

Learning Resources

Adolescent Cognition: Thinking In A New Key

It is not just teenage bodies that undergo tremendous changes in adolescence; young minds begin working in new ways that sometimes cause awkward situations just as do the newly elongated legs or deeper voices.

Referring to the work of Piaget, Erikson, Goffman and his own studies, David Elkind looks at the intellectual, emotional and social consequences that result from the changes in thinking. These changes permit new ways of reasoning and enable students to take on much more challenging materials, but sometimes the transition results in inconsistent forms of thinking that create social and emotional difficulties. The video includes newly shot footage in a public middle school and structured interviews illustrating the intellectual challenges of this period of life when adolescents are constructing personal identities and new mental capacities.

Adult
38 minutes, order 8-1049-IN

A selection of videotapes helpful in the teaching process

Autism: A World Apart

Autism's cause is unknown. There is no cure, and it strikes each victim differently. In this candid new documentary, three families show us what the textbooks and studies cannot...what it is like to live with autism day after day, to love and raise a child who is often withdrawn and violent, and unable to make personal connection with his family.

Post Secondary - Introductory,
Ages 15 to 18, Adult, Professional
29 minutes, order 9-7055-IN

Breakthroughs: How To Reach Students With Autism

„Excellent! Ms. Sewell is practicing good theory .. we're shown the full blown behaviour of the child, and how she immediately deals with each behaviour. ... This very neat film will serve as a valuable discussion for teachers.” Professor Paul McDonnell, Dept of Psychology, University of New Brunswick.

Featuring Karen Sewell,
Autism Society of America's
"Teacher of the Year".

Children with autism can be among the most challenging for any teacher or parent to work with. In this new video, Karen Sewell demonstrates a hands-on approach to reaching and teaching students with autism.

Following Sewell's work with four-year-old Jesse over the course of four months, the video demonstrates the successful techniques she has refined in her 20 years of special education instruction. Her rigorous but compassionate program, which stresses early intervention, high expectations, tough love, physical prompting, modeling, and attending to task, yields significant progress and will be an inspiring model for teachers, students and parents alike.

Close captioned. A 243 page hands-on, how to manual for teachers and parents is also available at \$35.00 each.

Adult
25 minutes, order 8-2004-IN

Concrete Operations

Piaget's Developmental Theory

According to Jean Piaget, intelligence develops in a necessary sequence of stages that are related to age. Piaget's theories have given us profound insights into the cognitive development of children.

This knowledge in turn, provides a framework for understanding how children think and for planning educational strategies.

Using structured interviews with children from four to nine years old, Dr. David Elkind illustrates the development of transitive thinking and reversibility as children move from the pre-operational to concrete operational stage of cognitive development. Children's construction of the unit concept, so basic to arithmetic and beginning reading, is illustrated in a well run first grade class. Dr. Elkind also examines some recent criticisms of Piaget's theories.

Adult
25 minutes, order 8-1052-IN



Learning Resources

Dyslexia

The Doctor Is In Series

Dyslexia is the learning disability that affects millions of Americans. It covers a wide range of problems that can affect oral or written language. But dyslexia is not a disease.

It describes a different kind of mind, often gifted and productive, that learns differently. The disadvantages and advantages are profiled in this program. New approaches in school are shown at the Washington Lab School, a pioneer in teaching techniques. Dr. Gordon Sherman, president of the Orton Dyslexia Society, explains research on the condition. Thomas West, author of *In the Mind's Eye*, talks about our society's shifting need for more people with the visual gifts that often are associated with dyslexia.

This program has been recognized by the 1998 American Medical Writers Association's Award of Excellence in Medical Communication; the 1998 National Health Information Awards, and is the recipient of the Gold Award for Patient Education Information.

Adult, Professional
28 minutes, order 2-3108-IN

Einstein And Me: Talking About Learning Disabilities

Learning disabilities are life-long disorders which affect the manner in which individuals with normal or above average intelligence

select, retain, and express information. Incoming or outgoing information may become scrambled as it travels between the senses and the brain. Since learning disabilities do not affect physical appearance, they are sometimes referred to as "hidden handicaps".

In this straightforward and engaging video, panels of teens and younger students speak candidly with Jerome J Schultz, PhD, a Clinical Psychologist, about how they found out about their learning disabilities, the policies and people who have made life difficult, the programs which have helped them cope, their strengths and talents, and their futures.

Upbeat, informative and optimistic, this video is recommended for kids of all ages, for their parents and teachers, and for educators and counselors who work with students who may have learning disabilities.

Produced by the Learning Disabilities Association of Massachusetts.

Ages 9 to 11, Ages 12 to 14, Adult
30 minutes, order 9-6901-IN

Emotional Intelligence

The Doctor Is In Series

Recognized by: National Educational Media Network Apple Awards, National Health Information Awards

Emotional intelligence is a term that covers a person's ability to handle emotions and social skills. Up until recently, most of us expected to learn those

kinds of skills — like listening, sharing, being kind — at home, and not find them in any organized class at school. But that is changing because of research showing that school age children stay healthier, and learn better, when they know how to handle the ups and downs of growing up.

This program profiles classes and programs in the New Haven, Connecticut, school system, and in Highland Park, New Jersey. Psychologist and writer Daniel Goleman, who wrote the book, *Emotional Intelligence*, and child psychologist Maurice Elias, who developed a program in emotional literacy, are interviewed.

Adult, Professional
28 minutes, order 2-3109-IN

Fast Forward To Math & Science: Using Tv & Tech Effectively

Cd-rom

Professional
minutes, order 5-4595-IN

Girl Power: (Staff Version) Empowering Young Women

Studies indicate that as girls reach adolescence they undergo a crash in self-esteem unique to their gender. It is during this stage in life that girls are confronted with such critical issues as body image, sexual pressure, depression, relationship violence, date rape and eating disorders. In response to these issues,

girls' clubs have sprung up around the country in an attempt to educate and empower young women on these subjects.

