

## Chapter 1 : A Place of Our Own: Television and Learning

*The other problem that nobody seems to talk much about is the learning passivity imposed by television. Young people are being conditioned, much like Pavlov's dogs, to be passive learners.*

One of the positives about watching television is that when it comes to certain types of shows it has the ability to continually reinforce the traditional narrative structure. As children watch sitcoms, they can see how exposition leads up to the challenges in the rising action, climax, falling action and resolution. They can potentially absorb this narrative structure thousands of times outside of their regular reading regime. Improve Reading Speed and Comprehension Yes, you read that correctly. Television can potentially improve reading skills and comprehension -- when used intentionally for this purpose. Children in Finland have reportedly scored higher than most of the rest of the world in their reading skills. One reason experts point to is that Finnish children watch imported American shows. And the only way they can understand the dialogue is by reading the captions in their language. The captions option is often ignored in households; however, the simple act of switching this on can expose children to viewing and reading simultaneously. You can encourage children to watch channels in other languages with the translated captions turned on. Cultural Exposure Television can expose children to some really horrible things. But this does not mean that these are the only things on television. When the right programs are viewed, television has an enormous potential for exposing children to aspects of the world they could never, ever access in their normal course of life. Background knowledge is essential especially at early ages for making sense of complex texts independently. And what better way to learn about the cultures, foods, customs, activities, histories, games, conflicts, current events, and so on throughout the world than to get regular doses of such knowledge through the visual and auditory means of the television? And lots of it is very well done. But students who regularly view age-appropriate content designed to teach them information related to any field of interest like history, astronomy, biology, mathematics, humanities, mechanics, etc. But our job as educators is not to automatically discredit anything: Instead, we are to show students how to think critically about any medium of communication and encourage them to make healthy, edifying decisions about what they choose to consume. What do you tell students when you talk to them about television? How do you use videos, movies, shows, and clips in your classroom? Share your ideas with us in the comments below! In addition to being National Board Certificated, he also sits as the District Leader for the Illinois Association of Teachers of English and serves as a school board member for a private school.

### Chapter 2 : Why Use Media to Enhance Teaching and Learning

*Key Points: Limiting exposure to television may be one of the best ways to help kids succeed in school.; Despite the number of educational programming geared towards toddlers, it's unknown if kids under age 2 can actually learn from TV.*

The following research brief reviews the evidence that parents and caregivers of young children should take television off the menu. Almost all American families have at least one TV set, and half own three or more. Even when he is involved in other activities, such as playing alone or spending time with his parents, there is likely to be a television on nearby. For instance, some studies show that preschoolers who watch educational programs like Sesame Street have better academic outcomes in elementary school. The results consistently show that very young children perceive TV differently than older children and may be affected by it differently. Around the same time, the first infant-directed videos and television programs began to appear. Almost all infants and toddlers are exposed TV or videos every day, usually for about 1 or 2 hours. Infant exposure to television has been linked to delayed language development and kindergarten readiness skills. Advocates of infant-directed programs and videos claim that these products can benefit children. Most are marketed as educational tools that promote brain development and cognitive skills. Studies generally find that for children younger than three years, television, videos, and DVDs are not effective teachers. Why does TV affect very young children differently than older children? The answer involves the remarkable changes that are happening in the brain during the first three years of life. When a baby is born, his brain has about all of the neurons or nerve cells it will ever have. But the job of forming connections between them is still underway. This is especially true in brain areas that support advanced abilities like memory and abstract thought. In the first few years of life, many of these skills are only beginning to develop. To a baby, television is a stream of 2-dimensional pictures that change about every 6 seconds and have no apparent connection to each other, to the sounds coming from the same direction, or to real people and objects. Before a child can learn from television, he must be able to connect these images into a meaningful whole. He is unlikely, however, to grasp how images relate to each other and to the real objects they represent. In many households with children, the television is on most or all of the time, whether or not someone is watching. Young children are less able to focus on active, hands-on play while the television is on. Background TV can threaten cognitive and language development and may be linked to attention problems later in childhood. At birth, the brain networks that support interactive learning have already begun to develop. A newborn can recognize faces and voices and is sensitive to social cues such as eye contact, facial expressions, and tone of voice. Numerous studies have shown that babies learn better from people than from pictures. For instance, infants and toddlers who see a live demonstration of a simple task are more likely to remember it than those who watched a video of the same task. When the television is on, quality time suffers. Many educational programs and videos for infants and toddlers claim to benefit children by providing opportunities for parent-child interactions. Research provides several reasons why this is unlikely to be true: When they do, they are less attentive and engaged. Over ten years have passed since the American Academy of Pediatrics issued its recommendation that children under age two do not watch television and that older children watch only one or two hours per day. The evidence is clear: Parents and caregivers of infants and toddlers can promote learning, achievement, and health by taking television off the menu. So what can we as caregivers do? Turning on the television might seem like the easy solution, but the truth is that there are other ways for even the busiest family members to entertain our children! Talk to your child; tell him or her a story about your day, about the weather, about an imaginary world, about anything! Sing to your child; the tones, pitches, and noises are all new and exciting! Point out and count new objects and let your baby touch them. Believe it or not, babies can start learning basic mathematical concepts by simply watching you count something!

