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Review date: February 2008

Subject: E/I program evaluation – learning concepts

Program: Gladiator 2000

Genre: Reality competition

Target Audience: Teens 13-17

Gladiator 2000 is a fun and interactive fitness-based educational program geared towards high school-aged children. Though the show's emphasis lies in health and nutritional education, the program blends other core academic subjects such as English, History, Social Studies and Mathematics in a balanced and exciting manner.

Through a series of team-based competitions, two pairs of students are challenged to earn points by running relays, maneuvering through obstacle courses, and thinking quickly on their feet. The completion of these physical tasks is complemented by the correct answering of subject-based questions. Beginning with short introductions of each student's name and favorite subject, the contestants proceed to the main events which pose opportunity for demonstrating physical and intellectual capacity in courses such as "The Wall", "Assault", and "The Eliminator". In order to successfully complete such courses, contestants are asked questions such as "Which type of animal eats meat?: carnivores or herbivores."; "What is the name of a book written about an individual by another person?: biography or autobiography."; and "What is the type of race in which there are 10 events?: pentathlon or decathlon." Such questions make use of contestants' knowledge of academic vocabulary and root words -integral to reading and critical thinking skills- while at the same time pushing a sense of competition and quick-thinking.

Gladiator 2000 also encourages contestants to develop a sense of pride in their abilities through the addition of the Gladiators themselves, who serve as role models for both the contestants and television audience. In short intermissions from competition, *Gladiator 2000* makes use of time to infuse more educational material in supplementary clips such as "GNN" (the Gladiator News Network). In these breaks, the Gladiators themselves cover facts, prompt questions, and provide tips regarding nutrition and scientific concepts. Questions like "How old is the air we breathe?", and "Where did the name 'America' come from?", help young viewers to engage in critical thinking while at the same time maintain a sense of competition and excitement in learning. These elements help to ensure the show's educational and colorful atmosphere of strong mind, strong body.

Overall, *Gladiator 2000* is an educational tool which may be used in or out of the classroom as a supplement to health and nutrition curriculum, and reinforces the moral values necessary to developing a healthy mind and body. By expanding knowledge of core subjects, viewers and contestants alike learn that fitness is not only fun, but educational, as well.

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Education

Master's Degree in Education September 2001-June 2003
UCLA Graduate School of Education –Teacher Education Program

Professional Clear single-subject (English) CLAD emphasis Credential September 2001-June 2003
highly qualified teacher, CBEST passed October, 2000*; *renewed 2007
UCLA Graduate School of Education- Teacher Education Program

Bachelor of Arts Degree, emphasis in English-Language Literature September 1996-June 2000
Minor in Education
University of California, Santa Cruz –Stevenson College

Work Experience

University Senior High School- Los Angeles Unified School District September 2005-Present
English Teacher, Tenured, Mentor Teacher*** *September 2007

- *Taught 10th/H, 11th/H, 11th Test Prep/ Sheltered English classes* ** Winter 2006, Fall 2007

Leuzinger High School –Centinela Valley Union High School District September 2002- June 2005
English Teacher, Tenured, Mentor Teacher*** *September 2004

- *Taught 10th/H, & 11th Grade English classes* **Spring 2005
- *Successfully engaged diverse, urban population in an empowering and rigorous curriculum.*

Leuzinger High School –Centinela Valley Union High School District January-June 2002
Student Teacher

- *Held full responsibility as 12th Grade Multimedia-Careers Academy English Teacher.*
- *Team-taught Advanced ELD (grades 9-12).*

Markham Middle School, Watts –LAUSD September-December 2001
Leuzinger High School, Lawndale High School –CVUHSD
Observation and Participation

- *Visited a wide range of inner-city classrooms; collaborated with teachers to conduct lessons.*

Burbank Unified School District January-June 2001
Substitute Teacher

- *Guest-taught multiple grade levels and subjects (K-12; English; Government; Mathematics).*
- *Worked with diverse student populations (Special Education, Sheltered, Bilingual, Mainstream).*

Fellowships

UCLA Writing Project Invitational July 2006

Publications

California Association for Teachers of English (CATE) -*California English* December 2007
Seeking a Vocabulary for Transformation, and Paulo Freire's Pedagogy of the Oppressed

Teaching Tolerance Magazine and On-Line Edition November 2007
"Take-A-Stand": A strategy for promoting dialogue and critical engagement in the classroom

Awards

3rd Place -California Association for Teachers of English (CATE) -*California English* December 2007
Seeking a Vocabulary for Transformation, and Paulo Freire's Pedagogy of the Oppressed