

SEZ WHO?

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LOGO
Contest

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SEZ EWP

What Happened????!!!

That's a really good question! It came...and it went. 2007, that is. And where were we? Well, we were here the whole time, but there was much to be done behind the scenes, and well, some things just had to wait.

So we've re-evaluated some things, and we've made a few small changes. One of these is with the newsletters, which will now be published "seasonally"—Spring, Summer, Fall, Winter.

"Expect the expected!" Which means, don't be surprised if you run out of time to complete a project. We aren't. And don't be surprised when things don't necessarily work out as you had planned. We aren't. And don't be surprised if something catches you by surprise. We aren't.

What we are surprised by is the number of times we get uptight and stressed

over things that come up that we really have no control over, or the things that we do have control over but have made choices that now place us under stress.

For EWP, "stress" happened when we made the choice to search for a publisher to produce hard copy versions of the "I'm Sick and Tired and Scared To Death" books. "Stress" happened when we made the choice to get involved with a promotion agency.

Fortunately, our "stress" has paid off, and we are pleased to announce that both "I'm Sick and Tired and Scared to Death" books are now available in hard copy versions (see "Our Books" on the website). We are also being promoted to radio and television stations nationwide and are looking forward to upcoming travel.

Watch for us—better yet, book us!



SEZ Dr. Thompson

Growing up is so hard to do.

Growing up is so hard to do. For some it is a life-long process, and even then in some areas they never quite make it. We have amassed volumes of materials, theories, studies, experiments, and even failures on how to enhance growth and development. Still, we have unacceptable results in our public school programs. The Good Book that has sold more copies than any other book ever published says, "Train a child in the way he should go, and when he is old, he will not turn from it." Proverbs 22:6. Simple instruction, if we just could come to a universal conclusion as to "the way he should go."

So many parents I have talked with want the best for their child, but when asked to define "best," the definitions are

as multitudinous as the stars, not to mention some wouldn't even come close to what fits with the child's own personality and abilities. But that's another discussion! In desperation we have acquiesced to educators to determine "best" through curriculum and content in public school classes and format. The current desire to enter children in formal instruction at an early age (3 and 4 years old) is encouraged by the enticing slogan: "no child left behind." This concept would have no enticing feature if we said, "Get the rug rat out of your way so you can do what you want." I realize I am painting with a broad brush when I say that.

We have sold a large segment of our parental society on (continued on page 3)

SEZ The News

EDUCATION WEEK

Published Online: August 28, 2007

Published in Print: August 29, 2007

NEWS IN BRIEF: A NATIONAL ROUNDUP

Teenagers' Social Networking Found to Have Educational Benefits in Poll

By Catherine Gewertz

At least half the adolescents who exchange messages for hours with their friends online or by cell phone spend part of the time discussing their schoolwork, a study shows.

The online survey of 1,277 9- to 17-year-olds found that 50 percent said they talk specifically about their schoolwork when they text-message by cell phone, or use their computers to instant-message, blog, or visit social-connection sites such as Facebook. Nearly six in 10 said they discuss education-related topics, including college or college planning, careers, and jobs.

The survey, commissioned by the Alexandria, Va.-based National School Boards Association and released this month, showed that 96 percent of adolescents with access to cell phones and Internet-capable computers use them to build and maintain social networks. It was supported by the Microsoft Corp.; News Corp., which owns MySpace; and Verizon.

The NSBA's report urges school board members to "find ways to harness the educational value" of social networking, such as setting up chat rooms or online journals that allow students to talk about and collaborate on their class work. School boards should also do everything possible to ensure that all students have access to the Internet, the group says.

