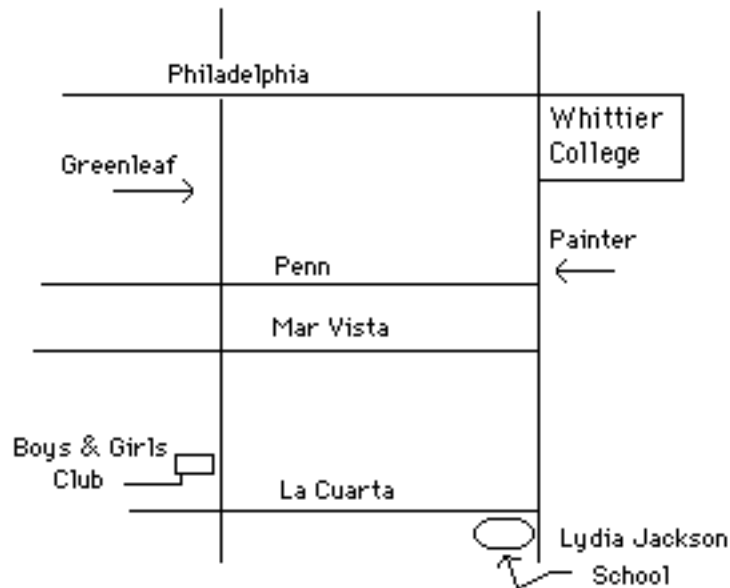


**MAP:
WHITTIER COLLEGE TO THE BOYS & GIRLS CLUB OF WHITTIER**



BOYS & GIRLS CUB OF WHITTIER

7905 S. GREENLEAF AVE.

WHITTIER, CA 90602

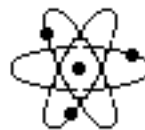
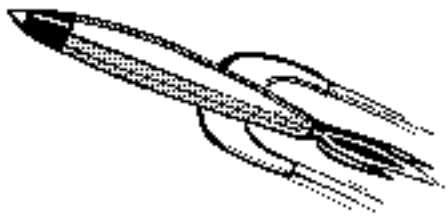
(562)-945-3787

Fifth Dimension Hours: Monday thru' Thursday, 3:30-5:00 p.m.

Whittier's Fifth Dimension is a collaborative project of the Whittier Boys & Girls Club and Whittier College, supported by funding from the B. C. McCabe Foundation and from the Andrew Mellon Foundation through the University of California-San Diego's Laboratory of Comparative Human Cognition.

Whittier College Project Director: Dr. Don Bremme, Ed.D, Education Department. Phone: (562)-907-4200, Ext. 4324.

THE WORLD OF THE FIFTH DIMENSION



The World of the Fifth Dimension

The Fifth Dimension is an after-school, multi-activity environment developed by researchers at the University of California-San Diego's Laboratory of Comparative Human Cognition (LCHC). In the Fifth Dimension, children ages 7 through 12 participate in reading, writing, mathematics, and problem-solving through computer games, telecommunications, and other activities. Students from Whittier College work one-to-one with each child through every session.

The Fifth Dimension is designed for children to learn while having fun. It promotes cognitive and social development and helps children form relationships with college students who can serve as big brothers or sisters, mentors, and role models.

The Whittier Fifth Dimension was opened by the Boys & Girls Club of Whittier and Whittier College in September, 1993. It now operates on the second floor of the Club every Monday through Thursday from 3:30 to 5:00 p.m. during the Whittier College academic year. Children participate in the Fifth Dimension on a voluntary basis, choosing it from among the many afternoon Club activities whenever they like. Although children can leave whenever they wish to, most remain for the entire hour-and-a-half session. A total of 167 children participated in the Fifth Dimension during the 1996-97 school year.

Fifth Dimension activities center round a maze set on a board about five feet square. Each room in the maze gives access to two activities. About three quarters involve educational computer games or telecommunications, including El MOOndo, a virtual "on-line" world created through descriptive text. The remainder are non-computer activities such as board games such as *Battleship*, *Clue*, and *Boggle*.

Using a "cruddy creature" to represent them and mark their location, children "enter" the maze through one of several outside doors. They then choose one of the two activities available in the maze room that they have entered. Adventure cards designed for each activity specify tasks to be completed at three play levels: beginner, good, and expert. The child selects a play level and pursues the chosen activity, trying to fulfill adventure-card tasks for the level of play selected. A college student "Wizard Assistant" (WA) helps out, following the Prime Directive: *Help as little as necessary -- but as much as needed for the child to have a good*

time. When children complete all designated tasks for the current activity, they move to another room in the maze and repeat the process.

The Fifth Dimension's structure provides children with a variety of inducements for children to continue play and accept greater challenges. Games that children find especially attractive are distributed throughout the maze, but children can only reach them by completing the tasks associated with previous rooms. Meeting adventure-card challenges at each successively higher level of play (beginner, good, expert), gives access to a greater number of maze rooms; thus, to greater choice of games. In addition, completion of the loop of rooms that can be accessed at one play level enables children to "transform" their "cruddy creatures": that is, to trade in their present maze marker for a more attractive one that they can keep. Completion of all maze rooms, including 10 at the expert level, earns the child the privileged position of Maze Magician. Maze Magicians are entitled to enter the SuperMaze and continue play there, proceeding through SuperMaze rooms and games in the same manner as in the first maze. Children who complete the SuperMaze can petition for the privileged position of Young Wizard's Assistant (YWA). YWAs wear a special tee shirt, assist new Fifth Dimension "citizens" with their play, and engage in special activities designated by the Wizard. Other goals become personally meaningful for children, too: developing a relationship with a caring college student; getting to play a favored game before a buddy does; displaying computer or game expertise to older (and sometimes less adept) college helpers; or handling flashy, high-tech equipment.

