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CONNECT

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RESOURCES!

"Where can I get .... ?" "Do you know of any videos on ... ?"

Those seem to be frequent questions, either at workshops, or over the phone. In some cases, Connect can point to resources that are readily available, or perhaps ones that we have on our shelves. But, in other cases, the questions merely highlight the lack of a comprehensive listing of resources that are readily available.

So, in this issue of Connect, we're making a start in compiling such a list. We've done this in bits and pieces before, but it's been partial and gone out-of-date rapidly.

The difficulty with a comprehensive list is that it can never be so. There's always something left off, something that's wrong, something that's no longer available. And this list has been drawn together quickly, over Easter, without access to agencies to check availability or prices. Or to check resources in other states and territories - the list is heavily weighted towards Victorian outlets.

This is where you come in.

What are you using to support student participation? What other resources do you know about? What are the details of their availability and costs etc? Which of the currently listed resources are no longer available or have changed prices? Which are irrelevant and/or useless?

Connect would like to publish a lift-out supplement of "Resources to Support Student Participation" in the near future, but its comprehensiveness relies upon your feedback!

The next most frequent question: "Does Connect have any articles in back issue or photocopies of articles on ... ?"

A couple of times we've put together an index for each of these, but they also need updating. We're currently working on a computerised database in each area, accessible by topic. So all you'll need to ask for is all the past articles on JSCs, for example, and we'll be able to print out a list of the articles' names, authors, article length and issue. Similarly, we'll have all listed documents cross-referenced by topic and key-words, so you can ask for photocopies of materials in specific topic areas.

This'll take a little time - and we're only at the beginning of the process of developing new technologies for Connect, so please bear with us!

Next Issue of Connect

Due in June 1992. Copy by the end of May please. We're anxious to hear from you about initiatives, ideas, projects, programs, queries ... starts, successes and failures.

Roger Holdsworth
Connect April 1992
USING GAMES FOR TRAINING

Sandra Canniff

Every year we are all faced with the task of training the newly elected members of the SRC. We each have some sort of training program which we follow. Hopefully, we are open to new ideas and techniques. One of the easiest ways to mould these unique individuals into a working group (SRC) is to use games - particularly group development games.

We can use them before, after and sometimes within the content sessions. Some of us use them already. But do we use them to maximise their role in training? Whether you use group development games in your training or you would like to use them in the future, the following information could be helpful.

Working as a Team

We know that all SRCs are required to work as a team - making decisions and working on tasks. Group cohesion is required between the members of this team if they are to work efficiently. For cohesion to develop, each person will have to get to know and trust the others. If there is no development of trust between the members of the SRC, there will be a low proficiency level from them. We can easily see the lack of trust in actions such as: a) unable to discuss projects seriously enough to be able to investigate and meet possible problems head on; b) lack of security in the rest of the SRC - will they support them in their actions? c) unwilling to commit themselves completely to any project.

Working through a well planned program of group development games will help them to get to know one another as well as demonstrating what trust means and, hopefully, how important it is to the successful outcome of their venture.

Aims of Games

There are different types and styles of group development games. Their main aim is to help individuals to get to know each other and understand their relationship to each other. The games are always fun and may be challenging. Thus it is easy to forget that we are 'working' at developing a new SRC team while we are playing these games. They require preparation and planning like any other part of the program. They also require enthusiasm and energy.

Anyone using these games should also have an understanding of basic group processes. It is all too easy to become over eager and use games which may be more threatening than the group members are ready to accept. This can cause the members of the group to close up and stop relating to the others. For this reason, all the games in the book Games to Develop Groups have been rated on their threat level. This should help trainers to choose exciting and interesting games which are at the level of development of their group.

Types of Games

Group development games can be categorised into four different types.

The Getting to know you games can be used at any point of the group's development, but they are most effective at the beginning or forming stage of any group. These activities can be further divided into three sections depending on their specific aim:

* getting to know your name - these activities are specifically designed for that purpose. Some of the activities relate an individual's name with one or more characteristics to match names with people. Others are designed only to familiarise the participants with the names of those present.

* getting to talk to you - these activities are designed to be non-threatening and provide an opportunity for participants to start talking to each other without directly having to reveal anything about themselves. However, by being involved in the game, some personal characteristics will become known - such as shyness, extroversion, mental agility, cooperation. A further by-product of these activities is that each person is lowering his/her defences slightly and continuing the 'getting to know you' process.
* getting to know something about you - these activities are designed to start the process of building relationships. Within each activity, the participants discover something new about each other without delving into the private self.

Energisers are the fun activities which are used to break up the boredom of sitting in meetings, release pent-up energy and begin to move into the participants’ personal space. They are generally quite active in nature and basically non-threatening.

The Group Bonding activities further the ‘getting to know something about you’ process. They are mainly designed for the moulding of smaller groups of people into one united team. Generally they are more threatening than any of the previous activities because they require each of the participants to reveal more about themselves.