Hosted by Girl Club founder Amy Debower, this program takes viewers inside an actual girl club meeting, allowing viewers to listen in as participants discuss their personal issues and relay how the meetings have helped them through tough times in their lives. Club members are comforted by the fact that they are faced with the same problems and are able to share their feelings in a safe environment.

The program also outlines the four components of a girl club-talk, education, media awareness and action—and discusses the mentor-student relationship.

KEY POINTS

- Discusses pressing issues facing young women today and the need for a mentor relationship.
- Introduces the girl club program and outlines the four components of meetings—talk, education, media awareness and action.
- Illustrates the importance and effectiveness of girl clubs through member testimonials and hard-hitting vignettes.
1999 25 minutes, order 1-2293
Adult
minutes, order 8-2007-IN



Learning Resources

Getting SMART

Each year many students are victims of violence. This program offers a specific, non-violent formula to help avoid and manage physical or verbal confrontations. Valuable for students and teachers.

Ages 12 to 14, Ages 15 to 18,
Adult, Professional
32 minutes, order 6-1013-IN

The Graphing Calculator Series

This interesting and challenging math instruction series is built around four major themes which are the subject of each of the series' four programs... classroom use, discrete mathematics, programming and visualization.

Each program feature an expert mathematics teacher explaining her or his classroom use of the graphing calculator. Using examples from their own teaching experiences, the teachers show how they meet the challenge of applying this new technology to mathematics instruction.

The Graphing Calculator, also shows students using calculators in collaborative work groups and includes interviews during which students describe their feelings about using the calculator. Studio discussions with the expert teachers cover other issues of classroom use and calculator maintenance.

Animation and dramatizations illustrate many of the examples shown throughout the series. A large screen graphing calculator is used in the sequences explaining calculator keystrokes, making it easier for viewing students to practice on their own calculators.

The accompanying study guide includes summaries of all calculator input sequences, extensions of mathematics concepts included in the programs, and further examples of problems formatted for classroom use.

In the Classroom
Order 5-4227

Discrete Mathematics
Order 5-4228

Programming
Order 5-4229

Visualization Tools
Order 5-4229
30 minutes each
Professional
120 minutes, order 5-42270-IN

Growing Minds: Cognitive Development In Early Childhood

Nothing in human experience is quite so astonishing as the enormous changes that occur during the five short years that transform the newborn into the actively curious, exploring kindergartner.

This video examines the work of Lev Vygotsky and Jean Piaget, illuminating the similarities and differences of their contributions to our understanding of the cognitive development of

young children. Dr. Elkind uses their research and his own work to look at three aspects of intellectual growth: reasoning, visual perception and the use of language. Children are seen both in interview situations and busily participating in an accredited child care center to illustrate Dr. Elkind's points about their ever changing intellectual abilities.

Adult
25 minutes, order 8-1056-IN

How Children Learn

Using animation and jargon-free narration, this charming video summarizes what is currently known about learning from brain research, cognitive development research and contemporary educational practice.

Designed to be used as an introduction to discussion of school and teaching practices, this video also serves as an introduction to the study of learning in introductory education and psychology classes.

Animation depicts the firing of synapses, the growth of dendrites and the concept of the brain plasticity, making the point that learning is as basic a human activity as breathing or eating. Factors that lead to school success are presented in a model that reflects the work of Erik Erikson, Jean Piaget and Lev Vygotsky without mentioning them by name. This video can thus serve as a starting

point for a range of audiences interested in educational matters but weary of jargon-filled expositions.

Adult
23 minutes, order 8-1058-IN

In The Middle (A Portrait Of Mainstreaming In Schools)

Worries and joys shared by parents, teachers, and classmates of four year old Ryanna, who has Spina Bifida, as she spends her first year in Head Start program.

Adult, Professional
28 minutes, order 9-7044-IN

The Internet In Action Series

This series consists of three video cassettes with print and on-line support materials, that teach three key Internet applications:

Research (Program 1), Weblive (communication and collaboration) (Program 2), and Web Publishing (Program 3).

The Internet in Action series emphasizes unique, real-world opportunities to engage students in exploration and discovery - addressing national math and science standards.

Ages 9-14, Ages 12-18,
Professional
minutes, order 5-49440-IN



Learning Resources

The Know It All Series (Information Literacy Series)

Whether your students have a question born of their own curiosity, an assignment to complete, or a problem to solve, the Know It All programs will help them reach a successful conclusion. This four-step learning process will introduce your students to the process of gathering, presenting and evaluating information in different subject areas—art, science, social studies, humanities, and language arts.

Each video follows the four-step information process, but focuses attention on one of the four steps. The program descriptions below identify which of the four steps each video emphasizes, as well as the subject areas it touches on, allowing you to choose the ones that work best with the subjects you are teaching and your students' information-processing needs.

Asking the Right Questions: Step 1, What Do I Want to Know?

Strategy: Reframing and Clarifying
Curriculum Focus: Art—What is art?
Connections: Social Studies - art and society
Language Arts - influence of art on literature
Mathematics - ratios used in art

Trouble with an art project forces Taylor to ask the fundamental question: What is art? Her search for an answer leads her to a number of people and sources, including a local art gallery. Taylor is so inspired by what she discovers that, in addition to her report, she creates an art piece that reflects her special interests. Your students will discover along with Taylor how to narrow a topic, refine and reframe questions, and clarify what information they need.

1998 15 minutes, order 5-4796

Knowing What to Do: Step 1, What Do I Want to Know?