A Fifth Dimension Constitution sets forth basic rules that can be modified by collective community decisions. Free passes and other documents dispensed selectively by the Wizard give players greater latitude of movement in the maze. Reference books and maps helpful in many of the games are always available. Each child also keeps a folder with a journey log and maze map for recording completed rooms and activities.

The Wizard is a central figure in the Fifth Dimension community. It is said that she or he or it (know one really knows!) appeared once upon a time to take charge of the Fifth Dimension when adults could not cope with all the problems of running it. The Wizard is the author of the Fifth Dimension Constitution, the provider of software and games, the arbiter of all disputes, and a valuable source of game hints and strategies. Absent-minded and whimsical, she (he, it) is also reputedly the force behind any and all technological problems. The Wizard dwells only in virtual space and so is regularly accessible only through electronic mail. Occasionally,

however, the Wizard also conducts "live" conversations through the computer with Fifth Dimension citizens.

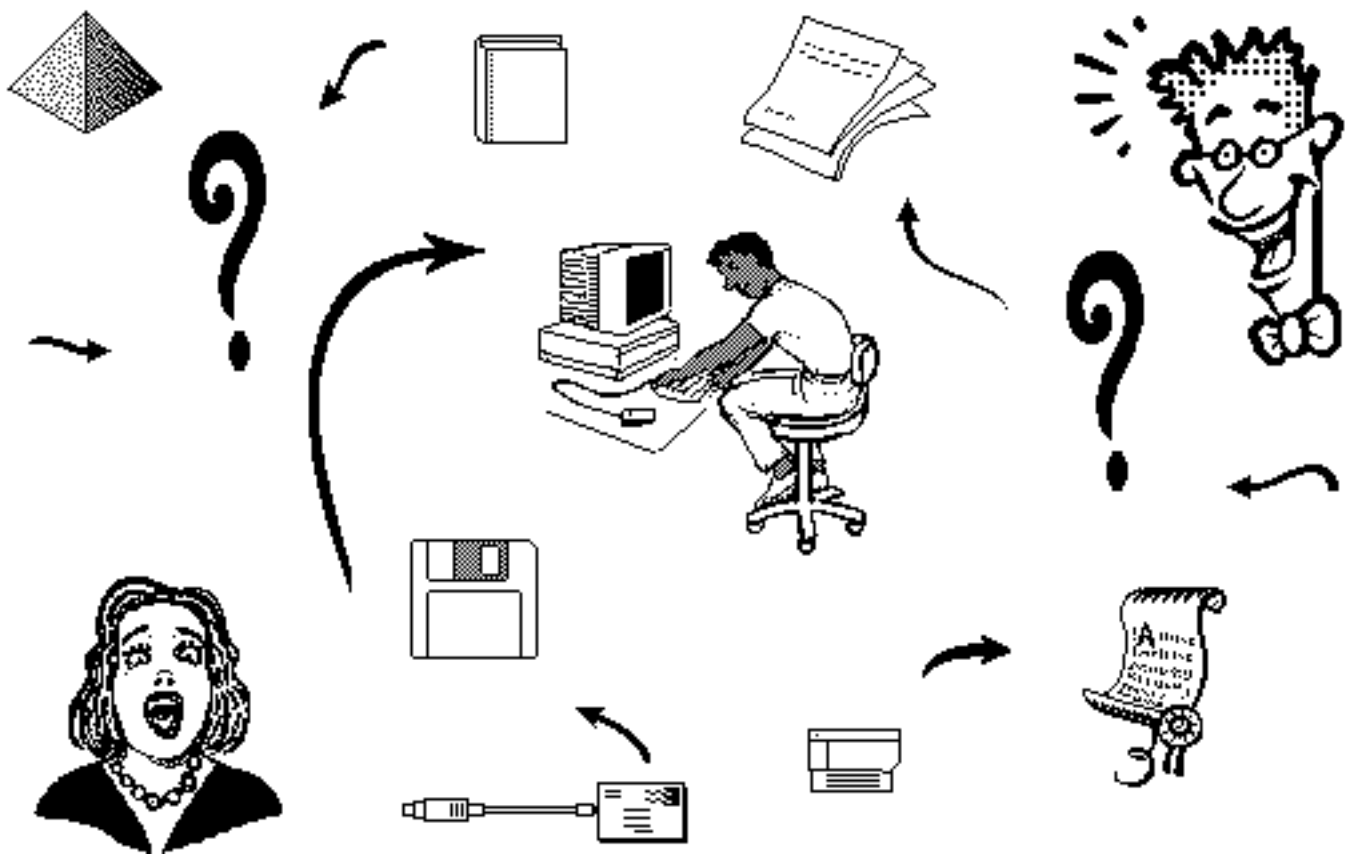
In addition to the Wizard, the children, and the college student "Wizard's Assistants", members of the Fifth Dimension community include the Chief Wizard's Assistants (CWAs, experienced Whittier students employed to coordinate the program and also help children), Donna Wright, Education Director of the Boys & Girls Club, and Sid Menzes, the Boys & Girls Club's Director of Activities. Don Bremme, an education professor at Whittier College, oversees the entire program.

The Whittier Fifth Dimension is supported by a gift to Whittier College from the B. C. McCabe Foundation. The McCabe gift provides scholarships and work-study support for students committed to community service through the Fifth Dimension and related activities. McCabe Scholars are among the Chief Wizard's Assistants.

In addition, Whittier's is one of six programs in the USA that are pioneering development of the Fifth Dimension with grants from the Andrew Mellon Foundation, a private philanthropic organization based in New York City. The other programs are affiliated with The University of California San Diego (which heads the six-site consortium), Appalachian State University and Elon College (both in North Carolina), California State University San Marcos, and The University of California Santa Barbara. The Mellon grant provides funds that help operate the programs. For example, many of the computers, games, and other pieces of hardware and software used at the Whittier Boys & Girls Club have been purchased through the Mellon grant. As part of the grant, the six colleges and universities are conducting research on the educational and social benefits of the Fifth Dimension.

