toby_Alone](http://www.wordle.net/show/wrdl/2957221/Toby_Alone)

Explain to students that they will each create a word cloud to convey which themes seem most significant. Refer to the *Classtools.net Target diagram* and also brainstorm any extra significant themes which students have noticed. Ask students to prepare their ideas about key themes in *Word*, before copying and pasting them into *Wordle*. They may write a book review or they may collect key words to encapsulate the major themes. They will write the most significant themes many times, to create bigger words in the word cloud.

**Modelled practice: Wordle**

Demonstrate how to use *Wordle* at [http://wordle.net](http://wordle.net), by creating a word cloud together about another topic, so that students feel fresh when they represent the themes for *Toby alone*. Walk students through the process of pasting in writing which has already been written by yourself in a *Word* document. Alternatively, show students how to copy and paste in text found when researching a topic on the internet. Words which occur more often appear bigger in the cloud. Explain that *Wordle* is representing main ideas and recurring themes. Show students how to remove unwanted words from the cloud, by right clicking on the word. Show students how to enter phrases, by placing a tilde between words. E.g. `teacher~librarian OR Toby~Alone`: This will keep the two words together in the cloud and the tilde will not be visible. The tilde is found above the *Tab* key on the left of the keyboard.
Show students how to use the font, colour and layout features. This is a great opportunity to discuss visual literacy – and the ways in which the medium IS the message. Explain to students that every visual message they create has a certain impact. Discuss together the different impact each word cloud has on an audience, every time a font, colour or layout change is made.

Remind students not to use their surnames when they publish to the public gallery. Ask students to write a comment about their word cloud. Ask them to send you an email containing the URL of their word cloud.

Here is the comment accompanying the word cloud below: *Toby Alone is a fantasy allegory which compares the world in a tree to our own world. Toby has to run for his life to escape imprisonment. This gripping story about life on the run has a green message.*

*Toby alone*

[www.wordle.net/show/wrdl/2957221/Toby_Alone](http://www.wordle.net/show/wrdl/2957221/Toby_Alone)
**Animoto persuasive slideshow presentation**

*Toby alone* is very persuasive about serious environmental damage, such as deforestation and global warming, caused by profit seekers.

Choose a habitat that you care strongly about and create a free 30 second slide show to celebrate it, in Animoto at [http://animoto.com](http://animoto.com). Use music that is stirring. Send a persuasive message about saving the habitat.

Your teacher can set up a free account for 50 students from one gmail account – see *Tips.*

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Explain to students that they will make a 30 second persuasive environmental slideshow presentation using Animoto at [http://animoto.com](http://animoto.com). Animoto creates video slideshows using still photos and video clips. As an introduction, show the *Environment poem* at [www.youtube.com/watch?v=77aYFQ_QcgA](http://www.youtube.com/watch?v=77aYFQ_QcgA), so they can visualise the slideshow look of their final presentation. Their own presentation will be 30 seconds long and will have the persuasive purpose of the *Environment poem* – to move an audience to action about a pressing environmental issue. Ask students to collect 8-15 photos of a habitat which needs protection. Brainstorm possible habitats and images together.

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*Environment poem*
[www.youtube.com/watch?v=77aYFQ_QcgA](http://www.youtube.com/watch?v=77aYFQ_QcgA)

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**Modelled practice: Animoto**

*Other worlds* by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink [http://otherworlds.yolasite.com](http://otherworlds.yolasite.com)
Teachers can apply to Animoto to have a free education account which will allow them to register 50 students. Demonstrate to students how to use Animoto at http://animoto.com to create a slideshow presentation, using 8-15 photographs they have numbered sequentially and saved in one folder (as JPEG1, JPEG2 etc). Remind them to choose JPEG images which are Creative Commons photographs or use their own.

Suggest that students choose Animoto original for their first presentation because it provides a blank background. Look for the tiny hyperlink below each slideshow style which allows users to make a free video.

**Animoto - Create video**
http://animoto.com/create

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**Maui Animoto**
www.youtube.com/watch?v=MTrm0s09FQA
Walk students through the 3 simple steps in making an *Animoto* slideshow: 1. Add images, 2. Add sound, then 3. Finalise. Explain that the choice of music will have a crucial impact on the persuasive message of the slideshow. Students may select their music from the *Animoto* collections. Alternatively, in advance, they may select a track from *Jamendo* at [www.jamendo.com](http://www.jamendo.com) and save it in the same folder as their slideshow pictures.

