

Learning Bulletin

Issue 12

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In Brief-

*It is not the critic who counts,
nor the man who points out how the strong man stumbled,
or where the doer of deeds could have done them better.
The credit belongs to the man who is actually in the arena,
whose face is marred by dust and sweat and blood;
who strives valiantly;
who errs and comes short again and again;
who knows great enthusiasms, great devotions;
who spends himself in a worthy cause;
who, at the best, knows in the end the triumph of high achievement,
and who, at the worst, if he fails, at least fails while daring greatly,
so that his place shall never be with those timid souls
who know neither victory nor defeat.*

Theodore Roosevelt

QUOTE OF THE MONTH

The greatest good you can do for another is not just share your riches, but reveal to them their own.

- Benjamin Disraeli

Next Month:

- Shallow, deep & profound learning
- Develop the art of acknowledgement
- Even more starters!
- Just Jargon N

Classroom Management Tips:

Body Language

An awareness of some of the issues impacted upon by body language can help with good classroom management.

For example:

- ☺ **Facial gestures** - Some pupils may smile or laugh under pressure. This can lead teachers to think they are being rude, cheeky, etc., when in fact they are nervous.
- ☹ **Loss of face** - Some pupils, particularly boys, never want to appear to be humiliated by a teacher and therefore will not 'back down,' preferring confrontation to 'loss of face'.

Giving pupils options is a positive way to avoid confrontation e.g. a pupil you want to move because of disruptive behaviour: 'You can sit here or there, where do you want to sit?'



Starter ideas

- ➔ Put a key word on the board from the previous lesson, students have to think of a question that has the keyword given as an answer. Answers can be oral or written.
- ➔ Try using an issue/article from a newspaper as a starter discussion as many more pupils than you think may read it!
- ➔ Have a 'Box of Questions' (a bit like trivial pursuit box) a student draws a question & tries to answer it—use either as a starter or a plenary.
- ➔ Write as many words about the topic / last lesson as possible, against the clock.

Website of the month:
www.hotcourses.com

Log on to the website at the
address above.

Select 'schools' then 'lessons'
to access animated
interactive lessons for most
subjects.

JUST JARGON

M

ME

Myalgic Encephalomyelitis. A chronic condition which affects about four people in every 1,000, mostly adults and children between 13 and 15. The main symptom is fatigue following exertion or mental activity.

MFL

Modern Foreign Language. Part of the National Curriculum at Key Stages 3 and 4

Middle School

State schools taking pupils aged 8-12 or 9-13.

MLD

Moderate Learning Difficulties A pupil with MLD will receive extra assistance under Special Educational Needs provision.

THEY DON'T DO THE HOMEWORK !

Then give homework that students are more likely to *want* to do!

- Giving a choice is always popular, therefore, try giving out a selection of homework that students can choose from. (this also helps to provide differentiation)
- Instead of giving a homework that has set answers (which incidentally can be easily mass copied by the class!) give investigative homework i.e. "Research to find out about"
- Give a mini project homework that can last over several weeks, and have a prize for the best ones, again, this allows students to take a role in decisions about what they do, allows for differentiation (albeit by outcome), and allows them to work in their own preferred styles.
- Produce a sheet with a range of different homework which covers the whole half term. Students can choose a homework each week. This guards against any excuses of it not having been set or absence! Also provides choice. Students often end up doing *more* homework because they like all the choices!