Trust Activities are the most threatening and as such should never be used until the group has bonded and trust has been developed between each of the participants. Generally these activities are used in smaller groups. If these activities should be introduced too early, then the group bonding will be broken and the process of forming that same group might have to be abandoned. When used at the right time, however, they can be very powerful bonding activities for the right members of the group.

Our training programs can be working on two different levels with the organised use of games. The content segments can develop skills required in meetings and SRC tasks. The games used around these segments can develop personal and interpersonal skills without the same degree of application required. We need to plan the use of group development games very carefully. They can be an asset, a filler, or a liability. Why not make them an asset?

There are many different games that can be used. We tend to stick with the old familiar games, but a change is as good as a rest. Inject a new game into your repertoire and see the difference. Be innovative! design your own! Have fun and develop an effective SRC at the same time.

More information about Sandra Canniff’s new book Games To Develop Groups (including an order form) follows on the next pages. Sandra is now writing a series of five ‘How to’ booklets for SRC support teachers and student leaders.

Met South West (NSW) Regional Junior Leadership Camp - Group Leaders Training Camp
ATTENTION

anyone working
with
students in
leadership roles

NEW

This book is for you!

Games to Develop Groups
by Sandra Canniff

223 pages, A4 in size, looseleaf in a binder

Contained in this book are more than 125 games for use with any number of students.

Author is a high school teacher with extensive experience in the area of student leadership, process consultancy skills and curriculum development.

If you want students to become a working group then these games are for you. The size of group which can use the games varies from 8 students to 150 students. Each game comes with easy to follow instructions, aims, list of materials required by the participants and the level of threat which they could experience. All of the games take between 5 and 15 minutes to complete. If preparation is required ahead of time, then stencils have been included to help with this.

The games are presented in five categories:

- Getting to Know You
- Energisers
- Group Bonding
- Trust
- Forming Small Groups

The section at the beginning is full of tips about how to use these games effectively when developing groups. A few of these games you may have seen before, but most are brand new. A valuable addition to your library.
INTRODUCTION
INDIVIDUALS MAKE GROUPS
HOW TO USE THIS BOOK
WHERE TO USE THESE GAMES
HOW TO BE SUCCESSFUL
1. GETTING TO KNOW YOU ACTIVITIES

A. GETTING TO KNOW YOUR NAME
AUTOGRAPH BINGO 19 NAME GUESSING 33
CROSSWORDS 21 NAME ME 34
HANDSHAKES 23 NAME RELAY 35
INTRODUCTION CIRCLE 24 NAME TAGS 36
NAME ARRANGING 25 NAME TALE 37
NAME CATALOGUE 26 PICNIC 38
NAME CIRCLE 27 SCRAMBLES 39
NAME FALLING 28 WORD COUNT 40
NAME GAME 29 WORD POWER 43
NAME GIVING 31

B. GETTING TO TALK TO YOU
POSSIBLE PUZZLES
ANIMALS 56 PICTURES 75
AUSSIE SAYINGS 59 RIDDLES 76
Clichés 61 SPORTING STARS 77
COLOUR CODE 63 STRANGE SPELLING MATCH 79
CODE BREAKER 64 THE RULE OF THE GAME 80
FAMOUS PEOPLE 69 THUMBS UP 81
GEOGRAPHY 70 WORD HUNT 82
MIX & MATCH 72 WORDS 84
PARTNERS 74

C. GETTING TO KNOW SOMETHING ABOUT YOU
AGREE/DISAGREE 88 LOTTO 97
ALADDIN'S LAMP 89 MILLING 98
ANIMAL BICKIES 90 NUMBERS 99
CARTEENS 91 PAIRED BIOGRAPHIES 101
FAMILY TREE 92 PROVERBS 102
HAND TO HAND 93 SCAVENGER HUNT 106
HOW ARE YOU MATE? 94 SIMILARITIES 108
IF I WERE... 96 TOILET PAPER 109

GAMES TO DEVELOP GROUPS
ORDER FORM

Complete and send to: Student Leadership Books, PO Box 357, Toongabbie, N.S.W., 2146.

Name: 
Address: 

<table>
<thead>
<tr>
<th>Choice A</th>
<th>Choice B</th>
<th>Choice C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1 only (Getting to know you activities) plus the binder</td>
<td>Part 2 (Energisers) and/or $12.00</td>
<td>Complete Book plus binder only $45.00 plus postage</td>
</tr>
<tr>
<td>only $25.00</td>
<td>Part 3 (Group Bonding, Trust, Forming Small Groups) $15.00</td>
<td>$25.00</td>
</tr>
<tr>
<td>plus postage</td>
<td></td>
<td>plus postage</td>
</tr>
</tbody>
</table>

Postage: NSW & ACT $6.00 Vic & SA $7.50 Qld $9.00 Tas $10.50 WA & NT $11.00

*Make cheque/money order payable to Student Leadership Books. Prices subject to change.

I have enclosed a cheque/money order* for the sum of $ ____________ for

Signed: ________________ Date: ________________

Please allow two to three weeks for delivery.
The Victorian School Community Participation Program began at the start of 1992 as a continuation of the School Community Development Program (SCDP) - see Connect 70.

