EDUCATION WEEK 2012
SEMAINE DE L'ÉDUCATION

MARCH 4-10, 2012

techKNOWLEDGEy
technoSAVOIR

SCHOOL/
ÉCOLE

RESOURCE BOOK

INTERNET/
EDUCATION/
ÉDUCATION

LITERACY/
INSTRUCTION
ÉTUDE
LEARNING/
COMPUTER/
ORDINATEUR

A Message to Teachers from NLTA President Lily B. Cole

Dear Colleague,

Education Week has always been about celebrating education and the importance of learning. This year's theme is "techKNOWLEDGEy • technoSAVOIR". With the influx of technology in schools and society in general and the issues both positive and negative around its use, it was felt that an emphasis should be placed on the impact within education, communications and learning. The theme is a unique play on the word "technology" that combines the concept of knowledge. The emphasis is on the word "KNOWLEDGE" which is capitalized to show its importance.

Education Week can be an enriching experience for students, teachers and parents. We encourage primary and elementary teachers to continue their practice of observing this week with their students. We especially encourage intermediate and high school students to become involved in the week as it presents an exciting opportunity to promote school spirit. Our students have much to contribute and would grow and learn from their involvement in Education Week activities.

Our sincere thanks to all those who have assisted in planning the Education Week Resource Kit. We value the input of our fellow educators and assure you that your efforts are appreciated.

We trust you will find this resource to be useful and that your activities during Education Week and every week of the school year are truly a celebration of education. Have a great week!

Sincerely yours,

Lily B. Cole
President

Table of Contents

Using this Booklet

This Education Week resource booklet has been designed to provide a list of suggested activities, as well as some pages that can be photocopied and used in class or given to students to take home.

The activities listed on the following pages are meant to provide ideas only – use any you feel might work, modify as you think best, or develop your own. To determine the grade level for which the activity is designed, check the letters listed by the title.

P – Primary Students/Primaire (K-3)
E – Elementary Students/Élémentaire (4-6)
I – Intermediate Students/Intermédiaire (7-9)
S – Senior High Students/Secondaire (10-12)

Attention French teachers!

The majority of the activities listed in the booklet can be adapted for French, English, or ESL students.

Pour les professeurs de français

La plupart des activités proposées dans ce livret peuvent être adaptées pour les élèves en français, en anglais et même en anglais langue seconde.

The NLTA website contains a section about Education Week.
It is located at www.nlta.nl.ca.

Suggestions for Planning an Opening/Closing Ceremony

Opening Ceremonies

- Plan an assembly for your school.
- Have your school choir or singing group sing the Education Week song or a medley of songs about the Education Week theme or one of its sub-themes.
- Invite schools in your district to come together to plan an Opening Ceremony.
- Invite community members, retired teachers, parents, etc. to take part in the Opening Ceremonies.
- Set up a mural in each classroom or one for the entire school to display various activities completed during the opening and theme days throughout the week.
- Have your Learning Resources teacher set up a display of materials related to the Education Week theme.
- Select a book or poem that you could read to the class on the day of the Opening Ceremonies.

Closing Ceremonies

- Have a closing assembly and put together a program of songs, dances, skits, role-plays etc. which students worked on throughout the week.
- Invite parents to the celebration. Students can design their own invitations.
- Set up displays (in your classroom or the school gymnasium) of the projects completed during the week and invite parents to come and view them.
- Visit other classes in the school or visit another school in your area to see how others celebrated Education Week.
- Throughout Education Week, have someone do a video tape or take pictures of various activities completed during the week. Have a popcorn party and view the tape or pictures.

Activities/Ideas

At Your Fingertips (P, E, I, S)

The world is at our fingertips. If something newsworthy happens half way around the world, we know about it almost immediately. During Education Week, have students read through the paper or browse the web and create either a bulletin board or poster of headlines from around the world.