The report also tells boards to re-evaluate policies that ban or tightly restrict the use of the Internet or social-networking sites at school. Findings from the survey, NSBA officials said, suggest that parents' and educators' perceptions of the dangers of online stalking and bullying—fears that fuel such restrictions—could be overblown. Vol. 27, Issue 01, Page 4

Published Online: March 20, 2008

Minnesota Meets New Orleans in Mentoring Effort*

By Lesli A. Maxwell
New Orleans

With a five-day marathon of state exams finally behind them, some 7th and 8th graders at the Dr. Martin

Luther King Jr. Charter School for Science and Technology were taking a break this week from their classroom routine.

A group of college and high school students from Minnesota had come to the Lower Ninth Ward school to meet and get to know them, in the hope of forging a connection that would blossom into an ongoing mentorship for the King students.

Tuesday was the second day together for the King students and their new mentors, who are students at Hamline University in St. Paul, and the Avalon School, a small charter school in St. Paul that is affiliated with Hamline. After using the first day for a series of icebreaker exercises, the mentors were starting to teach the King students to use an Internet program that will allow them to stay in close touch for things like homework help, advice, and encouragement in their schoolwork.

The Web-based program—a secured area to which only King students and their mentors will have access—is where leaders of the initiative say the mentor-student relationships will develop through regular, electronic communication. Through the initiative, called "Each One, Teach One," the Minnesota mentors have committed to spend a minimum of one hour a week communicating with their mentees at King over the next several months, said Jean Strait, an education professor at Hamline who is leading the group.

Soon after Hurricane Katrina struck, a contingent of faculty and students from Hamline came to New Orleans to help King staff members clean out and gut the water- and mud-ravaged school. Every few months since then, they have sent boxes of donated school supplies.

"We've got a two-year relationship with King, so doing this mentorship program was the next step of where we wanted to go to help the students here," Ms. Strait said.

***Read this article in its entirety at**
http://www.edweek.org/ew/articles/2008/03/20/29king_web.h27.html

Published Online: March 25, 2008

On campus, video games move from dorm room to classroom *

COLUMBIA, Mo. (AP) — Attention parents: the video games that drive your kids to distraction could soon become a staple of higher education.

For a growing number of college professors, computer games are no mere child's play. Instead, such games are seen as a 21st century tool to promote critical thinking, social collaboration and even civic participation to students raised clutching joysticks since they learned to walk.

"The experience kids can have in a game world are more authentic than those they can have in a classroom," said David Shaffer, an associate professor of educational psychology at the University of Wisconsin-Madison.

"These new technologies are fundamentally changing what it means to be educated," added Shaffer, author of "How Computer Games Help Children Learn."

At Michigan State, a new academic program teaches graduate students how to design "serious games"—video games with a greater purpose than annihilating a three-headed alien or shooting down a big-city gangster. Carnegie Mellon, the Massachusetts Institute of Technology, Minnesota and the University of California-Irvine are among the other campuses where scholars are exploring the educational benefits of video games.

Kwangsu Cho is a former video game designer for Hyundai Sega Entertainment Co. in South Korea who now teaches a video game design class at the University of Missouri-Columbia.

Unlike similar courses at Missouri and elsewhere that focus on writing computer code and other technical topics, the students in Cho's class study the cognitive power of video games — that is, what makes certain games so compelling to players.

That means plenty of class time and homework assignments that rely upon Nintendo Wii consoles, Guitar Hero keyboards and even the predecessor of video games, the humble board game.

"As a tool for learning, video games have a totally different potential that traditional education doesn't provide," Cho said.

The best games, he said, help students "enjoy learning without even thinking about it."

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***Read this article in its entirety at**
http://www.edweek.org/ew/articles/2008/03/25/70471movideogamelearning_ap.html

SEZ Wit and Wisdom

SEZ the Editor:

There's no doubt technology is here to stay. And there's no doubt it's increasing in complexity, use, and availability. As the articles on page two point out, the benefits of technology are huge.

At EWP, we fully support that technology is critical for education and the workplace. After all, where would any of be without it?