### Chapter 3 : Benefits for Teachers using educational video to teach in a Classroom

*Grappling with the effects of television. Studies report a link between TV and language development in babies. The more time babies spend watching television, the more slowly they learn to talk.*

May 21, by Lindsay Patton-Carson Television can be a great source of entertainment. But, as all our mothers have told us, too much can rot your brain. Is that really true? That said, television has many advantages in addition to its disadvantages. Many people love television so much that they make their careers out of it. A great example of this is a TV anchor. These people not only get to be on television, but they get to present the news and current events to people, which is a great advantage in television. You can learn about TV anchors and what it takes to become one with this course. In it, you will learn how to use a teleprompter, general studio basics and how to make your appearance ready for the camera. It Can Be Educational Out of all the channels out there, many of them have educational programming that can benefit you and your family. Acting on television is no longer looked down on in Hollywood and lots of big-name actors are signing on to mini series and television shows. A lot of the switch has to do with streaming services like Netflix offering original programming. The shows are releases all at once and fits the binge-watching model that has entered our culture. You can easily fit in 30 minutes or an hour of television before bed, after work or on a lazy weekend afternoon. This form of entertainment fits nicely in our go-go-go lifestyles. It gives us something to entertain us or something to think about with enough time to go about our daily lives. It Inspires Creativity For those who like stories, television is a great way to feed that side. It can also inspire creative types who might be interested in getting into television in the future. For those who would like to dabble in television, we offer this course, which teaches different filming techniques for television. Disadvantages of TV Not everything about television is good. Here are a few reasons you might want to turn yours off. Too Much to Choose From Having choices is nice, but having too many choices may not be as nice. Having hundred channels could be a luxury, or it could be a bit unnecessary. How many channels do you actually watch? Is it worth the money you pay? But, if cable TV is your thing, we have a course that can help train you to install your own cable television. You can use this new skill to get work for some extra cash or turn it into a full-time job. We Have a Complicated Relationship with the Media While the news can be informative and help you learn more about our world, country or city, it can also be skewed as well, depending on the conglomerate the entity that owns the media companies and its views. Both have been accused of leaning to far right and too far left on the political spectrum. In order to navigate the media landscape, you have to be a little skeptical and of course, smart. Use your common sense when it comes to watching these channels and get your news from multiple sources to make sure you are getting the correct information. To learn more about the media, its role in our culture and how it influences us, you can read this blog, which offers information about our relationship with the media. Many reality TV shows do not provide anything stimulating intellectually and poor behavior by its contestants is encouraged. Over the years, there have been hundreds of people looking to get famous through reality television, many times, ruining their reputations or potentials to obtain a full-time job. These are some of the downfalls of participating in this kind of television.