Celebrating Change (P, E, I, S)

Have students invite guests to your school to talk about things from the past, how their customs and habits have changed through the years, and how today wouldn't be today if it weren't for yesterday. Typical questions to ask could include: Where did you go to school? How did you get to school each morning? How many students were in your class? Describe your desks, pencils, and paper. Where was your library? How did you do research? How did you view educational films/videos?

Education Obstacles (E, I, S)

Have students reflect on obstacles students from 50 years ago may have encountered in their attempt to complete their formal education. Have them research the "obstacles" and determine if they still exist today.

E- environment/E-wasted (E, I, S)

Have students research and investigate the components of common technological devices. They may also research the path of old, worn-out technology to the recycle center or garbage disposal. What is the impact on the environment? Create some public awareness to this issue.

E-Pals (E, I, S)

Make contact with a school in another country (use www.epals.com to make the contact). Have your students use email (they can word process the content and you can send it if the class does not have its own email address) to exchange greetings with the students in the other class. Have your students tell them about their school and community. Have them ask about the other students' school and community.

E-tally (P, E, I)

Survey the class and discover how your students use technology. They can create a pie chart, bar graph, etc. of the most common uses of technology, or the amount of time engaged with technology.

Evaluating Web Pages (E, I)

The Internet offers a wealth of information to students, but much of the information is misleading or incorrect. Anyone can publish a page on the Internet. They do not have to go through any editing as you would when writing a book. Students need to be taught how to critically evaluate a website. There are many sites that offer guidelines for you such as www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html. Pre-select a couple of web pages for your students to evaluate. As a group go over the evaluations and discuss.

Fiction or Non-Fiction? (I, S)

Have students reference books (i.e. *Brave New World*, 1984, most Arthur C. Clarke books) or movies/tv shows from the past (*Star Trek*, *Terminator*, lots of early science fiction) and see if some of the science, technology, societal, ideas or inventions or discoveries in these books/movies have proved to be accurate or not. Have students answer the question as to whether the ideas presented in these books/movies lead to real life inventions/developments?

Future Innovations (E, I, S)

Have students speculate on possible innovations that will occur in schools by the year 2025.

Getting the Message (E, I, S)

Have students brainstorm all the ways we use technology with others. Have them arrange their list according to the ways they think are most important to least important. They should share their list with the class and discuss their choices.

Getting to Know Famous People (P, E, I, S)

Have students think about a famous person they would like to meet. Have them pretend to win a prize through a radio station contest where they are going to spend 20

minutes with this famous person. Have students draw a comic strip or write the script to show some of the conversation that took place.

Getting To Know You (E, I, S)

Have students build on their friendships by recording 3-5 questions to ask some friends. They should meet in pairs to have a conversation using the questions. Most people are willing to share information and learning from other people's experiences will help them achieve their goals more quickly.

How Things Are Made (P, E, I, S)

Provide students with a list of commonly manufactured items (e.g. candy, airplanes, plastic bags, bottles, etc). Have each student report what they have learned to the class. To get started refer to the web site http://manufacturing.stanford.edu/.

I Didn't Know That! (P, E, I)

Each class can be divided into groups of four. Each group would then be given a topic (i.e. space travel) and be asked to find out three interesting facts. These facts are then shared with the whole class.

Invention Inventory (P, E, I, S)

Have students in your class take inventory of things in their homes that wouldn't have existed 30, 40 or 50 years ago. Have students compare how this has affected the way of life in our province.

Learning from the Past (I, S)

We grow by learning about the past. Research the battle of Beaumont Hamel and the Newfoundland Regiment's contribution to the battle. If possible, invite a veteran or a local historian to come to school and talk to students about this important piece of Newfoundland and Labrador history.

Making History (E, I, S)

Have students draw a cartoon of a historical character making a momentous discovery. They could indicate in a speech balloon what the individual might have said at that particular moment (i.e. Marconi receiving the first wireless message).