Fifth Dimension programs have recently been started in Australia, Mexico, and Sweden, as well as at new locations in the USA. Campuses throughout The University of California system began Fifth Dimension after-school programs in 1996-97. Spanish-English bilingual versions of the Fifth Dimension are running in Solana Beach, California, (called La Clase Magica) and in Santa Barbara, California, (called Club Proteo). All the sites, in the USA and beyond, communicate with one another daily through an electronic mail network. They also collaborate on Fifth Dimension activities for children or undergraduate Wizard's Assistants. The number of Fifth Dimensions is constantly growing. Whittier College and the Whittier Boys & Girls Club are proud to be among the pioneers of this expanding service to children.

OPERATING IN THE FIFTH DIMENSION



Operating in the Fifth Dimension

As a Wizard's Assistant, you have the most important job in the Fifth Dimension: working directly with kids. The children at the Boys & Girls Club view the Fifth Dimension as a play activity; our goal is to help them learn and develop as they have fun. This section will help you begin to understand how the Fifth Dimension operates. Read these pages carefully and refer back to them often!

To help you keep in mind important things, a list of "IMPORTANT THINGS FOR WIZARD'S ASSISTANTS" has been included at the end of this section of The Wizard's Guide. **You should review this list before every session and take it with you to the Boys & Girls Club for quick reference when you need it!**

WHAT TO DO WHEN YOU ARRIVE

ALWAYS CALL THE CLUB IF AN EMERGENCY PREVENTS YOUR ATTENDANCE ON YOUR ASSIGNED DAY: -- (562)-945-3787. LEAVE A MESSAGE FOR "THE FIFTH DIMENSION."

Arrive by 3:00 p.m. on your assigned day. **Sign in at the entry desk** near the front door. (This is important in keeping out strangers.)

Go to the Learning Resource Center (LRC) on the second floor of the Club. **Sign in again with the Chief Wizard's Assistant (CWA)** who is coordinating attendance and participation. (The CWA's lists counts in course attendance. See Education 402 attendance policy in course syllabus.)

Help children with homework or (if no homework) free reading from 3:00 to 3:30 p.m. **Mix with kids!**

Be active in partnering with a child with whom to work when the Fifth Dimension begins at 3:30 p.m.

Let the CWA know if you don't have a partner when Fifth Dimension time is announced. The CWA will help you find a partner.

You are responsible for being present the entire session, 3:00-5:00 p.m., on your scheduled day. The kids are counting you; they'll come to miss you if you're not there. Many of the children have considerable unpredictability in their lives; don't add to it by being undependable for them. Moreover, your absence means that kids will be turned away from the Fifth Dimension, since children can only play when they have a WA as a partner.

THE PRIME DIRECTIVE

The prime directive for all Wizard's Assistants is as follows: **HELP AS LITTLE AS NECESSARY-- BUT AS MUCH AS NEEDED FOR CHILDREN (AND YOU) TO HAVE A GOOD TIME!**

The prime directive applies to all operations in the Fifth Dimension: to **finding the child's folder, obtaining and using adventure cards, keeping the journey log, writing to the Wizard, using hardware and software, etc. --not just to game play.**

Figuring out just *how much* help is necessary in the situation at hand-- as well as *when* and *how* to help in that situation-- is what your Fifth Dimension experience is all about.

Generally, your goal should be a working relationship in which the child does those parts of an activity that s/he can do pretty well on his/her own, while you assist with the parts that the child can do with a little help. You should assume responsibility for those parts of the activity (if any) that the child seems unable to do readily even with some help. Try to assist in ways that will, with time, enable the child to do more of the activity on his/her own. As noted above, **this applies to every activity in the Fifth Dimension!**

GENERAL ORGANIZATION OF ACTIVITY: MAZES, CONSEQUENCES, CREATURES

All play in the Fifth Dimension is organized around children's progress through a maze: either the Maze or the SuperMaze. (Both are only models, represented in both 3-D and with maps in the Fifth Dimension room.) Each child has a "creature" with which to mark her or his progress through the mazes.

Encourage the child to move her/his creature to the maze or SuperMaze room in which s/he is playing!

Children begin play in the Maze, with its 20 rooms plus "Dare Room." Those who complete the maze continue play in the SuperMaze, which has 12 rooms and a "Surprise Room." (To complete the Maze, children must play one game in all 20 rooms of this maze, including at least 10 at the expert level.) Additional challenges for children who complete the SuperMaze are described further on.

A citizen begins his/her journey by entering the Maze through any of four doors from the outside. There are (we pretend) two or more activities (games, etc.) located in each Maze and SuperMaze room. A wall map shows the activities available in each room.

When a child first enters a room, s/he should select one of the activities available in that room, consulting the Maze (or SuperMaze) map on the wall that lists the activities in each room. Each game and other activity has an adventure card that describes what the player needs to do in order to complete that activity at one of three levels: beginner, good, expert. The child should get the adventure card for the chosen activity and read the card over to determine which level of play s/he wants to go for.

Encourage the child to get the card and read it! Help as necessary. Keep suggesting the card if the child initially declines to consult it.

When children complete play on the chosen activity at the beginner, good, or expert level, they move to another room and repeat the process. Which room in the Maze (or SuperMaze) they can go to next is shown on a "Consequences" map of the Maze (or SuperMaze) located on a wall. Completing higher levels of play gives access to more rooms and, thus, to more game choices. Those who play and complete a game at the beginner level have few or no choices about where to go next. Play at the good level opens up more choices of rooms and (thus, more games). Play at the expert level opens up still more room and game choices.

Encourage them to understand the benefits of, and to "go for," higher levels of challenge.

"Transforming" the creature with which one plays is one available goal for children in the Fifth Dimension. Children can transform by exiting the Maze through any door different than the one through which they enter.

BLOCKS are working on their first trip through Maze. When they exit the Maze by a door that is different than the one through which they entered, they are *transformed* into Dinosaurs.

