

The Journey To Teach Begins

The Journey to teach is one filled with adventure and fun. As much adventure and fun as you would like it to be. Steve Chandler states in his books, “How we do one thing is how we do everything”. So true from a teaching point of view. If teaching is just a job for you, then it will feel like a job. If it is an adventure with lots of twists, turns and laughter, then you may feel like you can make a difference in a students life.

Excellent teachers know that what they do makes a difference in someones life. They know that there will always be ups and downs because that is just life. But a teacher knows that the “downs” are just gifts to redirect us to a different learning step. Great teachers know that they have to keep learning their field and never feel that they know everything that they need to know to “do the job”, because great teachers know it is not a “job” but a passion with a mission in mind.

So, you are now invited to journey along the way of becoming a terrific, great, excellent, outstanding teacher. It is on this journey that you will touch many lives and your life will be forever changed as well.

The information following is very important. It is information that you will be able to apply up to a point but then will need to be mentored along the way. No great person has ever made it on their own and a great teacher knows there will be the need to ask for help and guidance.

| | |
|--|------------|
| Intoduction..... | 1 |
| Index..... | 2 |
| Instructor/Teacher Functions..... | 3 |
| Feedback..... | 4-5 |
| Teaching Methods..... | 6 |
| Lecturette Method..... | 7 |
| Discussion Method..... | 8 |
| Task Group Method..... | 9 |
| Explanation Method..... | 10 |
| Demonstration Method..... | 11 |
| Practice Method..... | 12 |
| Motor Skills Organized Instruction..... | 13 |
| Worksheet..... | 14 |

Instructor/Teacher Functions

***Environment/Climate Setting**

***Assigning Tasks**

***Bridging**

***Intervening**

***Summarizing**

The functions of a teacher or instructor can be remembered by the acronym BASIC.

B – Bridging

A – Assigning Tasks

S – Summarizing

I – Intervening

C – Climate setting/environment

***Environmental/Climate Setting** – Setting the classroom prior to the arrival of the students (i.e. temperature, lighting, sound, equipment needed at the beginning of class, equipment needed later in class, lesson plan). Maintaining a good environment/climate setting throughout the lesson enhances learning. All needs of the students needs to be anticipated to be sure that the class begins on time and is able to continue at the proper pace throughout the lesson.

***Assigning Tasks** – Having all tasks planned out and organized will help the students learn. Tasks or skills patterns not well planned out can cause confusion for the students. Instruction should be very clear to the student and suited for their age and skill levels. Ill planning can cause a delay in the class starting or having to start over on a particular skill or subject.

***Bridging** – Bridging is when an instructor links the current skills being taught to the skills that were taught in the previous class. Bridging between the class lessons is important for all the students to connect all skills together in a logical order and fashion. The lack of bridging may cause confusion for the students on connecting patterns of the skills being taught. When bridging information from a previous class, it is helpful to cover the lesson from the previous class first and then introduce the new material in a manner that makes a connection for the students.

***Intervening** – Intervening by the teacher/instructor/coach is important to clarify a point or skill, modify a concept, manage time or redirect the learning process. It is when a teacher/instructor steps in to refocus a student who gets off track or off task by talking, not paying attention, etc. It can also be used to draw a student out to participate at a higher level. Intervention helps to manage time for a class that seems to suddenly be out of control.

***Summarizing** – Summarizing is the review of the key points of the current lesson. It is also the way to check to see how successful the student was in obtaining the class skill.

Feedback

Feedback is a vital part of making sure a student is learning. Feedback is also used by the teacher to be sure they are teaching by a method that the student can succeed by. There are three types of feedback.

Negative Feedback – Negative feedback is most often value-laden. It is judgmental and does not provide correction. Negative feedback tears down and chases away the trust of the student from the teacher. Negative feedback should never be used in teaching. An example would be:

'No that is not right do it again.'

Negative feedback can be verbal or non-verbal.

Positive Feedback – Positive feedback can be verbal or non-verbal. It should be sincere and never overdone. It can be a gesture, such as a smile and or a nod of the head or as a statement such as “That was a good job” or “that was a good effort”. Try to never just say “good job” because the student may not understand exactly what the “good job” was about. Always point out, or explain the “that” which was performed.

Corrective Feedback – Corrective feedback is the method that is used to correct an error by defining how the error affects the results or outcome of the skill to be learned. To give corrective feedback you must describe the error or behavior in a nonjudgmental way. Corrective feedback also describes the corrective action that needs to be taken. Corrective feedback sets the path to be followed to correct the errors and leads to success in learning the skills.