Media Critique (I, S)

Have each student bring an interesting or appealing advertisement from a magazine to class. Divide the students into groups and have them discuss each advertisement and to which of the senses it most appeals. They should discuss whether or not it is a good ad and how the ad and other advertising affects our choices. Have them brainstorm the characteristics of an appealing print advertisement. They may also create their own ads to sell a product of their choice. Have students present their product and advertisement to the class.

Old vs. New (E, I, S)

Have students compare the physical realities of the classroom in the past with that of the present. Resources: old textbooks, old photographs, old report cards, interviews, etc. (This activity and any material gathered will form the basis of student writing in the areas of dramas, short stories, essays, and poetry in English, reports in the area of culture, etc.)

On the Job (P, E, I, S)

Ask students to make a list of the occupations they think are appropriate for males and females. What are the reasons for their answers? Collect and keep the list. Throughout the week try to arrange for guest speakers, field trips, job shadowing etc. that depict people in non-traditional occupations. After the week you can return the original lists and ask if there are any occupations students first thought were gender-specific but now understand could be for either.

On the Net (E, I, S)

Have students develop a web page about their school, or education in the past, present and future.

Outside Interests (P, E, I)

Have students tell their classmates about a favourite hobby or other activity they're involved in outside school. Students might want to describe something they learn at ballet or hockey, music or art class, or even talk about a project they are working on at home with a family member.

Past Inventions (E, I, S)
Have students write an advertisement for an invention that was developed in the past.

Positive Partnerships (P, E, I)
Partner with another school in our province through either the Internet, letter writing or actual visits. Share ideas about how to help make our school and community great places to live, work and learn. Involve students in a class discussion of their ideas.

Techno Music (E, I, S)
Ask your students to focus on music technology to identify how far music has come. A demonstration of the capabilities of the modern synthesizer could be arranged and compared with earlier models.

Technology and Me (P, E, I, S)
Have students identify the ways they use technology at home, at school, and at play (e.g. MP3 player, DVD player). Do they think their lives are better because of the technology they use in their lives? Involve students in a class discussion of their ideas.

Technology Etiquette (P, E, I, S)
Have students establish and/or write acceptable etiquette, rules and policies for the use of cell phones, Blackberries, iPhones, etc. within school and/or work.

Technology Pros and Cons (P, E, I, S)
Have students debate the use of social media such as Facebook and YouTube by having them discuss the pros and cons, as well as the proper use of the technology.

The Effects of Computers (I, S)
Have students write a research report on the "History of Computers". Discuss how this technological advancement has both positive and negative consequences.

This Old House (E, I, S)
Have students compare and contrast a house of today with one of past years or centuries. How has the construction of houses changed? How have the wants/needs of families changed?

To Dream the Impossible Dream (E, I, S)
Have students describe what might seem to be an impossible dream (i.e. landing on the moon, becoming a brain surgeon, a rock star, etc.). Have them list a course of events or a set of circumstances which might help them to realize such an impossible dream.

Wave of Information (E, I, S)
Have students discuss how the reporting of natural disasters (i.e. Hurricane Igor, earthquake in Haiti) has changed since the Newfoundland tsunami in the 1930's. Students can interview family members or friends that lived in Newfoundland during the time of this disaster and find out such things as how long it took for them to find out what had happened. They could reference *Tsunami: The Newfoundland Tidal Disaster* by local author Maura Hanrahan.

What Will I Be? (E, I, S)
Have students develop a project on a chosen career and identify steps to obtain employment in that particular field. The career possibilities, required skills and education, future trends and anticipated changes should be highlighted. They could share what they learned with others and develop a booklet, multi-media presentation, or web page.

What Would I Do Without... (P, E, I, S)
Have students/teachers stop using all forms of modern technology for a day, e.g. calculators, computers, cell phones, photocopiers, microwaves, etc. Discuss the impact this may have on daily living.

World Traveller (P, E, I, S)
Give each student a country for which they are responsible for the week and have them research information about the country. Try to find a person from that particular country to interview or have them come to school as a guest speaker. One day the students could dress to represent that country, another day bring in food from the country or cook a dish from the country. Draw a map of the country naming different types of maps, e.g. resource, physical. Sing a song from the country like the national anthem. Draw the flag and research its meaning. Look for a penpal from the country to email.

