

IN THE KNOW

Using QR Codes in Your Classroom



Involving technology in the classroom is a great way to engage students in learning and can motivate the completion of a project. QR codes (short for quick response codes) is a technology tool that can help facilitate a more captive audience in your class. Want to use QR codes in your classroom? Follow the steps below:

Step 1: Download a QR code scanner

In order to scan QR codes, your students will need to have a QR code reader application on a smartphone, computer, or tablet that has a camera. QR code applications are available for free for [Android](#) and [Apple](#) products.

Step 2: Download a QR Code Generator (or find one online)

Most QR code scanners on smartphones/tablets have a generator. However, it may be easier to use a generator online on your computer. You can find a QR generator by doing a quick Google search. An example of one is <http://www.qrstuff.com/>. You simply enter the information or URL desired, choose a color, and download/save the image of the code.

Step 3: Use the QR Code in Your Classroom

There are a variety of ways you can use a QR code in your classroom. Below are some examples:

- ★ Link QR codes with answers to a quiz, test, assignment, or study guide and have your students check their answers using the QR code once they have completed the test or assignment.
- ★ Have your students create a children's book (see [Children's Book Creation 5.0.52](#) Active Learning Tool). Then, have your students record themselves reading this book and upload their audio files online. Link a QR code to the audio file of each page of the children's book and have them add the code to each page of the book.
- ★ Instead of printing out instructions to an assignment, create a QR code that contains this information. You can even upload this code to your class website for the students to reference. This would work well with any of the assignments provided within the FEFE student workbook pages, such as the directions and multiple rubrics for the [Identity Theft Education Project 1.3.1.J3](#).
- ★ If you have an interactive whiteboard in your classroom, use it to record notes from a class session. Link a QR code to these notes and add to homework assignments (or on your class website) for students to reference while at home. This would work well with the Home Discussion activity in [Understanding a Credit Card 1.4.1](#).
- ★ Have your students create QR codes that link to webpages and information found while doing research on a particular topic (this will work great with [Career Research 1.1.2](#) and [Receiving Income from Government Programs 1.20.2](#)). These QR codes can then be displayed on a classroom wall or webpage.

For these examples and others, go to <http://www.edutopia.org/blog/QR-codes-teaching-andrew-miller> and <http://www.classroominthecloud.net/2011/06/10-ways-to-use-qr-codes-in-classroom.html>.

★ CURRICULUM UPDATES

Technology Classroom Samples

For more inspiration in how you can use technology in your classroom, check out the classroom samples below. These and other samples can be found at: <http://fefe.arizona.edu/pro-dev/online-support/classroom-samples>.

Using Animoto With The Career Research 1.1.2 Lesson Plan

Animoto.com can be used to generate high-quality videos using your own images, pictures, music, and videos. You can integrate it into any lesson by having your students create a story. It can also be used in place of a digital storyboard. In this classroom example, Animoto was used as an alternative to a PowerPoint presentation in the [Career Research 1.1.2 lesson plan](#).



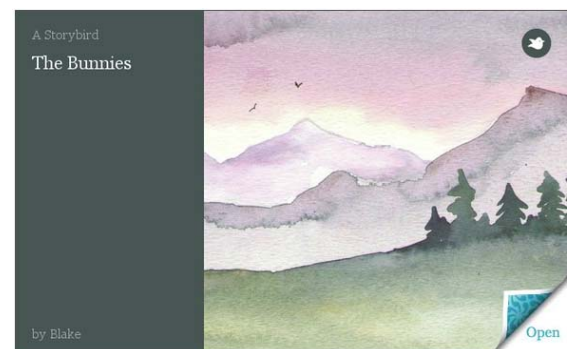
Using GoAnimate With the Understanding Credit Reports 1.4.2 Lesson Plan



GoAnimate.com is a way for your students to create animated comics. It can be used to summarize any subject or content. In this classroom example, GoAnimate was used as an assessment option of the [Understanding Credit Reports 1.4.2 lesson plan](#).

Using Storybird With The Children’s Book Creation 5.0.52 Active Learning Tool

Storybird.com can be used to create an electronic story book to tell a fictional story about any subject or content. In this classroom example, Storybird was used to tell a story about “The Bunnies” to illustrate the importance of good money management for the [Children’s Book Creation 5.0.52 Active Learning Tool](#).



CURRICULUM UPDATES

Using Glogster With The Collage About Me 1.17.1 Lesson Plan

Glogster.com is a fun way to create electronic posters using text, images, music, and videos. This can be used to create posters and collages for a number of different topics. In this classroom example, Glogster was used to create a collage in the [Collage About Me 1.17.1 lesson plan](#).



EDUCATOR SPOTLIGHT

Meet FEFE National Master Educator Kim Knoche Forsyth High School & Middle School in Forsyth, Montana



10 Tips In Integrating Technology Into Your Classroom

1. YOU need to try it first

Give the program or website a quick run through first so that you know where things are located and how they work. You don't have to be a pro before you let them try it. More than likely your students will catch on very quickly and run with it. At least with me, if we wait until I have it perfected we'd never get to use the cool new things.

2. Jump In!

Each class is different and each teacher's style is different. Give it a try and if it wasn't great the first time tweak it and make it better, then try it again. Don't let the fear of it not working hold you back from providing your students with a great learning tool.