(Markers: Block as cruddy creature; white ribbon on name tag.)

DINOS are working on their second trip through Maze. When they exit the Maze by a door that is different than the one through which they entered, they are *transformed* into Magic Crystals.

(Markers: Dino as creature; red ribbon on name tag.)

MAGIC CRYSTALS are working on their third (or later) trip through Maze, in order to complete all maze rooms, one game per room, including 10 (or more) at the Expert Level. When they complete the latter, they are eligible for the title of Maze Magician. (See below.)

(Markers: Magic Crystal as creature; blue ribbon on name tag.)

Note that the child's creature does NOT determine level of play. Children can do an activity, play a game, at ANY level of challenge -- beginner, good, or expert-- on ANY journey through the maze. They can play on different levels in different rooms on the same journey though the maze.

Encourage children to understand transformation as a goal.

Sometimes a child gets "stuck" in one area of a maze and has to keep playing the same games over and over. The only way out of this bind is to use a Free Pass (or Truly Free Pass), as described later. If the child doesn't have one, encourage the child to write to the Wizard and explain all the good reasons why s/he deserves to receive one.

In exceptional cases (explained further on), children might play in rooms out of the sequence directed by the "Consequences" map. If they have done this legitimately, they should have "Room To Do" or "Room Done Out Of Sequence" forms in their envelope. **If you can't understand how a child ended up where s/he is in the Maze or SuperMaze, check with a Chief Wizard's Assistant.**

Play in the SuperMaze operates in the same way as in the Maze, but without creature transformations. (More advanced goals and titles are explained later.) There are separate maps showing (a) the activities available in each SuperMaze room and (b) the consequences (go-to-next choices) from each SuperMaze room.

What you have read so far is an overview of the organization of Fifth Dimension activity. The sections below present important details.

THE NEXT TASK

Keep in mind that in the Fifth Dimension the "next task" always remains the next task. This means that **IF A CHILD DISCONTINUES PLAY BEFORE COMPLETING THE THINGS S/HE MUST DO IN THE CURRENT ROOM, THE CHILD (OR YOU) MUST MAKE A NOTE ON THE JOURNEY LOG DESCRIBING WHAT THE CHILD MUST DO NEXT WHEN S/HE RETURNS.** For example, if the child chooses to leave at the point where his/her next task is to write to the Wizard, you should be sure the child makes a clear note of this on the Journey Log: "Must write to Wizard!"

If a child chooses to leave the Fifth Dimension for any reason, you might want to encourage her or him to stay. Remember, though, that the choice to leave or stay is the child's

Help the child understand that s/he must continue where s/he left off whenever s/he returns!

Have the child fill in the Journey Log to indicate what s/he must do next time! (You do it if the child won't --or if they forget.)

It is never appropriate to allow kids to jump from room to room and game to game without reaching a goal: completing chosen rooms and games within them at one level, as described on the adventure card.

JOURNEY LOGS

Children who have been in the Fifth Dimension before should already have an envelope with their name on it and a creature stationed at their present location within the Maze or SuperMaze. When you work with these children, be sure that they get their envelope at the start of the session and check their latest Journey Log, which should be in it.

Journey Logs show what the child has done and what they have to do as every session begins. "Extra Journey Log" forms should be added when one becomes filled. (A copy of a Journey Log is included at the end of this section, along with other forms and materials. Look it over now.)

AT THE BEGINNING OF A SESSION, ALWAYS CONSULT THE JOURNEY LOG WITH THE CHILD TO BE SURE WHERE THE CHILD IS, WHERE S/HE NEEDS TO GO, AND WHAT S/HE NEEDS TO DO NEXT! Children sometimes forget; sometimes they may try to bamboozle you. However, **the general rule is, "If it isn't on the Journey Log, it doesn't count."** If after consulting the Journey Log you and the child have different views about what the child needs to do, consult with a Chief Wizard's Assistant for advice on how to resolve the problem.

AT THE END OF EACH SESSION WITH A CHILD, ALWAYS BE SURE THE CHILD FILLS IN THE JOURNEY LOG SO THAT IT ACCURATELY REFLECTS WHAT THE CHILD HAS DONE AND/OR STILL NEEDS TO DO! This is important for the child, the next WA who works with the child, and also for research on the Fifth Dimension.

ADVENTURE CARDS

An adventure card accompanies each game in the maze. Adventure cards offer goals: they tell what must be done to complete the game (and thus the room it is in) at each play level (beginner, good, expert). The adventure cards **do not** have complete directions for play-- although they do give important hints and a few directions. All adventure cards are kept in alphabetical order in a file cabinet in the Fifth Dimension room.

Encourage the child to obtain the adventure card for the chosen game and to read it as they begin an activity -- or at an optimal moment thereafter. You may need to improvise here, since children are anxious to start playing and don't always want to examine the adventure card at the outset. Keep looking for opportunities later in the session to bring the card back into the interaction. Try at least to be sure the child knows the goals stated on the adventure card for his/her chosen level of play. Be sure that YOU review the entire adventure card carefully.

What should you do if the game or other activity seems too hard for a particular child? You should assume responsibility for those parts of the task that the child cannot do alone or with help-- always being sure that the child participates as fully as possible!. Be sure you have enough evidence about the child to support your decision about how to divide the work among the child, you, and other resources.

Copies of adventure cards are included at the end of this section, along with other forms and materials. Look them over now. (Note: Adventure

cards are sometimes revised. Do not be surprised if one with which you have become familiar has been replaced.)

THE WIZARD & WIZARD CORRESPONDENCE

Many adventure cards require children to write letters to the Wizard when they complete games. They also usually state some minimal content for the letter.