The Victorian Department of Schools Education, through the School Councils and Participation Unit, now have twelve officers available for the continuation and support of student and parent participation.

These officers are placed in each education Regional Office, and also at the Victorian Council of School Organisations (VICCSO), the Victorian Federation of State School Parents Clubs (VFSSPC), and the Association of Councils of Post Primary Institutions of Victoria (ACPPIV), together with a state coordinator based in the Rialto. This means that the officers are able to work across their regions or within their organisation in the promotion and support of student and parent participation.

The Program aims to develop networks serving groups of students and parents, helping them to become more effective in their participation in decisions relating to improving schools. The Program will also work closely with student organisations, School Councils and Parent Clubs in the promotion of partnerships with school staff. The Program has a focus to support a comprehensive curriculum that challenges and supports all students to achieve success in their education.

Many of the officers have already listed student participation high on their priorities, and will be looking at a range of strategies that can support and encourage students to become more active in school decision making and related activities.

The officers will work closely with locally-based staff and will have access to a wide range of networks across the state. They will be supported by a computer data-base of information, articles and reports related to participation.

For support, information, contacts and further information about the Victorian School Community Participation Program, contact your local School Community Officer (SCO) at the Regional Office, or the Program's state coordinator, Graeme Kent, on (03) 628 2405.

"If youth are to be valued, they must be of the society - participants, not recipients. That is the crux of any theory of valuing youth." (Professor Art Pearl, 'Towards a general theory of valuing youth', in Pearl, Grant and Wenk (eds), The Value of Youth, Responsible Action, Davis, California, 1978; p 24)

"Without youth participation, the programs run the risk of being ignored and irrelevant to young people. The involvement of young people ... ensures that the advocacy efforts will be targeted on the areas of greatest concern. Youth are in the best position to know the weaknesses and shortcomings of youth-serving institutions." (Law Enforcement Assistance Administration, Program Announcement: Youth Advocacy Initiatives, Office of Juvenile Justice and Delinquency Prevention, Washington DC, 1979.)
Girls become STAR students

"High schools and some kids just don't seem to get on," says Peter Turner, Principal of Adelaide's Salisbury High School. "These kids seem to cause most of the strife at school, often by fighting with other kids and staff, generally breaking school rules or just wagging."

"In the past, schools and teachers dealt with these kids by rigidly enforcing the rules. This meant that sooner or later they were squeezed out of school. If they were lucky they got a job; if they were unlucky they ended up on the streets. But most were angry about their schooling."

The STAR (Students at Risk) program aims to break this pattern by helping schools to meet these kids half way. The DEET-funded program identifies those students in government schools who are most at risk of dropping out, and encourages them to stay on through a range of school-based projects.

The STAR project at Salisbury and Paralowie R-12 School, in Adelaide's northern suburbs, focuses on helping at-risk girls. Because they tend to demand less attention than boys, girls often quietly drop out of school without anyone noticing or understanding why. "When I first found out about STAR, I was really keen for it to help girls," says Pat Thomson, Principal, Paralowie R-12 School. "I knew there were lots of working class girls who just slipped away from school, and that we didn't really know how many there were, or what the school did to help push them out."

Self defence classes, discussion groups and visits to women's community agencies boosted the STAR girls' confidence. With help from artist in residence Barbary O'Brien, they used painting and cartooning to express their problems and fears, what they don't like about school and how schools could better help them. Their work has resulted in a set of postcards and a cartoon book, Get Real. The book will be used in a training package for teachers, parents and social welfare agencies to raise awareness of the needs of at-risk girls.

The girls, who now regularly attend school, are enthusiastic about STAR. "Being in the STAR program is great," says Kylie. "It gives harassed, abused or disadvantaged girls time out. When I first started I was relieved that there were people out there who could help. Now I look forward to school, especially on Thursdays."

The Salisbury-Paralowie STAR project has received continued funding for 1992, so the future looks a bit brighter for many disadvantaged girls.

For more information, or copies of the postcards or Get Real, contact Sue Burtenshaw, Salisbury High School on (08) 258 1077.

(from Options, February 1992)

"Youth Advocacy without the participation of youth is incomplete." (National Commission on Resources for Youth Inc., Youth Participation in Youth Advocacy, New York, 1982)
REFLECTIONS FROM THE NETWORK

The following articles were written as part of the first meeting for 1992 of a Teacher Network in Victoria. This (as yet un-named) Network consists of primary and secondary teachers who are interested to develop their classroom teaching in line with ideas of student participation and of the Foxfire approach to teaching. The Network will encourage teachers to reflect on and share views about their classroom experiences.

There is a commitment from Network members to meet, if possible, four times in 1992; an informal newsletter also links members together. Other plans include a major joint student project, and development of links with Foxfire through training courses.

If you are a Victorian teacher who would like to be part of this Network, contact Lyn Loger on (058) 662 331, or Roger Holdsworth on (03) 489 9052.