*Animoto – Dashboard*
[http://animoto.com](http://animoto.com)

*Hyperlinked librarian - Animoto*

Barbara Middleton’s environmental slideshows
Crestwood Public School students explore Toby alone

Ms Bowes with Crestwood PS students


Toby’s appearance, his reactions and how other characters react to him

RE-IMAGINE: Option 2

ZooBurst at www.zooburst.com allows students to creatively re-imagine themes from Toby alone. Ms Bowes and her class created a joint construction ZooBurst to express Toby’s reactions, as he looks back on the life of the Tree that he loves.

Modelled and guided practice: ZooBurst

Show students how to create a page turning 3D pop up book, using ZooBurst. Begin by reading Little Red Riding Hood 2.0 at www.zooburst.com/zb_books-viewer.php?book=4c7b261baa0d2. In a joint construction, create a class ZooBurst presentation, using images you have already gathered. Brainstorm ideas and plan together using a storyboard. Login and choose a title and description for the book. Decide on privacy settings and commenting rights of viewers. Walk students through searching for and uploading images, writing text in the page narration boxes and adding pages. Show them how to move characters around on a page by dragging them, and how to rotate the page itself. Demonstrate how to add characters and objects to the background. Show them how to add speech bubbles and hyperlink to websites. Remind them to click the large Save button before they exit. Students can find their book in Books, and edit it even after publication, by clicking on Build. They can share the URL of their ZooBurst book or embed it in a blog.

Other worlds by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink http://otherworlds.yolasite.com
Meanwhile, in another part of the forest, a Big, Bad Wolf was looking for something to eat. He was very hungry and hadn’t had a decent meal in a long time.

Little Red Riding Hood 2.0 by Craig at www.zooburst.com/zb_books-viewer.php?book=4c7b261baa0d2

Toby talks about the Tree

The Tree’s energy is pulsing through the sap of the Tree. But it has not always been a happy time in the branches.

Sometimes it is not peaceful in such a natural place.

Slide from Ms Bowes’ joint construction with the class, Crestwood PS
Green worlds

*Toby alone* by Timothee de Fombelle

1. Read

Read *Toby alone* by Timothee de Fombelle. 392 pages.

View and discuss the student book trailer at [www.youtube.com/watch?v=0h5U-k6izxM](http://www.youtube.com/watch?v=0h5U-k6izxM)

Themes

Extension reading: Discuss ideas and themes raised at [http://tiny.cc/93gpo](http://tiny.cc/93gpo) and [http://tiny.cc/laz18](http://tiny.cc/laz18) [See book if TINY links are gone]

2. Reflect

Tree as a metaphor for our world

Discuss and mindmap the way in which the environmental, political and intellectual issues in the book mirror what happens in OUR world in the pursuit of power and profit. Use the Target diagram at [www.classtools.net](http://www.classtools.net).

Extension task: Go to [www.ted.com](http://www.ted.com), select one talk with the tag “philosophy” and discuss it.

Extension task: Research Andy Goldsworthy’s art at [www.goldsworthy.cc.gla.ac.uk/browse](http://www.goldsworthy.cc.gla.ac.uk/browse). Look at arches and leaves. Watch YouTube videos about Goldsworthy’s projects. *What is ephemeral art? How do these images affect you?*

3. Respond

Evaluative word cloud

Create a word cloud using *Wordle* at [http://wordle.net](http://wordle.net) to show your personal understandings of 20-25 key ideas and themes in *Toby alone*. You can paste in your reflections OR choose the Advanced option and weight each theme, to show their relative importance. Most important themes will be the biggest. Choose specific font, colour and layout to express your message clearly and persuasively. Do not use your surname, when you save and write your Comment about the themes. Example: [www.wordle.net/show/wrdl/2957221/Toby_Alon](http://www.wordle.net/show/wrdl/2957221/Toby_Alon)

4. Re-imagine

Persuasive presentation

*Toby alone* is very persuasive about serious environmental damage, such as deforestation and global warming, caused by profit seekers. Choose a habitat that you care strongly about and create a free 30 second slide show to celebrate it, in *Animoto* at [http://animoto.com](http://animoto.com). Use music that is stirring. Send a persuasive message about saving the habitat.