Strategy: Developing a Rubric
Curriculum Focus: Science—tornados
Connections: Science—weather and disasters
Social Studies—survival and emergency management
Language Arts—writing and reading about human behaviour. Liking a topic and having some “cool” visuals isn’t always enough, as Cara and Lindsey realize when they compare their tornado project to those of their classmates. They see other students using a rubric to guide their information search and decide to do the same, finally coming up with an outstanding project. (A rubric is a tool, such as a chart, to help students track their information search.) Your students see how using a rubric can turn a ho-hum project into a knockout.

1998 15 minutes, order 5-4797

Choosing the Right Information: Step 2, Where Can I Find It

Strategy: Filtering for Validity and accuracy
Curriculum Focus: Science—save the turtles
Connections:

Science—animals and the environment
Language Arts—reading and writing animal fact and fiction

After rescuing a turtle, Allie and Tyler discover that its continued survival depends on very specific, reliable information.

When their efforts to find answers to practical questions are frustrated, they turn to the school's media specialist who leads them through a variety of resources—print, electronic, and human—to find answers. Your students learn how to evaluate information sources for validity, accuracy and relevance to their problem.

Thinking Up Ideas: Step 2, Where Can I Find It?

Strategy: Brainstorming
Curriculum Focus: Social Studies—Underground Railroad
Connections: Language Arts—reading and writing diaries

After a visit to an African-American history museum, Anna and Ben grow curious about an old house in their community that may have played a part in the underground railroad. Determined to find out about the house's heritage before it is torn down, they brainstorm places to look for information. Your students are introduced to

brainstorming techniques and to a variety of information sources from both the school library and the community.

1998 15 minutes, order 5-4799

Saying It Another Way: Step 3, How Can I Use It?

Strategy: Paraphrasing
Curriculum Focus: Social Studies—bike trails and government issues
Connections: Science—human impact on nature
Language Arts—expository and research writing and speech

When Bunker and his buddy, Jim, find out that their favourite bike trail has been closed to make way for a shopping mall, Bunker decides he must find a way to persuade the city to reconsider the move. In the process he learns that saying what is important—in his own words—is the best way to be heard. Your students gain practice in rephrasing information and an understanding of the importance of using their own words.

1998 15 minutes, order 5-4800



Learning Resources

Getting It All Together: Step 3, How Can I Use It?

Strategy: Organizing
Curriculum Focus: Humanities—living author report
Connections: Social Studies—influence of historical events on human endeavours
Language Arts—life and work of authors
Science—scientific biography

Jim thinks he has his author report under control after setting up an interview with the author. But the interview is too short and Jim has trouble keeping track of his notes. His friends and his teachers help him develop the organization he needs in his report—and in his life. Classroom activities help your students gain an understanding of organizational schemes they can put to use in their own projects.
1998 15 minutes, order 5-4801

Sharing Your Results: Step 3, How Can I Use It?

Strategy: Product and Presentation
Curriculum Focus: Language Arts—fairy and folk tales
Connections: Fine Arts—ethnic art, music and dance
Social Studies—ethnic traditions and festivals

Deciding how to present a project on fairy tales has Cammy, Alex and Nicole stumped at first. When they start to consider ways other than a written report, they become excited about the project. Using Nicole's video skills and their own research and acting skills, they come up with a clever way to present their

project. Your students learn about the various ways to present information, and how the format can affect their search and its result.
1998 15 minutes, order 5-4802

Thinking About What You Did: Step 4, How Did I Do?

Strategy: Assessing the Product
Curriculum Focus: Science—hovercraft
Connections: Social Studies—impact of air and space technology on society

Having some of the right information doesn't always lead to the right answer, as Glenn and Taylor discover when their initial attempt to build a hovercraft falls flat. Helped by an uncle and a rubric, they retrace their steps, adjusting until they finally launch their "Flying Pizza" successfully. Your students learn to ask questions about why a project might fail, what might be wrong with the information, and what they need to do to help a project succeed.
1998 15 minutes, order 5-4803

Thinking About How You Did: Step 4: How Did I Do?

Strategy: Assessing the Process
Curriculum Focus: Language Arts—young authors
Connections: Social Studies—frontier life, and history of a state and its education
Science—inventors and inventions

Zach develops an interesting story for the Young Author's Contest, but ignoring the four-step process leaves him off the

mark in accuracy. To give his story the authenticity it needs, Zach reviews what he wants to know and learns where to find accurate information. Your students will learn how to evaluate their final product by reviewing the four-step process and revising as necessary.
1998 15 minutes, order 5-4804

Primary Learners: Introduce Learning Skills in Early Grades

The Know It All information literacy process can also be introduced to primary learners. Very young students may not have the reading skills to do traditional research, but they have a natural curiosity that can be harnessed. This program demonstrates the strategies that primary teachers and media specialists can use to make research a successful experience for students at this level. In separate episodes, groups of kindergarteners and first graders gather information about plants and animals from multiple resources and begin to learn a simple information-searching process.
1998 15 minutes, order 5-4805

Intermediate Learners: Watch The Learning Process Unfold

This program follows teachers and media specialists as they engage students in two information-processing strategies: thinking up ideas and writing historical fiction. You'll observe how students approach each step in the process toward a final project, how they assess their own work and how teachers assess the whole process.
1998 15 minutes, order 5-4806

Collaborative Teaching: Create A Learning Community

This program takes a close look at the elements of successful teamwork in four different school environments. You'll see partnerships involving teachers, media specialists, parents and other community members. Follow these "dream teams" as they plan units, act as facilitators and coaches in the classroom and media center, and evaluate the outcomes of the unit and/or activity.
1998 15 minutes, order 5-4807
Ages 6-11, Professional minutes, order 5-47951-IN



Learning Resources

The Lily Videos: A Longitudinal View Of Life W/down Syndrome

In 1976, Elizabeth Grace began a documentary portrait of her daughter Lily. Lily was born with Down Syndrome. Living with her family in a small California beach town and attending local schools, Lily became a pioneer for mainstreaming and full inclusion.