Suggested Web Sites

Top 4 Health Problems Caused by Computer
http://heheli.com/business/top-4-health-problems-caused-by-computer-use/

Health Problems Related to the Geek Lifestyle
www.tech-recipes.com/ rx/2639/debate_health_problems_related_geek_lifestyle/

Children warned of net stranger danger
http://news.bbc.co.uk/2/hi/health/678101.stm

How to Stop Bullying
www.how-to-stop-bullying.com/cyberbullying.html

Internet Addiction Statistics: Facts, Figures & Numbers
http://techaddiction.ca/internet_ addiction_statistics.html

Are We Digital Dummies?
www.cbc.ca/video/#/Shows/Doc_Zone/1242299559/ID=1651031614

Web Aware - Cyberbullying
www.bewebaware.ca/english/cyberbullying.html

Television and Video Game Exposure and the Development of Attention Problems
http://pediatrics.aappublications.org /cgi/reprint/peds.2009-1508v1

Understanding Internet Addiction: Facts, Symptoms and Risks
www.choosehelp.com/internet-addiction/understanding-internet-addiction-facts-symptoms-and-risks.html

Ontario Parents Try to Protect School Kids from Dangerous WiFi Rays
http://blogs.discovermagazine.com/discoblog/2010/10/19/ontario-parents-try-to-protect-school-kids-from-dangerous-wifi-rays/

Safer Internet Day
www.saferinternet.org/web/guest/safer-internet-day

Cmap Tools: Mind mapping, group creation and collaboration
http://cmap.ihmc.us/

FreeMind: free mind mapping software
http://freemind.sourceforge.net/wiki/index.php/Main_Page

Webspiration
www.mywebspiration.com/

Mindmeister: online collaborative mind mapping tool
www.mindmeister.com/

XMind: brainstorming and mind mapping
www.xmind.net/

Open Office: an office suite compatible with Microsoft Office
www.openoffice.org/

GIMP (GNU Image Manipulation Program)–graphics
www.gimp.org/

Inkscape: Vector graphics
www.inkscape.org/

Blender: 2D & 3D content creation suite
www.blender.org/

NVU: web editor
www.nvu.com/

Audacity: sound editor
http://audacity.sourceforge.net/

ePortfolios: Why and How
https://efolio.educ.ubc.ca/whyandhow/

e-Portfolio module: A conceptual overview of the processes of developing an e-Portfolio
www.cust.educ.ubc.ca/wstudents/tsed/modules/eportfolio/portfolio/index.html

UBC Faculty of Education – examples of successful and effective ePortfolios by UBC's Teacher Candidates
https://efolio.educ.ubc.ca/examples/

CommonCraft: Videos on Technology In Plain English
www.commoncraft.com/

eLearningLearning: A collection of blog posts and articles all around eLearning
www.elearninglearning.com/

Educators Reference Desk: articles, resources and lesson plans
www.eduref.org/

The Canadian Centre for Child Protection's Zoe and Molly Online website
www.zoeandmolly.ca/app/en/

Top 5 risks to Canadian children on the Internet
www.kidsintheknow.ca/app/en/top5_risks

Gamequarium
http://gamequarium.com/

A solid understanding of basic math skills by going in depth into many math topics
www.basic-mathematics.com