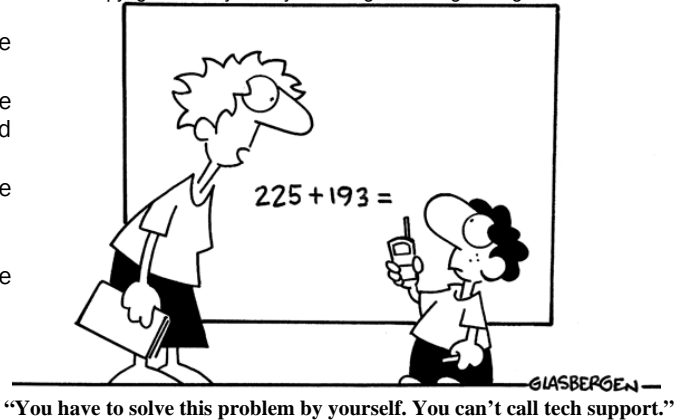
We also know and believe that while technology is vital to our society, it can never nor should ever take the place of personal interaction and individual responsibility.

So don't take our word for it. And don't be misinformed. Check it out for yourself. Just go to www.google.com and have some fun. Be brave. Create an adventure. Know what's out there. Use good judgment. And . . . interact responsibly!

I've Learned...

- That the best classroom in the world is at the feet of an elderly person.
 - That simple walks with my father around the block on summer nights when I was a child did wonders for me as an adult.
 - That opportunities are never lost; someone will take the ones you miss.
 - That money doesn't buy class.
 - That to ignore the facts does not change the facts.
 - That love, not time, heals all wounds.
- Andy Rooney

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SEZ Dr. Thompson (from page 1)

the idea that our economy requires both parents to work. When I substitute teach, I see children from elementary school to high school carrying cell phones and I-pods and even having Blackberrys attached to their ears. But then these same students go after school to babysitters, the mall, or just hang around until Mom and Dad get home. The major curriculum during this time is formatted by other kids and runs the gamut from TV shows to movie reports to "it won't hurt you to try just once!" Won't it? Yes, it will, and it's hurting our children. Sez who? Our children are saying it. If you don't think so, check out Appendix A in "I'm Sick and Tired and Scared to Death," where students say, "The main problem is drugs and peer pressure to be with friends and do them yourself." And, "There is a lot of pressure to do drugs. My friends do and ask me to but

so far I have said no." And, "Drugs are a very big problem, adults don't know it but the kids do." And there's more.

Have we gone too far to realize that our kids really do want to be with us and to learn from us? When I'm not substituting for a class, I work with the teens, and they don't seem at all concerned that the "old" cave tour guide shares words of wisdom with them about life, how to live it, and what is expected of them.

Here's a challenge for any reader. Set up a meeting at your church, school, community center, or other location, and give me an hour. Then let me know if kids don't want to hear from us—from you—about life and learning. It is as you will, my friends!

Coming up in the next issue of "Sez Who?": Where in the world but in America!

SEZ You!

It's your turn!

EWP (still) wants/needs a logo!

Help us out—send us your ideas.

Winning submission will receive an autographed copy of "I'm Sick and Tired and Scared to Death" (your choice of editions).

Contest will remain open until a logo is chosen. Send us your ideas today via e-mail or snail mail!

Submit your comments, questions, feedback, favorite poems, stories, photos, quips, quotes, cartoons, whatever.

We also invite you to send stories and/or articles for consideration in "SEZ The News."

Submissions may be sent via e-mail or snail mail. For any submission you want returned, please provide a SASE.

SEZ Our Schedule

Contact us to arrange a date in your area!

2008		2009	
Spring (March-May 2008) March	Lincoln, NE	Spring (March-May 2009)	
Summer (June-August 2008) July	Bigfork, MT Northern California	Summer (June-August 2009)	
Fall (September-October 2008)		Fall (September-October 2009)	
Winter (November 2008-February 2009)		Winter (November 2009-February 2010)	

Book NOW!



POSTAGE

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