Feedback should always be given as soon as possible after the error occurs. Waiting too long can cause confusion on the student's part depending on the student's age, education and language abilities. Very young students will forget that the error even happened if not corrected as soon as it occurs.

There are three ways to give Corrective Feedback:

1. The teacher provides the correction. Always use age appropriate language in giving corrective feedback and never talk “over the student's head” with difficult terminology.
2. The teacher encourages the participant to provide the correction. Be sure to not put the student in “a bad place” with this method. It is not meant to be an embarrassing moment. This method is a good delivery when you are certain the student knows the information and just needs 'recall' to bring it to the skill level needed to succeed.
3. The teacher encourages the class to provide correction. This is appropriate in classes where the course deals with different concepts of the skill. The teacher can say, “That is one idea as to how to approach the skill. Does anyone else have another idea as to how to achieve the skill?” The teacher then indicates when the correct answer is given and *always thanks everyone* for helping to find the right answer.

Things to remember about feedback:

Negative feedback is never appropriate in a good learning environment. When a student receives negative feedback, they are more likely to shut down and not continue to try the skill.

Positive feedback can be motivational but can turn counter productive if it is not sincere or trite, Never give positive feedback in a patronizing way.

Corrective feedback should be given as soon as possible after the error occurs. Done in a supportive manner, corrective feedback helps to reinforce learning and motivation.

When teaching young children, combine verbal and nonverbal actions to help reinforce the corrective feedback. Such as giving a “high five” when the student has tried to make the correction to meet the skill level. This keeps the young child motivated to keep trying. When they achieve the skill at the level you are teaching, then give a “double high five” to celebrate. Never over use the “high five” or other nonverbal feedback action or it loses its intent with the child.

Teaching Methods

Lecture(tte)
Explanation
Discussion
Task Groups
Demonstration
Practice

Teaching methods should move or progress from the student as a listener (inactive participant) to the student involved in the activities (active participants).

Lecture(tte) is a brief presentation by the teacher to introduce new skills or fill a gap in information.

Discussion is when the student and teacher actively contribute to the learning.

Task Group is when a small group focuses on a task or problem to be solved. The groups come back to share their findings with the full class.

Explanation, Demonstration and Practice are methods to teach motor skills in which a skill is explained, shown and then practiced by the students.

Lecturette

A lecturette can contain the following:

- *introduction of teachers and students**
- *housekeeping (i.e. rules of the class, where restrooms are, etc.)**
- *introduction of materials/skills to be covered**
- *how to know when the skill has been achieved**
- *outcome of learning the skills (brief description)**
- *quick summarization**
- *Ask questions. Do the students understand?**

Expectations of teachers during a lecturette:

- *Speak clearly using age and education level appropriate language of the group. Never talk “over the heads” of the group using terminology they do not know.**
- *Know the material content and progressions of teaching the materials.**
- *Proper usage of any props, equipment or aides.**
- *Well paced to not allow boredom of the students or too fast to loose the student in the dust.**
- *Verbally connect all materials presented to allow for understanding on the students part.**
- *Offer Q and A at the end for any clarification needed by the students.**

Discussion

Discussion is a great method to:

- *Encourage the quieter student to participate
- *Check for understanding
- *Reinforce Key Concepts
- *Correct wrong impressions or responses in a positive manner
- *Review key points
- *Use intervention
- *Allow more student participation
- *Build on previous information
- *Allow feelings to be ventilated
- *Provide a way to close a topic

There are two types of questions in a discussion:

1. A **closed question** asks for a single response such as a yes or no. It does not require nor should the teacher encourage an explanation of the answer.
2. An **open question** stimulates thought. Using what, when, where, how and why will lead to more ideas and discussion.

At no time should a teacher ever try to force an answer or higher level of discussion from a quiet student. Allow the discussion to flow and not be manipulated by one or two students and the quieter student may decide to take more of a part.

Some people refuse to take part in an open discussion for fear of giving the wrong answer. Everyone has a story about giving the wrong answer when called upon by the teacher in grade school and the class laughing at them. These stories hold great power over us at times and the feelings are hard to forget. A great teacher can make sure that the class knows that the discussion is about ideas and thoughts and not about a right answer versus a wrong answer. This may free up the group to more participation.

Task Groups

Task Groups allow for even more open ended participation from students. Tasks for the groups can range from the very serious to the very silly, and all moving towards meeting the needs of the students to reach the skill being taught.