Times Have Changed: 1992 Model
Lyn Loger, Nathalia Secondary College

The production of Times Have Changed at Nathalia Secondary College was featured in Connect 67 and 71. Lyn Loger brings us up-to-date with developments in the 1992.

"Not another book!" was a widespread, burnt-out cry from a range of teachers, students and others affected in the administration of the 1990-1991 production.

Production? Yes, probably it's the right word - everyone had gone all out to achieve their best and they had done so.

We'd not only written a book, we'd toured around Victoria and Tasmania running workshops courtesy of CEP Statewide Initiatives. It had been a superb year.

But, how to normalise this? Writers Workshop didn't run in 1992 for a variety of reasons, so we were forced to develop creatively. How were we to generalise those three major Foxfire principles across the school?

* full student participation and control;
* links with the real world out in the community - 'the audience beyond the school';
* work which had academic integrity.

So where to? Back to the students of course.

What if we took the $1000 prize for our Curriculum Award and handed it over to the SRC and they be the ones to call for applications for grants across the school?

Great!

We had three students who had been heavily involved with the book on the SRC this year. There's the in-servicing body for the SRC! We can use Connect's write-up on Foxfire's three principles for their hand-out material. (See Connect 71, October 1991)

Linda and I can in-service the staff.

So that's the process that's been started. It's been supported by the Staff Education Committee. Next is the School Council, then the SRC.

The setback has forced us into developing a wider focus.

On to another track ...

What about Foxfire and literacy? What if we could provide funds for some students with literacy problems and have them look at their situation with new eyes? Not: "I can't do the work" = aggressive/passive/ negative, but "Hey, it's my right to have a good education - what's available to me?" Would some financial empowerment extend into some personal empowerment?

We'll trial it and keep you posted.

Some developments spinning-off from the book

One girl, one of the presidents of the Book Committee, wants to become a journalist now.
Another girl has taken up an apprenticeship as a florist - she wants to run her own business and she'll be a top business woman.

Another girl used her interview as a Communications Project. She has since won a Lion's Youth Award for her public speaking - she spoke, in part, about her involvement with the book.

Hilton Walsh, the Aboriginal gentleman interviewed in the book, is now having part of his biography written by two VCE girls as their Communications Project.

For myself

I'm taking a Medieval History elective - this year it's Kings and Castles. I'm trying to translate basic Foxfire philosophy into the running of this elective, working from the 'ordinary' rather than the 'extraordinary' this time. No funding, no major accountability to a 'product'. It's a fascinating process (lots of ups and downs too) but when you look for the audience outside the teacher, when you look for 'experts' outside the teacher, there's a whole network of supports out there, and a new focus.

We've located a woman who's written a thesis on Merlin the Magician (through The Age); we've been to see tapestries in a local home. Another local woman knows all about the coats of arms that were developed; another has a bronze life size statue of a huge hunting dog from that time; the language, the sayings, the nursery rhymes we've discovered that still refer to that period make T S Eliot's words "All time is eternally present" a reality.

Perhaps if I can get across to the students that history is an ever-present living force by using Foxfire's principles ... I'll keep you posted.

Sherbrooke Poets Fronting Up

Viv Hammat, Sherbrooke Community School

So, I had students in my English classes writing poetry. They were really putting themselves on the line and expressing themselves with a complex use of language through metaphor and similes. They had learned to be open and to use their specific experience to convey universals to their audience and they had written for their teacher.

I could see that their work deserved a wider audience and so they published their poetry in the school magazine, the Shriek. Many students found it difficult exposing their work to their peers and didn't want to put their names to their poetry. I had to acknowledge that this was a risky business - people might laugh! However, with the ultimate bribe of a Mars Bar as a reward, most students succumbed and published their work.

We received a flyer from a local community radio show called Words and Music which wanted writers to read their work on the air, live. So, not really knowing much about the program, except that another local school had read their poetry on the show, I organised for some of our students to appear. Those five writers were the vanguard for other students to follow - they bravely fronted all the intimidating paraphernalia of a radio station and read their poetry on 3ECB. They were so successful that the organiser asked for more writers. By the end of term 4, 1991, nine students had appeared on a program, largely designed for adult students - and they had excelled!

3ECB acknowledged these students' work in a booklet of the best of Words and Music's performers. Their names were in print - real print!

The most important thing for these young writers was the fact that they had read their poetry to a wider community audience, given it a status beyond just meeting their English work requirements. They gained confidence by seeing themselves as writers to an audience outside the school community and by doing something many adults could not do.

The repercussions for the teacher in this situation are not only rewarding, but it also reminds me that these students have courage and abilities beyond the limiting influence of my classroom.
Pigeon Loft Construction and Submission Writing
Bob Shepherd, Sherbrooke Community School

This outlines the process we use in deciding on and developing projects. This is related to the practical task we had decided on - constructing a pigeon loft at the school.