- **TREAT THE WRITING ACTIVITY AS AN IMPORTANT OPPORTUNITY FOR EXTENDING LEARNING, AS WELL AS A CHANCE FOR FUN.**
- **REFER "YOUR" CHILD TO THE WIZARD'S MOST RECENT LETTER AS A SOURCE OF IDEAS FOR WHAT TO WRITE ABOUT --AND HOW TO WRITE-- "THIS TIME." WHEN NECESSARY, GO TO THE MOST RECENT LETTER FROM AND HAVE THEM READ IT AGAIN!**

The Wizard often asks questions for children to answer, expresses confusion with unclear points in their writing, and otherwise indirectly provides feedback that can help children lengthen and improve their writing. They can't benefit from this, however, unless you direct them to previous letters! **Encourage dialogue, real communication with the Wizard!**

IT IS VALUABLE TO HAVE CITIZENS WRITE TO THE WIZARD AT TIMES IN ADDITION TO THOSE LISTED ON ADVENTURE CARDS. Examples: if a child needs a game hint, has a question about the meaning of something s/he has read, if a child has a complaint about rules and procedures; if a child raises questions about the Wizard, if a child does something really terrific, etc. --it is a great opportunity to suggest that they write to the Wizard. Literacy development is an important goal of the Fifth Dimension.

The Wizard can communicate in many languages. Some Whittier children prefer to write to the Wiz in Spanish; that's fine. Follow the child's lead on the language of choice.

Correspondence with the Wizard takes place via electronic mail. The Wizard writes back to each child through the same medium. Generally, mail comes through the QuickMail software displayed on the screens of Fifth Dimension computers. Procedures for using QuickMail are simple. CWAs will help the first time --or explain what to do if QuickMail is "down." Occasionally, there are "live chats" with the Wizard over the computer network. These are usually a surprise.

The Wizard seems to be of varying gender--or perhaps changes genders! No one knows. Keep this in mind in speaking about the Wiz. The most common temptation seems to be referring to the Wizard as "he." This is a mistake to be avoided. Correct it in others when you hear it!

IMPORTANT: NEVER DELETE WIZARD CORRESPONDENCE OR ALLOW CHILDREN TO DO SO!

OTHER WRITING IN THE FIFTH DIMENSION

Children sometimes do other kinds of writing in the Fifth Dimension in addition to their frequent letters to the Wizard. On occasion, adventure cards ask them to write **hints** about games. These are intended for other Fifth Dimension "citizens." They are placed in the **HINTS BOOK**.

Whittier citizens will also sometimes have chances to correspond with children at other Fifth Dimension sites. **As with other writing, you should treat these occasions for writing as important opportunities to enhance children's thinking and writing.** Reading return mail is a chance to extend their control over text, too!

TRULY FREE PASSES AND FREE PASSES

All children receive one Truly Free Pass in their envelopes when they first come to the Fifth Dimension. (It is a gift from the Wizard.) As children proceed on the journey through the Maze (or SuperMaze), they sometimes earn Free Passes as special rewards for excellent performance or because the Wizard decides that they deserve them. Both types of passes --Truly Free and Free-- are used in the same way.

Using a Free Pass (or Truly Free Pass) entitles the citizen to go to any room in the maze that s/he is playing in. That room becomes the citizen's new location. The citizen must then choose a game in this new room and complete the game and related adventure-card challenges before moving on to a new room. To use a pass, the citizen simply fills it out and presents it to a Chief Wizard's Assistant.

A Free Pass can only be used at a transition point: that is, when it is time to move to a new room. (They cannot be used to "bail out" to another room before a game and related tasks are completed in the room they are in.)

Children can always save both types of passes --Truly Free and Free-- in their envelopes for future use.

The citizen does NOT need to go back to do rooms s/he has skipped by using a pass (as they must do in using a "Room Done Out of Sequence card," as described later.)

ROOM-OUT-OF-SEQUENCE AND ROOM-TO-DO CARDS

For a number of different reasons, play with other children is encouraged in the Fifth Dimension. (Some should become obvious in Education 402). To encourage play in pairs, citizens are permitted to go TEMPORARILY to another room in the Maze (or SuperMaze) that is "out of sequence": different than the one in which they should be playing according to their Journey Log. On some occasions, too, the game a child needs is not immediately available, because it is located on a cd or computer that someone else is already using. In that case, the child may also be permitted to play in a different room, one that is "out of sequence" in his or her journey.

If a citizen temporarily "leaves" his/her current room to work on a different game in a different room, the child should fill out a "**Room to Do**" form, **indicating the room temporarily skipped**. If s/he completes the game and other tasks for room done out of sequence at a given level of play (beginner, good, expert) the citizen fills out a "**Room Done Out of Sequence**" form. (A copy of this form is included at the end of this section, along with other forms and materials. Look it over now.) The citizen then gives this form to the Chief Wizard's Assistant. When s/he come to the room done out of sequence, s/he can get the form and "count" the room as having been done.

YOU SHOULD WRITE A NOTE IN THE CHILD'S JOURNEY LOG TO EXPLAIN THAT THE ROOM WAS DONE OUT OF SEQUENCE, SO THAT THE NEXT WIZARD'S ASSISTANT WILL KNOW WHERE THE CHILD REALLY BELONGS!

When a citizen does a room out of sequence, s/he MUST resume play next time in his/her previous location: in the room s/he TEMPORARILY left to play out of sequence. Although play in a room done out of sequence "counts" as completing a room, it does NOT determine the next room in which the child can play.

Children who are playing in the Maze CANNOT receive credit for completing SuperMaze rooms out of sequence.

THE DARE ROOM

This room is in the middle of the Maze. Like other rooms, it can only be entered from certain adjacent rooms which list the Dare Room as a consequence (one of the rooms to go next). It can also be entered by using a Truly Free Pass or Free Pass. If a citizen is looking for adventure and can enter the Dare Room in one of these ways, it may be just the thing to do!

Upon entering the Dare Room, the citizen throws the 20-sided die (available from the Chief Wizard's Assistant). The citizen then moves to whatever number room is designated by the roll.