Task Groups require:

- *A group of participants**
- *A time limit**
- *A task to be explored**
- *A reporter to report the outcome**

Teachers must:

- *Clearly describe the objective of the task**
- *Review and explain any materials to be used**
- *Designate groups and give instructions to the group leader**
- *State time allowed**
- *Explain the task for each group**
- *Circulate among the groups to ensure the learning objective is being met**
- *Reconvene for reports and discussion**
- *Summarize reports**
- *Was the objective accomplished?**

Task Groups are a great learning tool for students with high level social skills and are kinetic learners. Quiet, introverted students may have great difficulty in Task Groups.

Explanation

Explanation is where the teacher has an opportunity to explain step by step the processes of the skill. A good teacher will only give the important information that is needed to learn the skill being taught. If a teacher gives out too much information or too detailed for the moment, the student can shut down.

If possible, divide the skill being taught into three to five parts (at the most) and give an explanation of each part separately. Keep the explanation short, clean (do not over explain) and to the point.

Explanation method is a good method to use for auditory learners.

Demonstration

Demonstration is when the teacher or teachers assistant demonstrate the skill being taught. Demonstration is a good method to use for visual learners.

When using demonstration methods, teachers need to consider these:

***The person demonstrating the skill has already learned the skill to a higher level than the class level.**

***The person demonstrating the skill has the knowledge and ability to demonstrate the skill.**

***That students may not be able to see anything but the completed skill, so demonstrators and teachers may need to slow down the skill or demonstrate in parts.**

***When asking students to demonstrate, always be careful to not single a student out who is struggling with the skill. Failure to complete the skill the way the teacher intended can cause embarrassment for the student that is demonstrating. Also be careful to not show favoritism towards only one or two students.**

***Demonstration *with* explanation is a very powerful method for those who are auditory and visual. Allow a student or assistant to demonstrate as the teacher explains the skill step by step.**

Demonstration of upper level skills,when a demonstrator is not available, can be done by video clips. The advantage of this is being able to repeat the demonstration multiple times with out exhaustion on the demonstrators part.

Practice

Practice is allowing the student time to work on the skill in the class with no further instruction being given at the time the practicing is taking place. The teacher or instructor should be standing close by to observe the practice and only approach students who have fallen away from the technique of the skill being learned. After the correction, again the teacher should step back to allow the student to resume the practice session/

Teachers should consider:

- *Allow students time to try and make their own corrections before stepping in to help.**
- *Limit the amount of time of correcting to a minimum level and encourage students enough time to ask further questions, if they need to, then continue practicing on their own.**
- *All students enough time to ask questions, if they need to, then continue practicing on their own.**
- *Students may need to practice a skill several times before achieving a level of success, so allow enough practice time.**
- *Some students may be afraid to practice on their own and hang back, so giving them a partner may help motivate the practice session.**
- *Some students may shut down if the teacher hovers too much. Observe but from a comfortable distance so that a student feels it is okay to struggle for a moment or two without the teacher rushing in to save the day.**

Practice Method:

- 1. Drills that are instructor led, all working on one skill**
- 2. Task practice is when practice is held in a group**
- 3. Station Practice is when students move from one station to another**
- 4. Reciprocal practice is when one student practice while another student gives feedback**
- 5. Individual practice is when time is given to students to work through discovery**

Organized Instruction For Motor Skills

There are four ways that instruction of a motor skill can be delivered. Whole, Part-Whole, Progressive-Part and Whole-Part-Whole. Different ages and education levels may need a teacher to use more than one way to fully understand a motor skill.

Whole – Whole is when the motor skill is explained and demonstrated in whole. This method usually works for high level learners who are reviewing already acquired skills.

Part-Whole – Part whole is when the focus is on teaching all of the parts of a motor skill and then after each part is taught, put together complete.

Progressive-Part – Progressive-Part approach is when the motor skill can be broken down into developmental progressions and are taught in order building towards the whole skill.

Whole -Part-Whole – Whole-Part-Whole is when a skill is demonstrated and explained in full then broken down into parts and put back together as one skill.

WORKSHEET 102

The following is a worksheet to be used as you work through the materials. After completing the worksheet, please turn it in to the office manager and she will make a copy for your training file and the return this one to you.

Name three types of feedback and give a brief description.

Which feedback method is the least desirable for a teacher to us? Why?

Which feedback method do you feel that you as a teacher can be the most successful in using? Why?

List the Instructor/Teacher Functions

List all of the Teaching Methods

What does the acronym Basic stand for?

Explain the difference between Lecturette and Discussion.

Named the organized instruction methods for motor skills and their differences.