In these three videos Elizabeth Grace has captured the essence of her daughter as a school girl, a young woman and an adult. These videos serve to improve attitudes towards people with Down Syndrome by depicting the triumphs and challenges Lily has experienced and with which she is still dealing. Her largeness of spirit and openness in discussing her situation give insights to the full life possible for those with Down Syndrome and for all of us who have less apparent disabilities.

A must for all those who study the human condition or know people as special as Lily.

Lily: A Story About a Girl Like Me

Lily was ten and in third grade when this lovely, award-winning production was made. She was a pioneer for mainstreaming due to her district's lack of other facilities for her. We see her in her classroom and playground as well as at home, coming to terms with the academic and social pressures upon her.

Lily's emotional strengths which will serve her so well in the future are already apparent in this loving documentary portrait of a child who happens to have an anomaly in her chromosomes.

14 minutes, order 8-1060

Lily: A Sequel

Lily was twenty when most of this video was shot. The video begins with scenes of her triumphant graduation from high school and chronicles her current life as a restaurant worker and resident of a group home. Lily's ease in front of the camera allows viewers to share her delights in her achievements but also her poignant longing for an even more mainstream life. She expresses her desire to live independently and to have a boyfriend. Her mother expresses her concerns about the realities of more independence for Lily.

15 minutes, order 8-1061

Lily at Thirty

Lily now has her own apartment as part of an independent living program and is working in a supermarket bagging groceries. She is seen interacting with customers and staff there and in her apartment with her friends and family. With her caseworker, Lily deals with the realities of bill paying and menu planning.

In a bittersweet juxtaposition, the video shows Lily celebrating her brother's wedding and then alone in her room working on her own written fantasy tale of being a popular girl in an active high school. She endears herself to viewers in her frank discussion of what her disability means to her.

14 minutes, order 8-1062

Ages 16 to Adult
minutes, order 8-1060-IN

Listen Up! (Teacher's Edition)

Provides essential background information and strategies to prepare instructors for discussing the subject with their classes. Accompanying discussion guide provides activities.

Adult, Professional
11 minutes, order 1-8417-IN

Literacy & Learning Series

One of the biggest challenges facing content area teachers is making sure that students really understand what they are reading.

It's not enough just to be able to read the words on the page—students really need some guidance from the teacher to read effectively. While they're reading, students must be able to make connections between the new material they're encountering and what they already know about the topic. And after they read, they must be able to explain, in their own words, what they've gained from the reading.

This series consists of:

Literacy & Science Grade 5

Features two literacy strategies: SQ3R gives students five steps to develop effective study habits. Concept Mapping allows teachers and students to organize concepts and determine the relations between concepts and determine the relations between concepts. Both SQ3R and Concept Mapping take the students to higher levels of thinking.

Although the strategies are demonstrated in a science setting, they can be used in any content area across the curriculum—and with any grade level.
Order 5-4940



Learning Resources

Reading Across the Curriculum Grade 5

Features the strategy known as K.W.L. The strategy is used before, during, and after reading to enhance students' comprehension. The letters K.W.L. represent key words that name the steps in the strategy:

K What I Know W What I Want to Learn L What I Learned

The strategy is one of the most versatile strategies that teachers in any content area, at any level, can use.

Order 5-4941

Literacy & Social Studies Grade 5

Features two reading and writing strategies. Jigsaw has children teaching each other and works quite well when using technology in the classroom. Cubing is a writing strategy used to help students examine a topic from different points of view.

Jigsaw and Cubing are demonstrated in a social studies setting, but can be used in many content areas across the curriculum—and with any grade level.

Order 5-4942

Literacy & Mathematics Grade 5

Features three strategies: Think Aloud can help students read or think through difficult content material. SQRQCQ is a "secret" for solving word problems.

The Quick Write gives students the opportunity to reflect upon their learning through a writing assignment.

These strategies help students monitor their own progress and show teachers particular areas of need.

Order 5-4943

Professional minutes, order 5-49400-IN

Mastering The Tasks Of Toddlerhood

Toddlerhood is usually defined as beginning when the child begins to walk at about one year of age and lasts until the early childhood period starts at about three years of age. By that time the child should be able to take the other's point of view into account, at least some of the time. While infant development is tracked by gross motor progress, small motor coordination and by attachment to caring adults, Toddlerhood's developmental steps are more subtle but can be divided into three areas, all of which are interconnected: autonomy, mastery and language development.

Adult

24 minutes, order 8-1063-IN

National Teacher Training Institute: Turning On All Students

Turning On All Students is a professional development series that examines equity in math and science education and use of technology. An accompanying resource guide includes sample workshops with handout and activities and is designed to be used interactively with the videos to prompt discussion, stimulate reflection and promote action.

The Equitable Classroom

Explores issues of educational equity and the need to promote female and minority participation and achievement in math and science.

It features video profiles of teachers in action using equity strategies that work. Major topics addressed include the definition of educational equity; similarities and differences in gender and race issues in math and science; and strategies to make classrooms more equitable.

Order 5-4596, 30 mins

The Technology Connection

Educators and experts examine how technology - video to on-line telecommunications - enhances math and science instruction for all students. Documentary video segments profile teachers modeling specific techniques to make technology an interactive and compelling tool to improve student learning.

A roundtable session discusses ways in which instructional television illuminates abstract concepts; how it illustrates a wealth of diverse role models and a variety of careers in math, science and technology; and how it addresses a wide range of learning modalities.