### Chapter 4 : The television trick to learning a new language - CNN

*Television is traditionally thought of as the anti-education tool: after all, children mindlessly absorb television content and spend less time reading, doing homework, or interacting with others. But is watching television all bad?*

There is substantial research promoting the use of video in the classroom as a dynamic resource for supporting curricula. And most teachers were using it frequently - on average, once per week. As educators, our aim is to get students energized and engaged in the hands-on learning process, and video is clearly an instructional medium that is compelling and generates a much greater amount of interest and enjoyment than the more traditional printed material. Using sight and sound, video is the perfect medium for students who are auditory or visual learners. With the added use of subtitles each child then has the choice to watch, listen to, or read each presentation. Video stimulates and engages students creating interest and maintaining that interest for longer periods of time, and it provides an innovative and effective means for educators to address and deliver the required curriculum content.

**Video Creates an Experience** Consider teaching with the voices from the past by introducing students to great historians, political figures and famous people who lived centuries ago. Envision the classroom in which children hear the cry of a nearly extinct species and see the colors and hear the sounds of animals that thrive only in a remote wilderness half way around the world. And what about investigating the laws of motion, sound and energy transfer by viewing the launch of the space shuttle on its voyage into space? Think about how much easier it would be to understand the diverse cultures of people who live in other areas of the world if you could encounter them in their own environments - hearing their songs, observing their rituals or listening to their silence. The benefits of using video in education includes providing a sensory experience that allows concepts and ideas to actually become an experience and come to life as students are guided through each adventure.

**Video As a Flexible Teaching Medium** The more interested and engaged students are, and the more interactive each learning session is, the more students will enjoy, learn from and retain information from the lesson. Video provides a means of interactive instruction and is a very flexible medium. Having the ability to stop, start and rewind is absolutely invaluable. It provides the option to stop each video and challenge students to predict the outcome of a demonstration, and elaborate on, or debate a point of historical reference. You also have the option to rewind a section of the video to review a segment to ensure that children understand a key concept. You can ensure to add further interactivity by copying activities, conducting discussions or repeating demonstrations and experiments in the your classroom.

**Effectively Using Video in The Classroom** Research has demonstrated that the most effective way to use video is as an enhancement to a lesson, or unit of study. Video should be used as a facet of instruction along with other resource material available to you for teaching a particular topic. Teachers should prepare for the use of a video in the classroom in the same way they do with other teaching aids or resources. Specific learning objectives should be determined in advanced, instructional sequences should be developed and reinforcement activities planned. However using the most appropriate online educational video service provider is extremely important so each teacher has the confidence in advance of the quality of the content and instruction provided. Using the right online educational video service should help teachers or parents to minimize lesson preparation time by enabling them to easily identify and select the right video for the lesson, and draw upon the other resources provided by that service to enhance the learning outcomes, and the quality and benefits of each lesson.

**The Value of Essential Video Support Tools** If students and teachers are to receive the maximum benefits from the use of video in education, the video should be supported by a selection of other tools and resources that enable each topic to be fully investigated and explored. The use of online video should be supported by the use of an interactive word glossary, dictionary, thesaurus and an online encyclopaedia. Access to lesson plans specially written to be used in conjunction with the video help not only to minimize lesson preparation time, but also help provide valuable additional learning activities and projects that further enhance the use of the video as an educational aid. **Choosing the Right Educational Video Provider** There are a lot of websites now offering the use of what is claimed to be educational video. But video produced specifically for the teaching of the K curriculum is in much shorter supply. At the same time,

many of the free educational video-sharing websites do not make it easy to select the right video without the teacher or parent spend countless hours sieving through video of only a general educational nature. And then of course there is the most important issue of subtitles, or what is otherwise referred to as closed captions. Professionally subtitled video enables each child to effectively study the material in the video, and improve their Reading and Literacy skills simultaneously. At the same time, by including the option for the student to read the presentation, as well as either watching or listening to it ensures that video will cater for the greatest range of preferred learning styles. However at the current time the issue, and value of subtitling has been largely ignored because of the significant additional cost of providing it, and only one online video service makes this subtitling widely available on video that has been developed specifically for teaching curriculum topics. Zane Education, with their comprehensive online video library of over 1, videos teaching curriculum-aligned topics, is currently the online video service provider that has included subtitling with enlarged font sizes into their educational video catalogue. With their average video being 12 minutes in length, and several videos on each topic often providing a total instruction time of over 60 minutes, their online video service also includes a significant online quiz testing facility for each topic, and a range of very beneficial study support services including free lesson plans for each topic, and additional interactive video study tools that enable the teacher and student alike to thoroughly explore each topic. Zane welcomes and encourages feedback and additional ideas from teachers, schools, parents and students about the effective use of video in the classroom, and in education generally, in order to assist them in their commitment to a path of constant improvement. Also Learn and Understand More About