<table>
<thead>
<tr>
<th>Work out a design</th>
<th>Look up books</th>
<th>Visit a local loft - arrange a class visit</th>
<th>Do sketches and take photographs</th>
<th>Agree on a basic design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build a model</td>
<td>Collect materials</td>
<td>Build the model</td>
<td>Modify the design</td>
<td></td>
</tr>
<tr>
<td>Draw up plans</td>
<td>Sketches</td>
<td>Use computer?</td>
<td>Present plans and modify?</td>
<td></td>
</tr>
<tr>
<td>Estimate costs and materials</td>
<td>Invite parent or building inspector</td>
<td>Ring up suppliers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a submission *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scrounge materials/donations?</td>
<td>Letters</td>
<td>Phone calls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Build it!!</td>
<td></td>
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</tbody>
</table>

The students put themselves down on the grid to carry out the tasks. Timelines are discussed and the progress is reviewed each week.

This loft was one of the ten different work projects mapped out for this semester. This overcomes the problem of students not being able to start a task until someone else has completed their task. Other projects were: beehives, sheep, camp, lyrebird excursion, tortoises, rabbits, chooks.

We all wanted the loft and therefore we all agreed to do our bit towards making up a submission. Students working on researching a design put their sketches and photographs in. Descriptions of the trips, the contacts made and the advice given all appears. Reasons for the final design are stated in their own words.

The plan drawers used a computer-aided drafting package. It is in the submission along with the hassles. The building inspector and a parent 'builder' helped with the costing and with the specifications. Their recommendations are also part of the submission.

Each student could comment on their contributions at each step of the planning. The document then becomes an invaluable review of the progress so far! If it is knocked back, we will use it as the basis for the next submission.

* Submission Writing

This idea was a good one, but without a successful submission we would be 'up the creek'. But even a knock-back will be no failure.
RESOURCES FOR SUPPORTING STUDENT PARTICIPATION TOWARDS A COMPREHENSIVE LIST

The following is a compilation of some resources that people have found useful for supporting student participation - in the classroom, in Student Representative Councils and Junior School Councils, in networks and so on. As far as possible, we have listed materials that are currently available, though in some cases other items are listed if they have been widely distributed previously and may still be readily found. The prices are as quoted at last checking, but may have changed since.

This is not yet an exhaustive list - please add to it and let us know of other materials you have discovered and found useful. We'll publish an update and hopefully this will grow towards a comprehensive listing!

PRINTED MATERIALS

Victoria:

Take A Part - A Student Action Resource Handbook (Carrigan and Darling, 1986) Produced by and for Victorian students, this contains practical ideas for students to work in SRCs to formulate and affect educational policy. Available from the

Victorian Education Shop,
PO Box 645, Carlton South 3053
(117-121 Bouverie Street, Carlton; open 8.30 am - 4.30 pm Monday to Friday; Ph: (03) 342 3939); $10.50.

Credit and Support - Making Student Participation Work (Bullard and Mcear, West Education Centre, 1987). A companion volume to Take A Part, with information on developing student participation policies and support. Distributed to schools in Victoria; check with School Support Centres.

The SRC Pamphlets (Youth Affairs Council of Victoria, 1988) A set of six 4-page worksheets for SRCs - on Why Have an SRC?, Making Decisions, Meeting Procedures, A Good Representative, Reporting Back and Getting Ideas, and Making It Happen. Available from the Youth Affairs Council of Victoria, Suite 1, 250 Gore Street, Fitzroy 3065; phone (03) 419 9122; $5 per set (prices available for class-sets).


Radio Times: A basic broadcasting handbook (1986). Ideas and activities for student study and production of radio. Available from the Education Shop; $5.25 (a few copies from Connect for $3).

Youth Participation Kit/Youth Action and Power: A Menu for Meetings: developed by the Municipal Association of Victoria (MAV) and by young people in Footscray; sheets on topics like 'formal meetings', 'motions' etc. Available from the MAV, GPO Box 4326PP, Melbourne 3001; phone: (03) 824 8411; $10.
New South Wales:


Games To Develop Groups (Canniff, 1992). Sets of graded and annotated games for use in building SRCs and similar groups. Available from Student Leadership Books, PO Box 357, Toongabbie 2146; part 1 $30.50, complete book $50.50 - see information in this issue.

South Australia:

Student Participation: Policy Statement (Education Department of South Australia, September 1990). Official policy statement distributed to all schools. Available from the Education Department - see below.

Unravelling the Maze - Student Participation Training Manual (Priebbenow and Wright, 1988). A practical guide of information, ideas, exercises, checklists and models - commissioned by the SA State Council of Students. Available from the Publications Branch, Education Department of SA, 31 Flinders Street, Adelaide 5000; $15 per copy.

National:

Student Participation and the Participation and Equity Program (ed. Holdsworth, PEP, 1985). A discussion paper, with a useful overview of the concepts of and arguments for student participation; contains a comprehensive bibliography. Out of print; distributed by the Schools Commission to each state - check with Education Departments.