3. Relax & Be Flexible

It never fails that when I have everything lined up for a project the technology for some reason is not working correctly. By just taking a deep breath and letting the students help me out we can usually get things figured out and back on track, and if not go with a Plan B. Let's say the [storybird](#) website isn't pulling up your projects; grab some construction paper and markers and have them sketch things out. Maybe it will work tomorrow, maybe not, but the point was for them to think through the process, and that is what they did.

4. Look at examples! Watch a tutorial!

The FEFE website has [classroom examples](#) and short, [step-by-step guides](#) to help guide you through some of the various tools. The visual learners really appreciate being able to see what I am trying to explain and I appreciate a [short](#) easy-to-understand tutorial of how to use a technology tool as well.

5. Teamwork

With some groups I have found that letting them try something new with a partner makes it better for everyone, including the teacher. By grouping tech savvy students strategically with more apprehensive students, I have had some great results. With one of our projects, it allowed the apprehensive student to not get bogged down with the fear of doing something wrong so they were better able to brainstorm. As they bounced ideas off of each other we had some great results and the next time we used the technology tool, everyone felt comfortable enough to try it on their own. It was also good for the teacher! They didn't seem to need as much initial assistance, and I didn't drive myself crazy running from computer to computer trying to reassure and direct high anxiety situations.

6. Use Your Rubric!

Whenever we do a technology project I say it over and over - Remember to use your rubric! Before we begin the project we go over the rubric together so they know exactly what is expected in order to achieve all of the project points, then they are on their own. They have the resources at their fingertips, and it is important that they learn how to utilize them, a skill they will use over and over.

7. Join a FEFE online Community

On the FEFE website you have the opportunity to join a [technology online community](#). Here you can see what other teachers are trying, new ideas, and even ask questions. Learn what works for others or how they have tweaked projects to make them work better for them. The people in the trenches are a wealth of knowledge.

8. Use your Resources

Depending on your school or organization, you might have people ready to give you quick training or to come in and give students an overview of a particular technology tool. Within our school, the librarian and technology coordinator have attended trainings and are willing to present; it never hurts to ask.

9. Use Resources Like the Technology Integration 1.0.9 Guide

Not really sure where to start? This [technology guide](#) gives you some ideas of tools to use for different units and lessons of the FEFE curriculum. Scan through and see if something looks interesting, then test it out! Baby steps are best; don't overwhelm yourself trying to incorporate everything all at one time.

10. Give yourself a pat on the back!

Once you start trying these cool new tools in your classroom, students are going to be impressed! "Where did you learn about this?" "These projects are really fun!" They won't even realize you just got them to learn about a topic that will affect their life and they had fun doing it. Technology isn't going to go away any time soon, so give it a try and have fun with it.



CONSUMER JUNGLE

Clear your way through the financial jungle — master your money!



Fraud of the Month

In this economy, working from home may sound appealing... but watch out for work-from-home scams. Check out this month's fraud at <http://consumerjungle.org/fraud/work-from-home>



Jungle Talk

Have your students write a Jungle Talk article on a money management topic for the chance to be featured on the Consumer Jungle website as Student Editor of the Month and win a \$50 Amazon.com gift card. Find out more at <http://consumerjungle.org/jungle-talk/contest/rules>.





CONSUMER JUNGLE

FRAUD OF THE MONTH

Work-from Home Scams

January 2012

THE “HOOK”

You’ve heard them: “Imagine owning your own business, being your own boss, working only a few hours a day on your own schedule – all from your home.” All you have to do is call this 800 number “NOW” and you can be earning as much as \$1000 per week.

THE WHOLE STORY

Since many of these ads are on the radio and national TV, the naïve viewer assumes there must be some truth in it because certainly the authorities wouldn’t let them say it if it weren’t true. And, as pointed out on the consumer fraud reporting network www.consumerfraudreporting.org, “There are many scams and outright lies being advertised on television, but the government consumer protection agencies are often slow to act and need to be sure of their case before they shut the fraudsters down.”

THE LESSON

You need to protect yourself from becoming a victim, especially when you are desperate for work and have precious little money. Not all work-from-home opportunities are scams. But, those that are scams often advertise one or more of the following:

- Stuffing envelopes
- Medical transcription
- Buying and selling real estate from tax sales, “with no money down!”
- Investment scams
- Data entry
- Processing applications
- Reselling the schemes themselves

A tipoff that a work-from-home opportunity could be a scam is if you have to send money to a post office box, buy a book, or make an investment before you can start. As good as the wages sound, the promoters may not be giving you the full story and there are no guarantees.

Here are some pointers on how to check out if a work-from-home job is a scheme or to see if it might work for you:

Call the Better Business Bureau, your state attorney general’s office, or the FTC (1-877-FTC-HELP) to see if they have heard of the scheme and know if it is legitimate. Be suspicious whenever you are asked to part with your money before you can learn more. Don’t provide your personal information to the promoter. Ask lots of questions and make sure the business has a street address. Get a picture or sample of the product. Ask what materials they supply. Where is the business incorporated, and do they have a business license? Do the math to see if the time required and the costs involved match the expected returns. If the program involves the U.S. Mail, check out the USPS website where it discusses work-at-home businesses.

Visit www.consumerjungle.org to learn more