### Chapter 5 : What is the role of Television in Education?

*Opinion Article 7 Television for Learning: Our Foremost Tool in the 21 st Century. Ed Palmer. Depending on how one looks at the status of educational television in the world today, one sees either a glass half full or a glass half empty.*

Discovery channels The television medium can and has been used for a multitude of educational purposes. Some television programs are explicitly educational, while others only incidentally so. Some formats blend the two in the attempt to amuse but also retain some educational value. TV reforms for education-based programs[ edit ] In the time of TV vs. Radio, the early s were an era of change. To help counterbalance this, there was a plan organized to produce more serious news and documentary programs. This policy was placed just in time for networks to expand their news coverage on the Kennedy-Nixon campaigns and debates. Curtin noted that news programs were extended to full half-hour segments, and foreign and domestic issues were receiving heightened degrees of attention. Other television programs are designed to raise social awareness. One form of edutainment popular in Latin America is the educational telenovela. He developed a model which incorporated the work of Albert Bandura and other theorists, as well as research to determine whether programs impacted audience behavior. The first ever television series produced in the Pacific Island country of Vanuatu , entitled Love Patrol and launched in , was praised as an edutainment series, as it aimed to educate viewers on the issue of AIDS , while simultaneously providing an entertaining story. By making learning seem "exciting" they can be said to stimulate curiosity. Discovery Channel is also known for its various shows that follow that theme, including MythBusters. Sometimes these programs may be more entertaining than educational, and may replace educational shows in the television's program lineup. The History Channel has transitioned from producing primarily factual and historical documentaries, to more sensational, dramatic, and supposedly entertaining programs, with educational content a secondary concern. In some cases, a show that is acceptable on its own merits can be put in a position where it does not belong and be judged "worst ever. Incidental educational value[ edit ] Some programs are primarily aimed at entertainment, but may contain an incidental amount of educational content. Educational content may be inherent to the design of the show, such as with medical dramas where the plot invariably explores anatomical and biological issues. Numb3rs - for a storyline about fighting crime using mathematics. As the World Turns - for a breast cancer storyline that involved a major character. George Lopez - for a storyline about a kidney transplant. While some programs are typically "pure" entertainment, they may foray into educational content at select times. For older viewers, individual situation comedy episodes also occasionally serve as educational entertainment vehicles. These episodes are sometimes described in United States television commercial parlance as very special episodes. As early as the s, children-aimed shows like "Watch Mr Wizard" were made which could be considered edutainment. On the other hand, some programs may seem for the lay public to contain educational content, but are actually completely fictional. It is up to experts to figure out if a specific TV program uses realistic or fictional plots. One example for only seemingly real programs are mockumentaries.

### Chapter 6 : How Television Can Actually Help Learning

*The most important thing to remember when using television as a learning tool is that you're in charge of the clicker. If you're watching a video, you can stop it to discuss something funny or scary, or a behavior that you think is a great example.*