Order 5-4597, 30 minutes

Professional minutes, order 5-45960-IN



Learning Resources

Out! Making Schools Safe For Gay Teens: Student Version

Gay students are coming out of the closet at ever earlier ages, sometimes even before they get into high school. This can cause friction with other teens who are dealing with their own emerging sexual identities and can make school an unsafe place for everyone.

Consider this: safe schools and equal treatment aren't just worthy educational goals—they are mandated (and enforced) laws.

Out! is a two-video program that helps administration and staff make schools safe, through sensitizing teachers and teens—gay as well as straight—about the issues, and by offering suggestions on combating homophobia.

This video for students features candid interviews with gay teens. They talk about reactions of family and friends, the harassment they face at school and how they handle it, and the value of gay-straight alliances and support structures. Designed to be viewed and discussed by gay and straight students.

Ages 16 to Adult
26 minutes, order 8-2022-IN

Out! Making Schools Safe For Gay Teens: Staff Version

Gay students are coming out of the closet at ever earlier ages, sometimes even before they get into high school. This can cause friction with other teens who are dealing with their own emerging sexual identities and can make school an unsafe place for everyone.

Consider this: safe schools and equal treatment aren't just worthy educational goals—they are mandated (and enforced) laws.

Out! is a two-video program that helps administration and staff make schools safe, through sensitizing teachers and teens—gay as well as straight—about the issues, and by offering suggestions on combating homophobia.

This video for staff features interviews with teachers and counselors who work with gay teens and gay-straight alliances. Teachers discuss dealing with gay teens who are coming out, ways to counteract homophobia and how to sensitize staff and students. It includes tips for forming a gay-straight alliance in your school and frank discussions with gay students.

Adult
42 minutes, order 8-2023-IN

Performance Assessment: A Teacher's Way Of Knowing

Our system of education has relentlessly compared one student to another via letter grades and standardized testing. The shift to a developmentally appropriate curriculum has spurred a new look at the methods used to evaluate children's educational progress.

Dr. Samuel J. Meisels presents the rationale behind the current move to performance assessment in primary grades and early childhood settings. The video includes a general introduction to the necessary components of assessment and demonstrates observation against a standard, collection of documentation for a portfolio, participation in parent-teacher/student-teacher conferences, and the use of these tools to make evaluative judgments of a child's progress. The video proposes that a wider range of information is possible when assessment is a part of daily classroom life and not a once a year event. This is an excellent introduction to assessment issues for teachers-in-training and in-service training at a district or site level.

Adult
21 minutes, order 8-1071-IN

Piaget's Developmental Theory: An Overview

Piaget's Developmental Theory

The work of Jean Piaget has become the foundation of current developmental psychology and the basis for changes in educational practice. David Elkind, author of *The Hurried Child* and *Miseducation*, and a student of Jean Piaget, explores the roots of Piaget's work and outlines important vocabulary and concepts that structure much of the study of child development.

Using both archival footage of Dr. Piaget and newly shot footage of Dr. Elkind conducting interviews with children of varying ages, this film presents an overview of Piaget developmental theory, its scope and content. The film can serve either as an introduction to Piaget's work or as a review of it.

Adult
25 minutes, order 8-1070-IN



Learning Resources

Scaffolding Self Directed Learning In The Primary Grades

Two very different philosophies of education have dominated teacher training in this century. Teacher directed, whole group learning with its emphasis on subject matter has been in opposition to the discovery method with its emphasis on active child learning.

Sensitive teachers of both persuasions have felt frustrated at the level of learning generated by adherence to these methods. The work of Lev Vygotsky offers a new synthesis of these philosophies that overcomes many problems of single perspective approaches. This video provides examples of how learning can be structured so children are active learners while teachers use their superior knowledge base to meaningfully guide learning. Three essential elements of scaffolding are explained and demonstrated as children in urban classrooms become literate and ever more responsible for their weekly learning plans.

Adult
35 minutes, order 8-1073-IN

They Don't Come With Manuals

Examines the complex world of parenting children with disabilities. Parents speak of day-to-day tasks; resistance and ignorance faced; meeting special needs.

'I love my child, but I HATE the disability.' Raising a child with a physical or mental handicap is an awesome responsibility, but the parents and adoptive parents who speak in this film are meeting the challenge.

Takes an unsparing look into the real world of parenting children with disabilities. Money is tight, marriages are strained and, all too often, help is nowhere to be found. A wide cross section of parents speak candidly of the day to day difficulties of raising children who have handicaps of varying types and severity. Many are able and willing to accept the challenge. Others may be nearly overwhelmed by the burden of care.

All have had to face outside resistance and ignorance, but have found ways to meet the special needs of their children. In sharing their experiences and skills, they offer hope and compassion to new parents facing these issues, and greater understanding to the professionals who work with them.

Adult, Professional, Ages 15 to 18,
Post Secondary - Introductory
29 minutes, order 9-7061-IN

Thumbs Up For Kids: Testifying In Court

Designed for children aged 3-8, explains court procedures and reduces the fear of testifying in court. Introduces the key members of court and their roles, emphasizing that testifying and telling the truth is good and important.

Included in "The Child Witness Kit" produced by the B.C. Attorney General, Community Justice Branch and distributed to the province's Crown Counsels for use in their Victim Assistance Programs.

Early Years, Ages 6 to 8, Ages 9 to 11, Adult
13 minutes, order 1-8522-IN

A Tutor's Workshop: Students With Learning Disabilities

This training package is intended to support student tutors working with students with a learning disability and/or ADD or AD/HD - and, on a larger scale, to support the improvement of education, by ensuring that all learners acquire the knowledge and skills necessary for success in the workplace and society.