Timesavers for Teachers
www.timesaversforteachers.com/

ExamBuddy- Fun Teaching Resources!
www.exambuddy.com/

Paper Airplane and Paper Boats - Origami
www.origami-kids.com/

2,976 Free Exercises to Learn English
www.agendaweb.org/

Under5s
www.underfives.co.uk/

States and Capitals
www.50states.com/

Vocabulary learning games
www.learningchocolate.com/

EclecticEnglish
www.eclecticenglish.com/

Open Court Resources
www.opencourtresources.com/teaching/index.html

Kid's Pages
www.kids-pages.com/index.htm

Social Studies for Kids
www.socialstudiesforkids.com/

Your Math Buddy – General Math
www.sawmillsoftware.com/

Lil' Fingers
www.lil-fingers.com/

Science Fair Projects and Experiments
www.juliantrubin.com/fairprojects.html

Story It
www.storyit.com/

Kuta Software
www.kutasoftware.com/

ESL KidStuff
www.eslkidstuff.com/

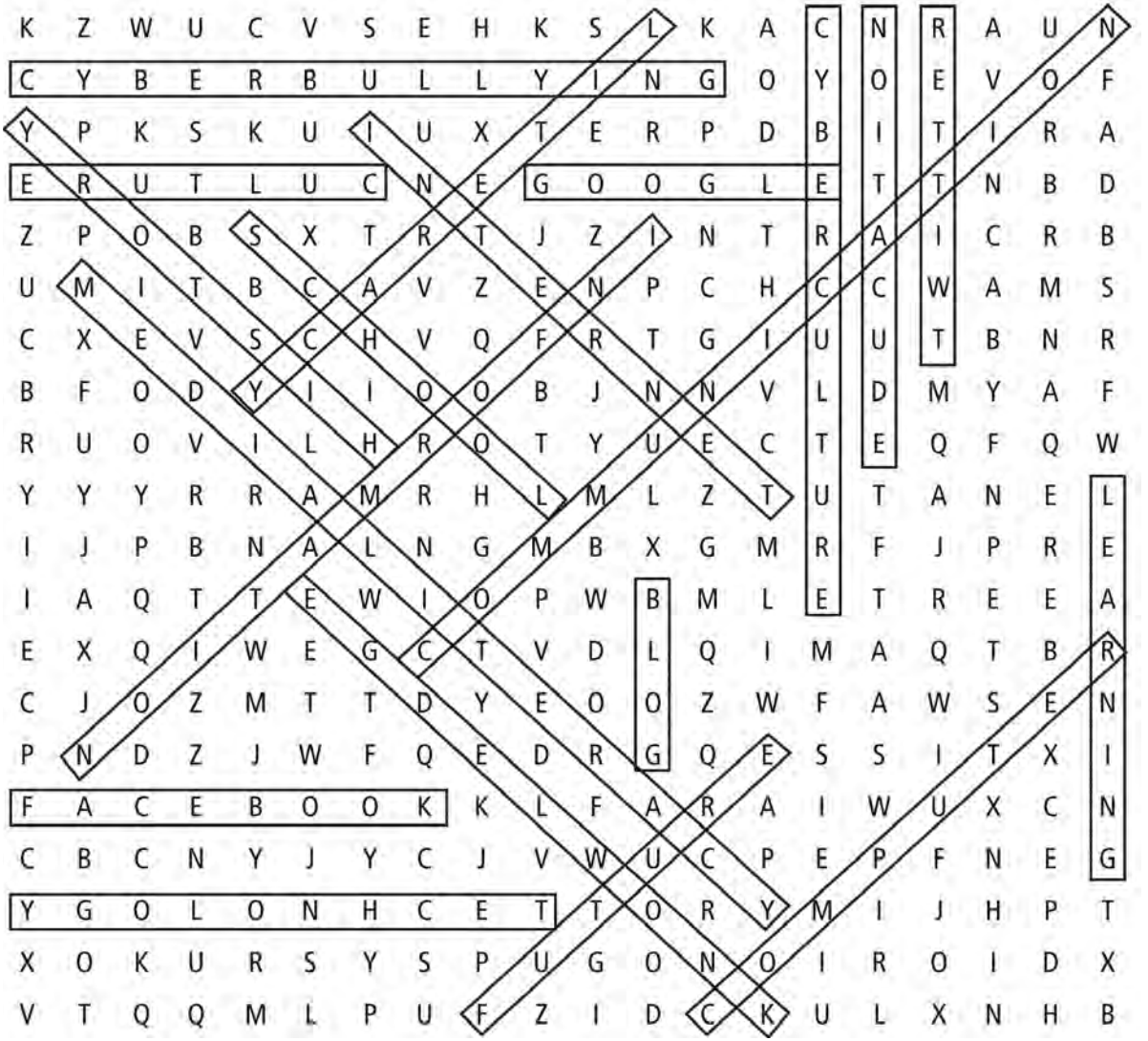
Media Awareness
www.media-awareness.ca/

Technology Search-a-Word (E, I, S) (solution on page 10)