The girls became so proficient in Spanish that they started speaking it at home to keep secrets from their parents. Finally, in episode 7 of season 2, Ross learns that Rachel feels the same way, leading to "the kiss. That answer is solved with a videotape that Ross accidentally made of himself and Rachel getting intimate and which gave us the great reveal of Rachel using "the Europe story" on Ross. Hide Caption 2 of 20 Photos: Hide Caption 3 of 20 Photos: Here are our top 20 "Friends" episodes, ordered by season. For that honor alone, it makes it onto our list. Hide Caption 4 of 20 Photos: Chandler, meanwhile is stuck in an ATM vestibule having a flirtation fail with model-of-the-hour Jill Goodacre. Hide Caption 6 of 20 Photos: Hide Caption 7 of 20 Photos: Could I be wearing any more clothes? Hide Caption 9 of 20 Photos: To repair their friendship, Joey sentences Chandler to six hours in a box. The sight gag was excellent, but Chandler cracking wise from inside the box brought the episode to a timeless level of funny. Hide Caption 10 of 20 Photos: The prize of this game? Hide Caption 11 of 20 Photos: Nothing makes a great comedy episode like flashbacks of past holiday dinners gone wrong -- like the time Joey got a turkey stuck on his head. Hide Caption 12 of 20 Photos: One person was let in on it at a time, and in this episode the cat was let fully out of the bag with hilarious consequences. In this installment, he insists on proving he can flirt with the woman delivering pizzas -- and just continues to dig himself into a deeper hole. Hide Caption 14 of 20 Photos: Fantastic timing all around. Hide Caption 15 of 20 Photos: We find out in this comical two-part episode in season 6. Hide Caption 16 of 20 Photos: A dynamic that led to our next favorite episode. In season 6, these two decided to get married with a sweet proposal that Monica initiates and Chandler concludes.

*Watching foreign language shows with near obsession can help some people learn new languages.*

Short film and television clips, written articles, and blog postings can be viewed to reinforce concepts and spark discussion. Songs and music videos, especially when the lyrics are made available, can be used to the same effect. Research suggests that people learn abstract, new, and novel concepts more easily when they are presented in both verbal and visual form Salomon, Other empirical research shows that visual media make concepts more accessible to a person than text media and help with later recall Cowen, Bransford, Browning, and Cocking , p also note the crucial role that technology plays for creating learning environments that extend the possibilities of one-way communication media, such as movies, documentaries, television shows and music into new areas that require interactive learning like visualizations and student-created content. The Advantages of Using Media: Many media sources feature films, music videos, visualizations, news stories have very high production quality capable of showcasing complex ideas in a short period of time. This helps develop quantitative reasoning. Learn more about this technique using the Teaching Quantitative Reasoning with the News module. Media offers both cognitive and affective experiences. The use of media sources help connect learners with events that are culturally relevant. As a result, a positive consequence of utilizing media is that instructors must keep their materials and examples up-to-date. News stories can be used to connect theories taught in the classroom with real world events and policies. The Advantages of Media for Students: Popular media films, music, YouTube are a familiar medium to students that helps gain attention and maintain student interest in the theories and concepts under discussion. Students can see the theories and concepts in action. In more than a figurative sense, theories and concepts leap from the screen. Students can hone their analytical skills by analyzing media using the theories and concepts they are studying. The use of media in the classroom enables students to see concepts and new examples when they are watching television, listening to music, or are at the movies with friends. Students can experience worlds beyond their own, especially if the media is sharply different from their local environment. In addition to numerous advantages, there are also a number of cautions that faculty should keep in mind in utilizing media. Using media requires a complete understanding of copyright law, an appreciation of the workload involved, and some skill in recognizing content that will enhance learning, instead of becoming a distraction.

**Chapter 8 : Watching TV can actually be good for toddlers**

*Children's television producers and parents can employ a number of techniques to enhance learning from TV and support children's knowledge transfer to the real world.*