Connect Reprint Series:

These were four sets of specific-topic case studies published by Victorian PEP around 1985-6. Tutoring, Students Publishing and Students and Radio (all ed. Holdsworth) are out of print, but copies should be in school and School Support Centre libraries; Students and Work (ed. Blunden) is available from Connect for $3.

Foxfire Series:

Materials from and about the Foxfire program (based in Rabun Gap, Georgia, USA) illustrate a participatory and negotiated classroom approach to learning. These books (and a video - see below) are available from Connect, 12 Brooke Street, Northcote 3070:

Sometimes a Shining Moment - The Foxfire Experience - Twenty Years Teaching in a High School Classroom (Wigginton, Doubleday, 1985). The inspiring history, philosophy, approach and classroom plans of Foxfire; $25.


Foxfire 9 (ed. Wigginton, Doubleday). The ninth in the series of Foxfire compilation books; articles researched and written by students on aspects of local history; $30.

Met South West (NSW) Regional Junior Leadership Camp - Group Leaders Training Weekend
a) The following videos are available for purchase from the Victorian Education Shop (address above). Except where noted, they cost $11.50 each:

**Chalkface: Student Participation:** a look at aspects of student participation in a number of different primary schools in Victoria. Covers curriculum decision making in the classroom, students running school assemblies and regional meetings of school leaders. (1988, 27 min)

**Growing Partnerships: Students:** Current trends in Victorian schools call for increased participation and a sharing of responsibilities by parents, teachers and students. (1984, 14 min)

**Partners in Curriculum:** Encourages the participation of teachers, students, parents and school-based groups and committees in the planning and development of school-based curriculum. (1986, 19 min)

**Seen and Heard:** A program for students on meeting procedures, produced by PEP, as a student participation resource. (1985, 19 min)

**Student Participation:** Discusses and illustrates student participation which is seen as part of the broader decision-making partnership among students, teachers, parents and the wider school community. (1986, 19 min)

**Students in Action:** Students talk about their participation and involvement in school organisation and decision making. (1984, 24 min)

**Writing for Real:** A group of Year 10 English at Mt Clear Technical High School in Ballarat find a 'real' reason to write by producing a monthly newsletter for the residents of the Queen Elizabeth Geriatric Centre. (1988, 26 min.)

**It's Not All Rubbish: Democracy in Action:** Students from Brunswick East HS organise a recycling program in their school. (1989, 28 min; $21.20)

**Trying Out:** Dromana Technical School embarked on a goal-based assessment project centred on a theatre restaurant, where students used a contract system for assessment in different curriculum areas. This program details the success of the trial. (1988, 15 min)

b) **West Education Centre,** 34 Kingsville Street, West Footscray 3012; phone (03) 314 3011; has a number of videos, including:

**Our Rights, Our Schools, Our Futures:** student forum in Western Region, 1983.

**Girls Speak Up:** young women in school and community decision making, 1985.

c) **Connect** has some videos available for loan ($5 each for postage):

**Seen and Heard** (see above)

**Student Participation - A Reality?** Eastern Region Non-Government Schools Student Conference, 1986

**Shining Moments:** a one-hour background program on the operation of the Foxfire approach in classrooms at various levels.

d) The **Victorian Country Education Project** has a one-hour version and a ten-minute version of **Shining Moments** (the Foxfire video) available for loan. Contact them on (03) 329 5677.

e) **Northern Access Television** has various programs recorded for and from test transmissions. In particular, in two short segments, students from **Junior School Councils** in northern Melbourne act out meetings and talk about their JSCs. Contact Mark McAuliffe on (03) 387 7515.

f) Martin Butler at **Camperdown School Support Centre** (Victoria) has a video plus 8-page manual on a **communications camp**, plus a role play around students negotiating for school change. Contact the School Support Centre on (055) 932 644.

g) **DSP Productions**, at the NSW Metropolitan East Region DSP Resource Centre has a number of relevant videos available, including:

**Student Participation:** an overview of student participation, focusing around interviews on a student training day (ca. 1988)

**Videobeat** - a series of video magazines, made by students in local schools. These include specific sections on student participation (eg No. 6 of 1989), as well as case studies of participation in these schools.

Contact the DSP Met East Resource Centre on (02) 517 6815.
NEWS AND REVIEWS

1992-93 NATIONAL DIRECTORY
NATIONAL COALITION OF ALTERNATIVE COMMUNITY SCHOOLS (US)

The US-based National Coalition of Alternative Community Schools (NCACS) would like to announce the availability of the new, updated 1992-93 National Directory of Alternative Schools. It contains over 400 schools and educational resources in the United States and several other countries, plus special sections on homeschooling, alternative colleges, publications and resources, and a list of other organisations involved in educational change. Full of good contacts and inspiring descriptions of exciting educational programs, the Directory costs US$12.50 postpaid, from:

NCACS,
58 School house Road,
Summertown, TN 38483 USA.