The package contains a reproducible Student Handbook, Tutor's Workbook, videocassette, and audiocassette.

The Tape and Tutor's Workbook are divided into seven separate lessons, each of which deals with an issue or area covered in the Handbook. The lessons addressed on the video are:

- What is a Learning Disability? - Specific Learning Disabilities - Affective Behaviour - Learning Styles - Study Skills - Building Math Skills - Problem Solving

Ages 16 to Adult
60 minutes, order 5-4740-IN



Learning Resources

Using Tv & Technology In Math And Science Instruction Series

Highlighting the power and potential of technology in the classroom, this NTTI (National Teacher Training Institute) series provides a comprehensive review of the role instructional technology can play to increase teacher effectiveness and student motivation, comprehension and achievement in the classroom.

The series presents an introduction to the NTTI methodology and includes lessons modeled by master teachers nationwide which demonstrate specific techniques teachers can use to make video an interactive teaching tool. Used effectively, video and other instructional technologies promote analysis, discussion and hands-on exploration in the classroom.

The series consists of seven tapes and *Eyes Open! Hands On!* lesson plans. While each may be purchased individually, the complete package offers the best value and the most complete professional development experience.

The New Three R's (K-6)

Through three exciting video-based lessons, teachers will learn specific techniques to integrate video and technology (such as CD-ROM, HyperCard, and on-line telecommunications) into classroom instruction.
Order 5-4598, 45 minutes

The Electronic Blackboard (Grades 7-12)

Through three dynamic video-based lessons, teachers will learn specific techniques to integrate video and technology into classroom instruction.
Order 5-4599, 45 minutes

Teaching Science With Technology

The program brings together teachers and education and media experts to discuss the NTTI methodology and the role video and other technologies can play within a science curriculum, and offers several vibrant, hands-on model lessons.
Order 5-4600, 65 minutes

Teaching Math with Technology

This program focuses on the similarities between NTTI methodology and parallel components in mathematics education reform. The program includes several model hands-on lessons integrating the NCTM (National Council of Teachers of Mathematics) standards.
Order 5-4601, 65 minutes

Mirroring the Real World: Integrated Math and Science Instruction

A distinguished panel of education experts discusses national reform efforts that centre around the development of interdisciplinary learning environments. The program also provides educators with a step-by-step approach to creating integrated curricula for the classroom.
Order 5-4602, 60 minutes

The NTTI Model: Using Video to Facilitate Integrated Math and Science

Through exciting video clips and insightful discussion, teachers will discover the vast array of instructional television products available. They will learn specific utilization strategies and teaching techniques, review how to create an interdisciplinary video-based lesson, and see the benefits of team teaching.
Order 5-4603, 58 minutes

Facing the Future: Technology for Integrated Math and Science

A panel of educational professionals explores how multimedia and on-line telecommunications can be used to enhance an integrated math and science curriculum. The panel takes an in-depth look at the Internet as a classroom resource, reviews cost and access issues, and talks about the value of exploring World Wide Web sites.
Order 5-4604, 58 minutes

Eyes Open! Hands On!

Your ticket to the world of science within your classroom walls. These lesson plans will encourage students to be active learners. Each lesson plan presents detailed viewing procedures to meet learning objectives and are categorized in three broad scientific fields - Life Science, Physical Science, and Earth Investigation.

Order 5-4605 for Elementary/Middle School Lesson Plans

Order 5-4606 for Middle/Secondary School Lesson Plans

Professional minutes, order 5-45980-IN



Learning Resources

Using What We Know: Applying Piaget's Developmental Theory

The work of Jean Piaget has contributed much of the theoretical justification for the current move to developmentally appropriate education. Piaget, however, was a theorist, not an educator. Using his mentor's work, Dr. David Elkind proposes educational practices for today's primary classrooms. Filmed in three exemplary public school classrooms, the film deals with setting up a physical and organizational environment, making curriculum decisions and assessing child growth. The three classrooms are very different in the socio-economic status of the students, the personalities of the teachers and the resources available to them, but have a commonality in their pursuit of excellence.

Adult
35 minutes, order 8-1075-IN

The While We Are Very Young Series

Learning Consultant Dr. LDinghy Spalding Sharp provides a guide to young child development and learning in this series that discusses appropriate child rearing techniques for preschool-aged children.

Dr. Sharp examines the need for love, security and discipline, the challenge of parenting, and the do's and don't's of sharing the reading experience with preschoolers.

The programs may be viewed either individually, or as a series. They have been produced to help parents, teachers and other professionals understand the development and appropriate child rearing techniques for working with preschool children.

All Children Need LSD from US: Love, Security & Discipline from Understanding & Structure

This lesson examines some of the myths of parents and discusses some of the strategies used for effective parenting. Negotiation skills are explored as an alternative to the authoritative model of child rearing. The eighteen rules of good parenting are also discussed.

Order 5-4256

All Children Need LSD: Say it Again, Dinghy!

Provides continued discussion of the eighteen rules of good parenting.

Order 5-4257

The Challenge of Parenting

Strategies for the effective use of logical consequences are identified. Punishment vs. negotiation, the use of praise, and encouragement of learning in the home environment are also addressed.

Order 5-4258

Ready! Set! Go!

Pre-kindergarten readiness skills is the topic of this program. Development of skills necessary to begin academics and suggestions of how to encourage that development are covered. Dr. Sharp also speaks to concerns about placing young children in school before they are ready.

Order 5-4259

You Are Never Too Young to Enjoy Reading

Discussion of the DO's and DON'T's of sharing the reading experience with preschool age children.

Order 5-4260

You Are Never too Young to Enjoy Reading Activities

Dr. Sharp explains a number of reading readiness activities to use with preschool children.