The effects of television on language skills: Does TV really prevent learning? The more time babies spend watching television, the more slowly they learn to talk. Some people conclude that the effects of television on children are direct and negative. According to this view, television is noxious, like cigarette smoke. But whereas cigarettes damage the lungs, television damages the mind. Watching TV makes you quite literally dumb. What the data really show Television is merely a medium for transmitting information. Possibly, certain aspects of television—like the fast pace or rapid change of scenes—might contribute to the development of short attention spans. What does seem likely is that babies have a relatively difficult time learning to talk by watching and listening to TV programs. To learn to speak, babies benefit from social interaction. When it comes to learning speech, nothing beats a live conversation Patricia Kuhl, a leading researcher in the field of language acquisition, has demonstrated this point in some elegant experiments on babies. Kuhl and her colleagues presented 9-month old American babies with an unfamiliar language—Mandarin Chinese. In one experiment, babies were allowed to interact with a real, live Mandarin speaker. After 12 sessions, these babies showed an enhanced ability to discriminate certain speech sounds that are common in the Mandarin language. But when the experiment was repeated with another set of infants who watched only televised language tutors, the results were different. The babies exposed to Mandarin via TV were no more likely than control infants to discriminate Mandarin speech sounds Kuhl et al Research suggests that conversation, not listening to stories or watching TV, has the strongest positive effect on language development This idea is supported by a recent study that fitted young children, aged zero to four years, with recording devices Christakis et al The devices allowed researchers to objectively measure how much adult conversation and television each child experienced. The results were intriguing. Researchers discovered that social talk—“one-on-one, back-and-forth conversation between adults and their children—was linked with better language development. The more time babies and toddlers were included in adult conversations, the more quickly their language skills improved. By contrast, listening to adult monologues—including storytelling—was only weakly correlated with language development. The effect of two-way conversations was almost 6 times greater than the effect of merely listening to adults talk. When researchers controlled for the amount of time that kids spent in conversation, the effect of television on children was neither positive nor negative. Other, more recent studies have yielded similar conclusions. When researchers have followed the development of young children, they have found that kids who spend more time talking with adults end up with larger vocabularies. And an experiment using video chat technology really drives the point home. Sarah Roseberry and her colleagues randomly assigned a group of toddlers to experience one of two types of adult conversation: An adult talking to them live, via Skype, or an adult who appeared to be communicating via Skype but who was really pre-recorded. The pre-recorded adults talked in the manner of a television host—“appearing to engage the audience, but obviously unable to react contingently to anything the kids did or said. We should be concerned about the effects of television on children who are learning to talk. Instead, the more useful message is that babies benefit from genuine, back-and-forth conversations. Perhaps parents should worry a bit less about TV time and more about time spent in meaningful conversation with their kids. Arch Pediatr Adolesc Med. Geist EA, Gibson M. The effect of network and public education television programs on four and five year olds ability to attend to educational tasks. Cracking the speech code. Foreign-language experience in infancy: Language input and acquisition in a Mayan village:

## Chapter 9 : Television and Learning

*Yelling at the television used to be the domain of adults watching "Jeopardy!" But young children have become the real pros. Sit down with a 3-year-old to watch "Blue's Clues" or "Dora."*