THERE IS ONLY ONE ROLL OF THE DIE PER TRIP TO THE DARE ROOM. Some kids will try to get you to let them roll again because they don't like the room number they got on their initial role. **Don't let them!** If there's a problem with this, have them write to the Wizard.

BEGINNING WITH NEW CITIZENS

Sometimes (especially at the beginning of a semester), you may find yourself partnered with a child who has never played in the Fifth Dimension.

TIP: If you do not know your partner, begin by asking whether s/he has been in the Fifth Dimension before--and, if so, how recently.

When children enter the Fifth Dimension for the first time, you should see that they get an envelope that contains the following: a copy of the Constitution, a Journey Log, a Truly Free Pass, a "Citizens Of The Fifth Dimension" pamphlet describing all of the "titles" the child can earn (Maze Magician, SuperMaze Magician, etc.). **Have them write their name on the envelope.** (A Chief Wizard's Assistant will help you.)

Review page 2 of the Constitution **briefly** with them, helping them understand in general what the Fifth Dimension is and how it works. (A copy of the Constitution of the Fifth Dimension is included at the end of this section, along with other forms and materials. Look it over now.)

Then, help them choose a "cruddy creature" --a wooden block with a goofy face-- to mark their place in the Maze.

REMEMBER: USE PAGE 2 OF THE CONSTITUTION AS A GUIDE FOR BRIEFLY ORIENTING NEW PLAYERS -- THEN GET THEM INTO A ROOM AND GAME!

Help the new player decide which door to enter in the maze, to choose one of the games to play in that room, and show them how to find the adventure card. Help the child select a level (beginner, good, expert) at which to play that game. ("Beginner" is usually recommended for newcomers, but age matters, too.)

DON'T try to explain everything about the Fifth Dimension. Explain highlights (as above) then get into playing!

***TITLES AND GOALS FOR EXPERIENCED CITIZENS:
MAGICIANS, MAGES, AND YOUNG WIZARD'S ASSISTANTS***

The Fifth Dimension offers children a variety of goal options. Among these are becoming a Maze Magician, a SuperMaze Magician, a Mage of All Mazes, or a Young Wizard's Assistant. What citizens need to do in order to achieve these titles is explained below. You can use this as background information; it will help you understand the activity around you.

Children may sometimes ask about these titles and how to earn them. To help them answer these questions, information similar to that below is included in children's envelopes on the sheets headed "Citizens of the Fifth Dimension."

Maze Magician

This title is awarded by the Wizard to any Fifth Dimension citizen who completes one game in each of the 20 rooms of the maze, including at least 10 at the Expert Level, and who then (a) petitions the Wizard in writing to become a Maze Magician and (b) successfully meets the Wizard's Maze Magician Challenge.

The petition for Maze Magician requires that the citizen list the games played in each room and the level of challenge met (beginner, good, expert) and also to write an "essay" explaining why s/he deserves to become a Maze Magician.

The Wizard's Maze Magician Challenge remains mysterious. One can never be sure exactly what it will be!

A citizen who becomes a Maze Magician is granted . . .

- A KEY to the SuperMaze (red tag affixed to name tag).
- A special certificate recognizing the achievement.
- A special Maze Magician name tag.
- Listing of his/her name on the Maze Magician name board.

Maze Magicians use their key to the SuperMaze to play in the SuperMaze with a Wizard's Assistant (or Young Wizard's Assistant) during each visit. They are working to complete games in all 12 rooms of the SuperMaze, plus the Surprise Room, including 7 at the Expert Level.

SuperMaze Magician

This title is awarded by the Wizard to any Fifth Dimension citizen who completes one game in each of the 12 rooms of the SuperMaze, including at least 7 at the Expert Level, and who then (a) petitions the Wizard in writing to become a SuperMaze Magician and (b) successfully meets the Wizard's SuperMaze Magician Challenge.

The petition for SuperMaze Magician requires that the child list the games played in each room and the level of challenge met (beginner, good, expert) and also to write an "essay" explaining why s/he deserves to become a SuperMaze Magician.

The Wizard's SuperMaze Magician Challenge remains mysterious. As with the Maze Magician Challenge, no one can be sure exactly what it will be!

A citizen who becomes a SuperMaze Magician is granted . . .

- A TRANSPORTER MEDALLION, which works as 10 free passes.
- A special certificate recognizing the achievement.
- A special SuperMaze Magician name tag.
- Listing of his/her name on the SuperMaze Magician name board.

SuperMaze Magicians play with a Wizard's Assistant or Young Wizard's Assistant during each visit, toward becoming either (1) a Mage of All Mazes or (2) a Young Wizard's Assistant.

Citizens who wish to continue focusing on playing games and other maze activities are advised to work toward the goal of becoming a Magician of All Mazes.

Citizens who wish to assist less experienced citizens, and occasionally to assist the Fifth Dimension community by doing special assignments for WIZARD, are encouraged to work toward becoming a Young Wizard's Assistant (YWA).

Mage Of All Mazes

This title is awarded by the Wizard to children (a) who complete at least one game in every room of BOTH MAZES (maze and SuperMaze) at the Expert Level, (b) who successfully meet any *special challenges* the Wizard may choose to cast in their path along the way, then (c) petitions the Wizard in writing to become a Mage of All Mazes.

Games previously played at the Expert Level count in this quest and need not be played again. The citizen can use the Transporter Medallion (10 Free Passes) to help in getting around the mazes and in moving from maze to SuperMaze and back again. (However, the Transporter Medallion permits free movement only ten times, so it's wise for citizens to follow the maze "consequences" map whenever possible.)

The Wizard's special challenges vary, but usually require children to demonstrate knowledge of games, activities, and Fifth Dimension strategies.

The petition for Mage of All Mazes requires children to list the games played at the Expert Level in each room of the Maze and SuperMaze and also to describe special challenges they encountered and how these were met.

A citizen who becomes a Mage of All Mazes is granted . . .

- A special certificate recognizing the achievement.
- A special Mage of All Mages name tag.
- A special Mage of All Mages tee shirt.
- Photograph and name on the Mage of All Mazes name board.