K Z W U C V S E H K S L K A C N R A U N
C Y B E R B U L L Y I N G O Y O E V O F
Y P K S K U I U X T E R P D B I T I R A
E R U T L U C N E G O O G L E T T N B D
Z P O B S X T R T J Z I N T R A I C R B
U M I T B C A V Z E N P C H C C W A M S
C X E V S C H V Q F R T G I U U T B N R
B F O D Y I I O O B J N N V L D M Y A F
R U O V I L H R O T Y U E C T E Q F Q W
Y Y Y R R A M R H L M L Z T U T A N E L
I J P B N A L N G M B X G M R F J P R E
I A Q T T E W I O P W B M L E T R E E A
E X Q I W E G C T V D L Q I M A Q T B R
C J O Z M T T D Y E O O Z W F A W S E N
P N D Z J W F Q E D R G Q E S S I T X I
F A C E B O O K K L F A R A I W U X C N
C B C N Y J Y C J V W U C P E P F N E G
Y G O L O N H C E T T O R Y M I J H P T
X O K U R S Y S P U G O N O I R O I D X
V T Q Q M L P U F Z I D C K U L X N H B

BLOG
COMMUNICATION
COMPUTER
CULTURE
CYBERBULLYING
CYBERCULTURE
EDUCATION
FACEBOOK
FUTURE
GOOGLE
HISTORY
INFORMATION
INTERNET
KNOWLEDGE
LEARNING
LITERACY
MEDIA LITERACY
SCHOOL
TECHNOLOGY
TWITTER

Activity Sheet Answer



What were they thinking?

Computers in the future may weigh no more than 1.5 tons.

– Popular Mechanics, forecasting the relentless march of science, 1949

I think there is a world market for maybe five computers.

– Thomas Watson, chairman of IBM, 1943

This 'telephone' has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us.

– Western Union internal memo, 1876

The wireless music box has no imaginable commercial value. Who would pay for a message sent to nobody in particular?

– David Sarnoff's associates in response to his urgings for investment in the radio in the 1920s

Who the hell wants to hear actors talk?

– H.M. Warner, Warner Brothers, 1927

Drill for oil? You mean drill into the ground to try and find oil? You're crazy.

– Drillers who Edwin L. Drake tried to enlist to his project to drill for oil in 1859

Airplanes are interesting toys but of no military value.

– Marechal Ferdinand Foch, Professor of Strategy, Ecole Superieure de Guerre

Everything that can be invented has been invented.

– Charles H. Duell, Commissioner, U.S. Office of Patents, 1899

640K ought to be enough for anybody.

– Bill Gates, 1981

The concept is interesting and well-formed, but in order to earn better than a 'C,' the idea must be feasible.

– A Yale University management professor in response to Fred Smith's paper proposing reliable overnight delivery service. (Smith went on to found Federal Express Corp.)

Education Week 2012 Semaine de l'éducation

Introducing 3 Ways for Teachers & Students to WIN

Teachers

All teachers K-12 are invited to submit three activities/ideas they participated in during Education Week, as well as one idea for a future Education Week theme or activity.

Students

Students are invited to create an artistic drawing of what this year's Education Week theme means to them.

March 4-10 Mars

vocm For Students

Students have to log on to vocm.com and look for the Education Week contest icon.

Information

Go to www.nlta.nl.ca and 'click' the Education Week link for contest details and entry forms.

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