The main, titular antagonist. Abnormal Limb Rotation Range: He dislocates his elbow while waving at the player. Baldi is this in every sense of the word. If you get just one of his math problems wrong, Baldi will chase you down throughout the school with a ruler in his hand and attempt to kill you. He initially seems like a nice guy; welcoming the player to his schoolhouse, congratulating them for getting questions right, and even rewarding the player with a quarter after they complete the first notebook. Then he gives you an unsolvable math problem and chases after you with a ruler. With the exception of a single hair on his head, meant to represent an ahoge. Baldi is frequently accompanied by blaring static, which is also his jumpscare sound. In this horror game, the monster is a school teacher who wants to kill the player for just getting his math questions wrong. Tries to beat or kill you with a ruler or a stick for answering questions wrong or letting a campfire go out. Whenever Baldi is nearby, you can recognise his approach by the sound of him hitting his ruler against his open hand. Baldi initially acts like a friendly Cool Teacher Hell Is That Noise: The static sound when he catches you counts as well. The Field Trip minigame reveals that he loves camping. Despite his name, Baldi does have a single hair on his head that serves as an ahoge. Baldi gradually becomes faster and faster with every incorrect answer. Baldi is extremely slow though gets faster and faster for every problem you get wrong , but only needs to touch you once to kill you. Murder Is the Best Solution: A very dark example. If you get even a single math problem wrong, he will chase you relentlessly to beat or even kill you. Best displayed in Endless Mode. No matter how many questions you answer correctly, he will never stop chasing you for the one still unsolvable question in the second notebook. Does not stop him from continuing to chase them, though. He goes from a kind, supportive teacher to a monster, who chases you down the halls with a ruler. A terrifying, rather loud example. You found all seven notebooks! Now all you need to do is Baldi was hired for "his incredible hearing abilities". Baldi can hear any door the player opens, no matter how far he is, and can even hear the sound of doing math wrong. Would Hurt a Child: Since the player is, presumably, a child. Playtime A girl with poor eyesight who likes to play. Trouble is, she forces people to play in the worst circumstances , like being chased by an Evil Teacher. No matter how many times you cut her jump rope, she will still want to play jump rope with you later on. She just wants a friend to play jump rope with. Granted, she does have to be a bit closer than the other characters. Forces you to play jump-rope with her, making you susceptible to Baldi. The principal does not punish her despite her running faster than you. Rhymes on a Dime: When you cut her jump rope to get out of playing with her, she says "Oh! That makes me sad. After her rope is repaired she will still want to play with you. Is described as a young school girl, but has a deep, distorted voice. Voice of the Legion: Her warped and Sensory-Abusing voice. The player can cut her jump rope with the Safety Scissors. He offers you no help despite Baldi trying to beat or kill you. This could be due to lack of knowledge though. And the worst he does is put you in ridiculously-short detention 99 seconds at maximum. He could be seen as one to Baldi and Gotta Sweep, as his description of Baldi in his office refers to him as a great teacher, and he never fires Gotta Sweep despite him sometimes crashing into him while cleaning. Always delivers his speeches in a monotone voice. His sprite features this. Detention just for running or drinking in the halls or entering school faculty rooms?! Does Not Like Shoes: He seems to lack eyes. He lacks eyes, however he does have what appears to be creepy, smudged-out eye sockets. To add to his terrifying appearance. Could possibly serve as this since he is the principal of the schoolhouse, while Baldi is merely a teacher. He still says "No [x] in the halls" even if you are not in the halls but instead the cafeteria or classrooms, which should not be punishable in that case. He also lets Playtime get away with running. Mad Libs Catch Phrase: His voice has a slight reverb to it. What the Hell, Player? Arts and Crafters Animate Inanimate Object: In the Field Trip minigame, if you go past the "NO," sign, he will immediately begin to chase the player at extremely high speeds before teleporting them and Baldi if he has spawned to the campfire. A design completely out of left field? Insane Troll Logic motivation? Check see his bio. Reality Warper -type

ability? Check see Not-So-Harmless Villain. Its googly eyes go in opposite directions, giving it a comical look. Initially starts off as a mere background character, peering around corners occasionally. It is implied to have 6 notebooks, and gets jealous at anybody who has more than that amount. It does not speak, aside from making a loud static noise when it attacks you, and its poster describes it as "shy". When it attacks you, its sprite changes to a picture of the sockpuppet with its mouth wide open. Combined with the loud static noise that occurs, this gives the impression that Arts and Crafters is screaming at you. Sweeps away anyone "and everyone" in front of him. Gotta Sweep sure loves his job. Gotta Sweep can either help you or doom you based on where he moves. Just the very fact that the school seems to openly welcome bullying is concerning on every level. Downplayed as of update 1. Similarly to the Principal, his lines are given in a deadpan tone. In-universe, "bully" is apparently the role designated for him, according to his poster. His face seems somewhat warped. His torso is just a big spheroid, which is probably meant to be a Stylistic Suck way of rendering this trope. Putting aside his deformed face, he seems to teleport away entirely if you give him whatever he wishes, and also has a fading echo applied to the last word he says. In the Field Trip minigame, he will also hide under trees and take your sticks while running away with them for no reason other than that he wants them. His spawn points were changed in the 1. In addition, the Principal of the Thing can put him in detention for "bullying in the hall". Spraying soda at him has no effect. He probably enjoys it, being a Fat Bastard and all. He is also unaffected by Gotta Sweep, who just passes right through him. His voice echos at the end of his lines. His model features this. He pushes you around, similarly to Gotta Sweep. Due to his really high top speed and the fact he always goes for you, if you position yourself right he can be very useful in getting around the school faster; long stretches of hallways can be traversed in seconds this way. Makes a incredible amount of noise just moving.