A Mage of All Mazes also earns special privileges to travel through the maze or SuperMaze and to play games of their choice alone, with a Wizard's Assistant, or with Young Wizard's Assistant. They may also, if they choose to accept the responsibilities involved, work to become a Young Wizard's Assistant.

Young Wizard's Assistant (YWA)

Becoming a Young Wizard's Assistant is the greatest challenge the Fifth Dimension offers. The Wizard especially values contributions to the Fifth Dimension community --and this is what is required daily of YWAs.

The YWA title is awarded to children who have met all the challenges necessary to become Maze Magicians and SuperMaze Magicians and who demonstrate interest and skills in assisting others with the play of games and doing of other activities.

To demonstrate interest and skills, children pursuing the goal of becoming a YWA must . . .

- Learn 4 games or other activities especially well: 2 that they choose and 2 designated by the Wizard. (Learning these activities "especially well," means completing at least the Expert Level for each.)
- Play each with a Wizard's Assistant, showing expertise at the activity by answering the WA's questions and explaining their action choices.
- Complete an letter to the Wizard with the WA, evaluating their knowledge and skill of the game. (The child writes one part; the WA another part.) The Wizard will let the child know when the Wizard's Council is satisfied that the child can be a good helper!
- Meet the ultimate challenge: assisting a different child with play of each of the four activities. (Both a WA and the Wizard observe these sessions.)
- Petition the Wizard in writing for the title of YWA..

The petition for YWA requires the child to explain why she or he is qualified to be a YWA and to tell what he or she will do as a YWA.

YWAs work with and help other citizens during at least every other session that they attend. They also complete special projects for the Wizard, such as trying out new games, helping with new adventure cards, or corresponding with other Fifth Dimensions. They write letters to the Wizard once or more each week reporting on their activities.

ODDS AND ENDS

No food or drink is permitted in the Fifth Dimension room or LRC, since spills and crumbs and sticky hands can damage hardware and software. This applies to everyone!

Behavioral problems have been rare in the Fifth Dimension. We *do* want kids to follow Boys & Girls Club rules, respect one another and adults, and handle the equipment and games appropriately. If you have concerns in this area, if you observe or experience behavior that you find questionable, bring this to the attention of a Chief Wizard's Assistant. She or he can advise you or assist in managing difficulties. Generally, the Wizard is the final authority on these matters--and sometimes turns miscreants temporarily into newts or (worse) toads. Newts and toads are unable to read or operate computers-- and so cannot participate in the Fifth Dimension!

We work collaboratively --just ask for help or guidance when you need it!

FIFTH DIMENSION OPERATIONS: CONCLUSION

If this is your first time reading about the Fifth Dimension, you've probably found that there is a lot to keep in mind. Don't be discouraged. **Keep re-reading this guide -- AND REMEMBER: REVIEW YOUR "IMPORTANT THINGS FOR WIZARD'S ASSISTANTS" LIST (NEXT PAGE) AND TAKE WITH YOU TO EVERY SESSION!**

IMPORTANT THINGS FOR WIZARD'S ASSISTANTS

WHITTIER BOYS & GIRLS CLUB -- (562)-945-3787. **CALL ANY TIME YOU'LL BE LATE OR ABSENT. LEAVE A MESSAGE "FOR THE FIFTH DIMENSION."**

- ARRIVE AT 3:00 IN LRC. MIX WITH KIDS. HELP WITH HOMEWORK OR READING!
- TELL CWA WHEN YOU HAVE FOUND A PARTNER
--OR IF YOU DON'T HAVE ONE.
- WAIT TO BE ASSIGNED TO A COMPUTER SO ALL CAN GET TO GAMES THEY NEED.

*** COLLABORATE WITH THE CHILD:
HELP AS LITTLE AS NECESSARY-- BUT AS MUCH AS NEEDED FOR
CHILDREN TO HAVE A GOOD TIME!**

1. JOURNEY LOG . . .

CONSULT LOG WITH CHILD AT START
-- WHAT'S WRITTEN THERE IS WHAT TO DO!

HELP CHILD KEEP JOURNEY LOG UP TO DATE
THROUGHOUT SESSION WHENEVER A ROOM IS COMPLETED.
WHEN CHILD LEAVES. (BE SURE CHILD/YOU NOTE WHAT'S NEXT TO DO!)

2. THE 'NEXT TASK' IS ALWAYS NEXT . . .

CHILD MUST BEGIN WHERE S/HE LEFT OFF (SEE JOURNEY LOG).

ROOM MUST BE COMPLETED BEFORE MOVING ON.

NO SKIPPING AROUND IN MAZE.

(Exceptions: Free Pass, Room Out of Sequence Card for special circumstances).

3. KEEP THE ADVENTURE CARD IN THE SCENE. HELP CHILD USE IT.

USE CARD WRITING REQUIREMENTS DURING GAME TO FOCUS WORK.

OFFER CARD GOALS AS A MATTER OF ROUTINE DURING SESSION.

4. WRITING TO THE WIZARD. . .

HAVE CHILD READ PREVIOUS WIZ LETTER (AGAIN) JUST BEFORE WRITING NEXT ONE!

WRITING IS AS IMPORTANT AS GAMES! NEVER SKIP OR RUSH!

SUGGEST WRITING for hints, if child wants rules waived, to share something great.

NEVER DELETE OR ERASE MAIL!

5. ENCOURAGE CHILD TO USE RESOURCES FOR HINTS AND HELP . . .

THE HINTS BOOK

HINTS FROM KIDS POSTED IN QUICKMAIL ("HINTS . . ")

GAME MANUALS & GUIDES (ON SHELF)

ASKING OTHER KIDS

6. "TALK" FEATURES OF THE 5TH D STRUCTURE . . .

"BEST" ROUTES THROUGH THE MAZE.

ADVANTAGES OF PLAYING AT HIGHER LEVELS.