Your teacher can set up a free Animoto account for 50 students from one gmail account – see Tips.

Alternative option: Create a persuasive ZooBurst 3D pop up book about themes in the book.

*Other worlds* by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink [http://otherworlds.yolasite.com](http://otherworlds.yolasite.com)
Teacher tips

http://wordle.net

*Wordle* is a tool for creating word clouds, using text which people have pasted in. The biggest words in the cloud occurred most often in the original text which was pasted in. *Wordle* allows students to create a word cloud showing the most important themes in a novel. *Wordle* can also preview the main ideas in a factual text which is pasted in. By analysing and discussing the vocabulary in a class-created *Wordle*, teachers can create a glossary with their class at the beginning of a unit of work.

- Registration: *Wordle* does not require registration.
- Cybersafety: Remind students not to write any identifying details in the title, username or comment that they publish in the public gallery along with their word cloud.
- Create: Students type in their own words or **Paste in a bunch of text**. Remind them to repeat significant concept words more often so these ideas look bigger in the word cloud. Students should use a tilde between words that they want placed side by side – the tilde is invisible in the word cloud. E.g. Toby~Alone OR teacher~librarian OR home~sweet~home. The tilde is found above the *Tab* key on the left of the keyboard.
- Edit: They click **Go** to bring up the dashboard. They change **Font**, **Layout**, **Color**, **Randomize** to create different effects, before choosing one to publish. Show students how to remove unwanted words by right clicking on the word.
- Save: **Save to public gallery**. Share the URL of the published word cloud.
Teacher tips

http://animoto.com

Animoto allows users to create free 30 second slideshows in a couple of minutes. Primary teachers will use this tool in joint construction sessions, or will sign up for a free Animoto for education teacher account, entitling them to register 50 students.

- Registration: Animoto requires registration, using an email address. Students must be 13 years old to register. Teachers can apply for a free Animoto for education account for 50 students. Sign up to register for Animoto. Your email will not show in public. For every later visit, Sign in.
- Cybersafety: Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.
- Copyright: Remind students to use their own photos or Creative Commons images in Animoto. They should not include photos of themselves or other students.
- Photos: Students collect a series of 8–15 themed photographs or images that they wish to present in a 30 second slide show. For example, they make a digital story about an excursion or a persuasive video about the environment. They sequence their images in narrative order using the file names JPEG1, JPEG2, JPEG3 etc and save these in a folder, ready to upload.
- Music: Students choose and save an MP3 music file from the Creative Commons site Jamendo at www.jamendo.com. They may also use music or images provided by Animoto.
- Create: Students go to http://animoto.com/create, choose Animoto original, Create video, for free [look for the tiny hyperlink]. They upload images, add music, and finalise the video.
- Save and share: To find your completed video, students look in My videos. They share the URL of their completed video.
Teacher tips

ZooBurst

www.zooburst.com

ZooBurst allows users to create 10 free 3D pop up books. Primary teachers will use this user friendly tool in joint construction sessions.

- Registration: ZooBurst requires registration, using an email address. Students must be 13 years old to register. Alternatively, teachers will sign up for a low cost premium registration, entitling them to register their students. The registration process may not be “same day”.
- Cybersafety: Find out from school records which students in your classes are under a media ban, generally due to a custody dispute. In addition, check parental blanket media permissions lodged with the school to see if any student is not covered or if any parent has refused permission. Provide alternative tasks for these students.
- Copyright: Remind students to find images by entering words into the search box within ZooBurst, or to use their own photos or Creative Commons images. They should not include photos of themselves or other students.
- In a joint construction, create a class ZooBurst presentation, using images you have already gathered. Brainstorm ideas and plan together using a storyboard.
- Login and choose + New book. Write a title and description for the book. Decide on privacy settings and commenting rights of viewers. Walk students through searching for and/or uploading images, writing text in the page narration boxes and adding pages. Show them how to move characters around on a page by dragging and dropping them. Students will enjoy the Rotate function, in the Appearance section. Demonstrate how to add characters and objects to the background. Show them how to add speech bubbles and hyperlink to websites. Remind them to click the large Save button before they exit. It is not called Save book, as the reminder claims. Students can find their book in Books, and edit it even after publication, by clicking on Build. They can share the URL of their book or embed it in a blog.

Toby goes post-modern: www.zooburst.com/book/zb0_4d3990db237e1