Order 5-4261
60 minutes each

Adult
360 minutes, order 5-42560-IN

Working It Out Together: Staff Version

Peer Mediation And Conflict Resolution Series

Schools report a decrease in vandalism, reduced suspensions from fights and an increase in attendance when they implement a peer mediation program.

Here's one that's been school-tested and works!

Authors Dr. Lisa and Harry Webne-Behrman have inserviced hundreds of school districts with their effective, yet simple peer mediation program. Follow their five-step, common sense approach to opening lines of communication between students and you'll be well on your way to running a violence-free school.

Experienced student mediators use the Webne-Behrman method to control lively and realistic role plays. They instruct and motivate students who want to become peer mediators.

Professional
30 minutes, order 8-2019-IN



Learning Resources

Working With Resistant Teens

Students are more explosive today than ever before and working with them is a constant challenge. Therapist Steven Campbell, who has worked with incarcerated teens in the Detroit area since the 60s and consulted on violence in the workplace for the U.S. Postal Service and corporate America, as well as violence in schools, has developed an effective anger management strategy.

These two videos (*Working with Hostile Teens* and *Working with Resistant Teens*) consist of role plays with actual at risk teens who, in most cases, are acting out their own personal histories. Campbell leads the role plays, then provides an analysis of each one, showing viewers how to work effectively with this challenging population. Invaluable, hands-on survival skills for dealing with hostile and resistant teens in any setting.

Role plays include the following scenarios: a student who—

- threatened to kill a teacher
- punched out a principal
- may be suicidal
- fights but blames others
- relapsed and is acting out
- got thrown out of school and is trying to re-enter
- was fighting with another girl
- is pregnant but hasn't told anyone

Adult
46 minutes, order 8-2010-IN

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1993 45 minutes, order 8-2011
Adult
45 minutes, order 8-2011-IN

The Worlds Of Childhood Series

Telecourse based on the acclaimed PBS series documents universal progression in children from birth through puberty. A Faculty Manual, textbook - *The Developing Child*, and specially created reader/study guide accompany the series.

Unit 1: Introduction *Development and Diversity (Module 1)*

Exploration of the historical, cultural, and individual diversity of childhood; what development is and how it occurs; the significance of the prolonged period of human infancy and childhood. A visual tour of development includes children in Russia, Japan, Brazil, a Camaroon rain forest and New York City.
Order 5-4194

The Ecology of Development (Module 2)

Factors such as biological inheritance, temperament, care giving, family, peers, schooling, culture, and history are introduced. Four levels of the environment are defined and illustrated: *microsystem, mesosystem, exosystem, and macrosystem*. We meet the twelve families from five countries whose lives we will share during the course and we examine the active role children take in creating their own environments.
Order 5-4195

Unit 2: Heredity and Environment

Prenatal Development and the Birth Process (Module 3)

Research on the developmental significance of the prenatal period is examined, as well as neonatal starting states that facilitate an infant's survival. Alternative birth processes are analyzed. We observe families in Brazil, Russia, and the U.S. prepare for birth and go through delivery; as we observe, we consider human genetics principles, prenatal care, and risk factors.
Order 5-4196

Evolution, Environment, and Growth (Module 4)

Physical, motor, brain, and nervous system development is explored, from birth through the 5-7 years and the onset of puberty. Watching babies learn to toddle, 5-7 year-olds demonstrating newfound dexterity, and adolescents dancing in a Japanese ballet class, we see how social changes accompany biological development.
Order 5-4197



Learning Resources

Nature and Nurture Interwoven (Module 5)

To shed light on the sources of human variability, research in behaviour genetics, the concept of heritability, and data from twin studies are juxtaposed with observations about the extent to which parents can change the future by changing the circumstances of children's lives. We watch the Oliveira children from urban Sao Paulo as they visit the rural region where their parents grew up, encounter their country cousins, and discover a much harsher life which might have been theirs.
Order 5-4198

Unit 3: Culture and Context Culture, Time, and Place (Module 6)

Language, schooling, and the interactions of everyday life are introduced as vehicles of acculturation the communicate values, beliefs, attitudes, and expectations to children. Following Chizuka Nakayama and her family to a traditional Japanese religious festival, we explore myth and ritual as products of culture and history that help children see themselves in a broader framework of time and value structure.
Order 5-4199

Family Life and the Active Child (Module 7)

In our examination of research on the family as a context of development, we learn how families bring the wider world home to children, and how they sometimes serve as a place where society's failings can begin to be reversed. Christmas Day with the Gholstons of New York and family interaction at the Popov's home in Moscow serve as the background for an overview of issues relating to family structure and dynamics.
Order 5-4200

Unit 4: Children and Families

Individual Differences and Developmental Milestones (Module 8)

Discovering the abilities the newborn brings into the world, we trace the course of sensorimotor development over the first year, and examine the results of contemporary research on temperament, auditory and visual acuity, depth perception, phonemic discrimination, and cross-modality matching. Observing Kenzaburo Nouhata and Sidney Oliveira in their first few hours after birth, we take an intimate look at newborns as they confront situations that allow them to exhibit their capacity to act, to learn, and to remember.
Order 5-4201

Symbol Formation and Acquisition of Language (Module 9)

An exploration of children's capacity to learn symbols as a first step to acquiring language. Through observations in the home of the Berrigans, a deaf family who converse in American Sign Language, and visits to the Gholstons, as Avery learns to speak, we are shown how language facilitates self awareness and builds a child's understanding of the world.
Order 5-4202

Concepts, Memories, and Reasons (Module 10)