TRANSFORMING CREATURES & HOW TO DO IT.

WHAT RIBBONS AND TITLES MEAN.

7. FIND LEARNING OPPORTUNITIES THROUGHOUT THE 5TH D!

DOCUMENTS OF THE FIFTH DIMENSION





**GUIDELINES FOR WRITING
FIFTH DIMENSION FIELDNOTES**



Guidelines for Writing Fifth Dimension Fieldnotes

Each time you visit the Fifth Dimension, you will write fieldnotes afterwards. These fieldnotes are extremely important and should be done carefully and thoughtfully, precisely in line with the guidelines presented here in both form and content. Due dates for fieldnotes are included in the Education 402 syllabus.

WORDPROCESS your fieldnotes on a MacIntosh DISK in either Microsoft Word or MacWrite and deliver them to the professor ON THE DISK.

THERE ARE ABSOLUTELY NO EXCEPTIONS TO THIS REQUIREMENT!

I. GENERAL TIPS

- During sessions, take short, rough notes to help you remember key interactions, problems, events in the session.
- Write up your notes as soon after the session as possible, while events are still fresh in your mind.
- Focus on noticing and describing the things that course readings suggest are important to learning and development!
- As the semester goes along, note down what those things are in the "Guidelines & Points To Consider" pages at the end of this booklet, then keep these notes handy and refer to them regularly before sessions and as you write.

(Please turn the page)

II. FORM, ORGANIZATION OF THE FIELDNOTES

A. Use the following heading each week at the beginning of your notes:

FIELDNOTES FOR WEEK OF [ENTER MONDAY'S DATE, AS IN SYLLABUS]

DATE OF SESSION: [Enter date on which the session actually took place]
WA: [Enter your name]
CHILD(REN): [Enter first and last names of child or children you helped]
AGE(S): [Enter age of child or children]
GAME(S) PLAYED: [List name of all games played during session]
LETTER(S)/WRITING: [List any letters & who child wrote to and/or any other writing such as hints.]

B. Always organize the fieldnotes themselves into three sections, using these section headings:

- I. GENERAL SITE OBSERVATIONS**
- II. NARRATIVE**
- III. ANALYSIS AND CONCLUSIONS**

III. GENERAL CONTENTS OF THE THREE SECTIONS

These are general guidelines for how to approach the three sections that all fieldnotes should include. As the course goes on, you should add guidelines--based on course readings & discussions about what is significant in affecting learning-- in the blank pages at the end of this booklet!

The first section, "I. GENERAL SITE OBSERVATIONS"

This section should provide a general description of the Club and the Fifth Dimension room as you found them when you arrived at the site. This section should be roughly a paragraph in length. It could be longer if an unusual event was taking place.

The second section, "II. NARRATIVE"

The narrative should present your noticing and description of everything in the session that the course readings indicate is significant in affecting learning and development!

From the beginning, strive hard to make your narrative a running, moment-to-moment, account of what everyone actually said and did, with what, and how they did it throughout the session, in as nearly verbatim terms as possible.. This is a place to be detailed and specific! You are creating a "moving picture" of the session with words. You should strive **"to show, not tell."**

If you work with two children at once during your session, you can focus your narrative on one of them, but mention what the other one was doing, too, occasionally, to give a feel for the entire scene.

The third section, "III. ANALYSIS AND CONCLUSIONS"

The analysis and conclusions section in every set of fieldnotes should include **all three sub-sections --(A), (B), and (C)-- described below.**

(A) The child's current practice:

Pick one activity that was central in the session --the playing of one game, writing a letter or hints, playing in El MOOndo, whatever.

Consider **all the ways of thinking and doing that an expert or "master" at this one activity would employ** in completing it successfully. Then, analyze in writing which, of **all** those ways of thinking and doing . . .

- **the child could do on his/her own**, much as an expert would, without any help. Give evidence from the narrative!
- **the child do with a little help** as an expert would. Tell what kind of help the child needed. Give evidence from the narrative!
- **the child could not do at all (even with help) as an expert would** --and what **differs in the child's approach from how an expert might do them**. (This includes things that require so much "help" that the helper is really doing this part of the practice for the child.) Give evidence from the narrative!

(B) The child's learning during the session:

For the one activity that you discussed in Part A, analyze and reach conclusions about whether the child's practice of this one activity changed, advanced toward greater expertise or mastery, during the session:

- Did the child's ways of thinking or doing the activity--or any part of it--change during the session? Were these changes in the direction of greater mastery or expertise in the practice of the activity?
- If so, which ways of thinking-doing changed and exactly how did they change? (Give evidence from narrative!)
- If not, show with examples from narrative that there was no change in the child's ways of thinking and doing.

(C) The next session:

IMAGINE THAT YOU'RE GOING BACK TO THE FIFTH D TOMORROW AND WILL WORK WITH THE SAME CHILD ON THE SAME ACTIVITY AS YOU'VE FOCUSED ON AND ANALYZED IN PARTS (A) AND (B) ABOVE.

In that session "tomorrow":

- Which specific ways of thinking and doing involved in an expert's approach to this activity would you focus on in working with the child? Be specific. Tell exactly which!
- **Exactly** what should the WA do and say, exactly when during the session, and with what artifacts, in order to try to BUILD with the child a system of activity which is optimal for this child's learning?

THIS SECTION SHOULD BUILD FROM YOUR ANALYSIS IN PART A AND FROM YOUR ANALYSIS IN PART B. IT SHOULD BE VERY, VERY SPECIFIC.

MY FIELDNOTE GUIDELINES

Course readings and discussions will give you clearer and more specific ideas about what to include or focus upon in developing the narrative and analysis/conclusions sections of your fieldnotes. Write down all such ideas here. Then: Read them over repeatedly and keep them beside you each time that you write your fieldnotes.

MY FIELDNOTE GUIDELINES (continued):

MY FIELDNOTE GUIDELINES (continued):