DIRECTIONS:
A COMMUNITY INVOLVEMENT AND PERSONAL DEVELOPMENT COURSE FOR STUDENTS

The Directions training manual is designed to develop student awareness of their community and the opportunities available to them for involvement in an enjoyable and satisfactory way. Structured as a written resource for trainers and teachers, Directions serves as a complete course of study covering sixteen hours. It aims to equip students with the confidence and skills necessary to be an effective helper, thus making their community involvement a rewarding experience. The manual consists of numerous exercises on communication, values and attitudes, assertiveness, developing confidence and self-esteem, rights and responsibilities and study of our community.

Available for purchase for $15 (plus $4 postage and handling) from:

Victorian Division,
Australian Red Cross,
171 City Road, South Melbourne 3205;

or from

The Education Shop,
PO Box 645, Carlton South 3053
117-121 Bouverie Street, Carlton:
8.30 am - 4.30 pm Monday to Friday.

FREEDOM IN EDUCATION

Freedom in Education is a new publication from Lib Ed in the UK. It is "a practical handbook full of ideas on how to make learning more relevant and enjoyable: ideas for liberating lessons (with details of resources) in mathematics, craft, design technology, environmental and futures education, music and games; information about the alternatives to formal education, such as home education and the Education Otherwise network; a comprehensive contact list of groups and organisations with real learning at heart - for adults as well as children; an extensive booklist; how to contact schools where freedom is taken seriously, in Britain and around the world."

Available for UK 3.95 pounds plus 85 p towards postage and packing, from:

Libertarian Education
170 Wells Road
Bristol BS4 2AG UK

YOU AND AUNT ARIE

It is with regret that we announce that copies of You And Aunt Arie seem to be no longer available from our US supplier. After sending off an order for over $500 worth of books to the IDEAS group (who published the book), we are now discovering that the group seems to have folded (with our money). We're still following up the order in the hope of either recovering the payment or getting the books, but if it appears unlikely to result in copies, we'll refund your pre-payments as soon as possible. Sorry.
Skipping Stones

Skipping Stones is a non-profit children's magazine that encourages cooperation, creativity and a celebration of cultural and environmental richness. It offers itself as "a playful forum for communication among children from different lands and backgrounds."

Skipping Stones is an international quarterly journal now in its fourth year, growing and changing with the needs and input of readers. It accepts art and original writing in every language and from all ages.

Skipping Stones says: "We are a place for children of diverse backgrounds to share their experiences and expressions. Our goal is to reach children around the world, in economically disadvantaged as well as privileged families, including under-represented and special populations within North America.

Skipping Stones presents material actively, encouraging readers to respond, question, offer ideas and participate in suggested activities. It is an interactive educational tool that encourages cooperation. Each issue also contains a Guide for Parents and Teachers.

"We attempt to make the connection between ecological living and human relationships. The long-term sustainability of humanity depends not only on the sustainability of our biosphere but also on our understanding of each other's customs, cultures and languages.

"We have published artwork and writings in many languages from many countries such as the Soviet Union, Nepal, Ethiopia, Ecuador, India, China, Sweden, Jordan, Canada, Cameroon, Mexico, El Salvador, Lesotho, UK and the United States. Whenever possible, original writings are translated into English. Pen pals, riddles, book reviews, networking and noteworthy news are part of each issue of the magazine.

"We began our second volume with a Spanish/English bilingual edition that featured, among other things, photo essays on life in Nicaragua and in a migrant workers' camp in the US state of Oregon. In honour of Earth Day 1990, the spring issue of Skipping Stones was devoted to our planet.

"Our magazine is ecologically conscious and gentle with a positive outlook. We do not advertise commercial products in Skipping Stones and use non-glossy, recycled paper which is more ecologically efficient. Starting with Volume 3, we're using non-petroleum based ink.

"Subscriptions are US$20 per year for institutions and US$15 for individuals. We offer a 50% discount on subscriptions to low-income and Third-World libraries and schools."

Arun Narayan Toke
Editor and Publication Manager

Skipping Stones
PO Box 3939
Eugene Oregon 97403 USA

IT JUST HAPPENS

It Just Happens is the inspiration of a group of year 10 girls from Patterson River Secondary College, Bonbeach Campus, in Victoria. With the assistance of the Chelsea Community Centre, the girls have produced a fast moving video which takes a frank look at teenage sexuality. They interview a family planning nurse, year 10 boys and a teenage mother. As a group, the girls discuss peer pressure, double standards and the difficulty of saying no. It Just Happens was released in March 1992. The video is an ideal discussion starter - it comes as part of a kit with lesson plans, and will be valuable for use in schools or for those working with young people.

Copies are available for $25 from:

Sue Moulton
Chelsea Community Centre:
(03) 580 5777
(from Options, February 1992)

EDUCATION OF GIRLS
AND FEMALE STUDENTS
ASSOCIATION

An Education of Girls and Female Students Association has recently been formed in South Australia. It aims (amongst other things) to encourage and facilitate participation by girls and female students, parents, educators and the community in issues relating to girls' education.