As we examine the cognitive changes occurring in children between five and seven years, we review research on conceptual and memory development, logical reasoning, and problem solving. The impact of these middle-childhood changes on the child's relationship to family and society is explored as Koichiro Nouhata takes on new family responsibilities, as Russian children join the Young Pioneers, and as the Oliveira children participate in the rituals of their church.
Order 5-4203

Responsive Caregiving (Module 11)

Exploring the ways in which American care giving has changed over the past century, we consider research on the effects of variations in sleeping, nursing, comforting, and disciplining. As we observe variations in specific care giving practices in the U.S., Russia, Japan, and among the Baka of Camaroon, we examine the importance of responsive interaction in building a positive relationship between child and caregiver.
Order 5-4204

Interactional Styles and Attachment (Module 12)

Focusing on interactions between children and their care givers, we discuss research results concerning the attachment relationship in terms of respect for children as individuals. As we follow Italian preschoolers setting out to explore a cave, we examine the effect of responsive interactions on children's ability to engage the world on their own.
Order 5-4205



Learning Resources

Gender, Early Morality, and the Self (Module 13)

Research on the role of the family in a child's development of gender roles, early moral emotions, pro-social behaviour, and self-concept are considered. We observe the Nouhatas celebrating Children's Day (formerly Boy's Day) in Japan, and boys and girls playing at Avery Gholston's day care centre, and we learn that children's behaviour outside the family depends in part on how they have learned to act toward those within the family.

Order 5-4206

Rivalry and Interdependence in Sibling Relationships (Module 14)

A detailed examination of sibling relationships shows siblings as allies, rivals, and as care givers. The effects of birth order are discussed, and the ways in which economics may both shape the values of families and define the roles of siblings. Observing Stas Popov's reactions to newborn brother Vitaly, we learn how parental behaviour can reduce the stress that may accompany the birth of a new sibling.

Order 5-4207

Unit 5: Schooling

Day Care and the Preschool Experience (Module 15)

The impact of industrialization and urbanization on mothering and day care is addressed, and we learn that the way children are cared for reflects both the values and economic conditions of the society. We observe the child care practices of the Baka, who do not separate work from family life, and we visit Italian, Japanese, and American day care centres to compare Baka practices to those of industrialized societies. Our commentators analyze the current controversies over the risks and benefits of day care.

Order 5-4208

Learning and Achievement (Module 16)

The role that learning plays in the lives of children, the functions of schooling, and children's orientation toward mastery and achievement are addressed, as we observe events surrounding the child's first day at school in Japan, Russia, Brazil, and the United States. Variables that enhance learning and promote competence are discussed, as we see Brazilian street vendors successfully making change but failing comparable paper and pencil math problems.

Order 5-4209

Unit 6: Peer Relations

Friendship, Gender, and Morality (Module 17)

Exploring the nature and functions of friendship, we focus on the role of peer relationships and games with rules in the development of morality. Research on gender differences in middle children is examined as we visit Guatemalan girls washing clothes, Baka boys helping fathers fell trees, and girls around the world playing hand clapping games. Our commentators discuss boys' and girls' use of justice and care as moral perspectives.

Order 5-4210

Peer Culture (Module 18)

Focusing on the importance of peer culture to the developing child, we explore the two "worlds" children must negotiate during middle childhood and adolescence: the authority of adults and the cooperation of peers. The nature of peer group as a micro-society is analyzed through a look at *los abandonados*, a homeless and parentless group of children in Guatemala City who live completely within a peer-organized world.

Order 5-4211

Unit 7: Culture, Time and Place

Adolescence, The Prolonged Transition (Module 19)

Through historical and cross-cultural comparisons we explore the extent to which the concept of adolescence as a period of increased autonomy, identity development and risk taking is a social construction. The biological aspects of puberty and emerging sexuality are addressed. As Sandra Oliveira prepares for *carneval*, and a Baka youth undergoes a traditional puberty rite, we observe examples of adolescents in transition from family to a broader adult world.

Order 5-4212

Risk and Resilience (Module 20)

An exploration of a child's day among the Baka as it compares to a child's day in rural Brazil or in the industrial U.S. shows the ways that material circumstances specifically and directly shape children's lives, providing both vulnerabilities and opportunities for development. We examine this tension between risk and resilience as we learn the specific risks of development and the social, family interactional, and person variables associated with resilience.

Order 5-4213



Learning Resources

Poverty, Child Health, and Child Labor (Module 21)

Exploring the socio-economic factors that have historically played a powerful role in children's lives, we contrast decline in infant/child mortality and child labour in industrial societies with current conditions in non-industrial societies. Child labour in Guatemala provides one of several examples of the harsh economic circumstances in which many children still live.

Order 5-4214

Family Stress: The Child's Perspective (Module 22)

In examining the social and economic forces that bend and alter families and increase risks for children, we review research results on the effects of divorce on children, and observe the Krilovs, a Russian family on the edge of divorce. The determinants and outcomes of teen pregnancy are discussed with American teen mothers and mothers-to-be.

Order 5-4215

Nature & Nurture of Development (Module 23)

A final look at the major themes of the telecourse, and of childhood as a convergence of biology, history, economics, family and peer relationships, schooling, community, and culture. As we observe an American baby at five months learning to manipulate her world, Brazilian children playing in the street, and children exploring a display at the Smithsonian, we are reminded that children are themselves active constructors of the worlds of childhood.

Order 5-4216

Summary and Review (Module 24)

Order 5-42161

30 minutes each

Professional, Adult, Post

Secondary - Introductory

720 minutes, order 5-41940-IN

This listing is correct as of Friday January 5, 2001 but is subject to change without notice. If this listing appears to be out of date, please contact us for up-to-date pricing and availability. This is Subject Nbr 38. For a brief master list of all available subjects, request document number 800. For an ORDER FORM, request document number 801

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