

In Brief-

*I will not play at
tug o' war.*

*I'd rather play at
hug o' war,*

*Where everyone
hugs*

Instead of tugs,

*Where everyone
giggles*

*And rolls on the
rug,*

*Where everyone
kisses,*

*And everyone
grins*

*And everyone
cuddles,*

*And everyone
wins.*

QUOTE OF THE
MONTH

Darkness cannot
drive out darkness;
only light can do
that. Hate cannot
drive out hate; only
love can do that.

Dr. Martin Luther
King Jr.

Next Month:

- Post incident processing
- Questioning techniques
- Website of the month

'Learning Different' Students

Major research studies have shown that the learning styles of 'drop out' students are significantly different from those who remain in school and finish successfully. It has been suggested that there are 8 statistically different learning style elements that these students have. They are not however 'learning disabled' they are 'learning different'.

They show strong need for the following:

1. Frequent opportunities for movement.
2. Variety, as they dislike routine and patterns.
3. Informal seating, as a response to their inability to sit on hard chairs for longer than 15-20 mins and their need for mobility.
4. Soft illumination- their brains seem to be over stimulated by bright light, especially fluorescent.
5. Tactile/ kinaesthetic resources.
6. Late morning or afternoon for difficult subjects, rather than early morning when they have more energy directed towards movement.
7. Non-authoritative approaches.
8. Recognition of their high motivation despite their inability to learn through the methods being used with them.

*Which of your students might be 'learning different'?
Which of the above points could you use to try and cater for them?*

Sedgefield Community College
Learning Bulletin

Issue 24: February 2008

JUST JARGON

S – Part 2

SEN Code of Practice- practical advice to LEAs, maintained schools and others on their statutory duties to identify and make provision for children's special educational needs.

SENCO Special Educational Needs Co-ordinator – teacher responsible for ensuring that children with learning difficulties and emotional/behavioural problems receive appropriate support, overseeing the completion of IEPs and liaising with external agencies.

SETT Scottish Education and Teaching Technology- an annual show showcasing ICT hardware and software from schools.

MORE STARTER IDEAS!

- Give out envelopes with different questions in (double copies in pairs of envelopes) when given out, the students with the same questions pair up and discuss the answer
- Give a starter for a sentence and students have to write as many different endings as possible e.g. "Sin is....", "Photosynthesis is....", "Hitler was...."
- Go down the register, each person has to ask a question to the next person in the register

Website of the month:

<http://www.links4kids.co.uk>

A website full of website links!

They say 'Since 1998- now with over 20,000 links to the best education and fun! Includes... Education, Homework, Kids, Maths, Parents, Soccer, Teachers, Teens, Worksheets and much much more...'

ENVIRONMENT MATTERS

REASSESS YOUR ROOM

It is typical for classrooms to be set up in rows, or, in groups of 3-4 tables (which allow for easier cooperative learning). However, there are fundamental problems for each:

In rows, studies have shown that the further back you go, the more discipline problems there are. The visual, aural and physical stimulation from the teacher is increasingly diminished as you move further back. This allows boredom to set in, and as a result, potential disruption.

In groups, the opposite is true. Students are over stimulated, by the peers that are now not only next to him/her, but across the table! There is now MORE to distract the student, leaving it harder for the teacher to keep the student focused on any frontal instruction.

An alternative, is to arrange the chairs/tables into a three-sided "box" shape (|_|), (with an occasional second row if room demands). In this fashion, EVERY STUDENT IS IN THE FIRST ROW! The teacher can freely move around the room while talking, therefore giving "personal" contact with each student.

The result: greater attention and fewer discipline problems. Desks/tables can be moved into cooperative learning groups as needed usually within two-three minutes.