The Association is targeting the membership of parents, community members and students, as well as educators. It plans seminars, training courses, videos and a newsletter. Membership fees are: institutions $50; individuals $20; students/concession $5.

Contact:

Sheralyn Oakey
Association Chairperson:
(08) 232 2137
(from The Gen, December 1991)
Dear Parents, Teachers and Friends:

We invite children and young adults to submit their original art and writings for publication in Skipping Stones. We especially encourage submissions from underrepresented populations. Adults may also contribute material that will increase cultural awareness and reader participation.

Ideas for submissions: Drawings, games, photos, poems, puzzles, pen pal requests, recipes, riddles, science experiments, songs and stories. You might write to “Dear Hanna” for personal help and advice! Or, send questions on multicultural and ecological topics to the editors. Please do include your age or grade, cultural background and interests. Submissions are welcome in all languages.

Please send a self-addressed, stamped envelope with your submissions.

Write to us about how to become a Skipping Stones representative.

"In the family, the young remain, while the activities from which they could learn have moved out; in the workplace, the activities from which they could learn remain, but the young themselves have been excluded.... The student role of young persons has become enlarged to the point where that role constitutes the major portion of their youth. But the student role is not a role of taking action and experiencing consequences ... It is a relatively passive role, always in preparation for action but never acting...

"The consequence of the expansion of the student role, and the action-poverty it implies for the young, has been an increased restiveness among the young. They are shielded from responsibility, and they become irresponsible; they are held in a dependent status, and they come to act as dependents; they are kept away from productive work, and they become unproductive." (James Coleman, How Do The Young Become Adults?, Centre for Social Organisation of Schools, John Hopkins University, Baltimore, 1972; pages 5-8)
**YOUTH HOMELESSNESS: A CURRICULUM APPROACH**

**THE MELTON EXPERIENCE - 1991 PROJECT REPORT**

The final report of this project, featured in Connect 73, is now published and available.

The report outlines the curriculum approach used in supporting year 11 Australian Studies students from three secondary colleges in Melton to research local issues that impact upon youth homelessness in the area. Details of project aims, curriculum development processes, class lessons, student forums, research topics and ideas, and teacher in-services are all included. The report also includes substantial evaluation comments from all participants and some views on the way forward.

Appendices include a brainstorm on possible research topics, a board game and a unit on youth homelessness developed by staff.

Youth Homelessness: A Curriculum Approach - available now for $10 plus $2 postage.

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**EDUCATING OTHERS; EDUCATING OURSELVES**

A book of student research reports on local issues affecting youth homelessness.

Excerpts from the research reports produced by the year 11 Australian Studies students have been published in a 68-page book that shows:

* how students went about researching local issues;
* what young people think should happen about issues that are crucial to their community;
* a practical example of how such research and action projects can take place within the Australian Studies course.

Educating Others; Educating Ourselves is available for $10 plus $2 postage.

Together, these reports form a valuable account of an important project in which a crucial issue was researched by students within their school curriculum.

Both reports are available as a package for $20 plus $3 postage from:

The Small Business Management Group (C/o Margaret D'Cruze)  
Melton Secondary College, Coburns Road, Melton 3337

Cheques payable to: 'Melton Secondary College'.

These reports have been published by the Melton Australian Studies Curriculum Development Project, in association with the Youth Research Centre, Institute of Education, University of Melbourne, and with support from the Students At Risk Program of the Victorian Department of Schools Education and the Victorian Youth Homelessness Taskforce.
Local and Overseas Publications Received

Connect receives many publications directly or indirectly relevant to youth and student participation. We can't lend or sell these, but if you want to look at or use them, contact us on (03) 489 9052:

AUSTRALIAN STUDENT PUBLICATIONS:

Moe Youth News (Moe, Vic) Vol 1, Summer 1992
News, Views and Reviews (Warrandyte Youth Services, Vic) No 1, February 1992
Rave (Nunawading Youth Residential Centre, Vic) No 47, December 1991

OTHER PUBLICATIONS:

Options (Youth Bureau, Canberra, ACT) February 1992
Collective Notes (COSHG, Vic) Nos 70, 71; March, April 1992
Democracy and Education (Ohio, USA) Vol 6 No 3 Spring 1992
NIE International Day and Conference (ANPA, USA)
Network News (Surry Hills, NSW) March 1992
SCIP Newsletter (SCIP, Red Cross, Vic) No 17, February 1992

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Lib Ed (Bristol, UK) No 19, Summer 1992
The REAL Story (REAL, Nth Carolina, USA) Vol 3 Chapter 1, Winter 1992
Learning Tracks (CEP, Vic) No 2, Autumn 1992

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The new, updated 1992-93 NATIONAL DIRECTORY OF ALTERNATIVE SCHOOLS
Lists over 400 schools and resources in the United States and several other countries
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Still the most comprehensive catalog of "alternative schools" published in this country
U.S. $12.50 postpaid
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The now-famous New York City teacher tells a small, intimate audience how he "bent the bars of the factory school cage" for 26 years
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