

LEARNING AND TEACHING

ACTIVITY-1

10 Habits of Highly Effective Students

The key to becoming an effective student is learning how to study smarter, not harder. This becomes more and more true as you advance in your education. An hour or two of studying a day is usually sufficient to make it through high school with satisfactory grades, but when college arrives, there aren't enough hours in the day to get all your studying in if you don't know how to study smarter.

While some students are able to breeze through school with minimal effort, this is the exception. The vast majority of successful students achieve their success by developing and applying effective study habits. The following are the top 10 study habits employed by highly successful students. So if you want to become a successful student, don't get discouraged, don't give up, just work to develop each of the study habits below and you'll see your grades go up, your knowledge increase, and your ability to learn and assimilate information improve.

1. Don't attempt to cram all your studying into one session.

Ever find yourself up late at night expending more energy trying to keep your eyelids open than you are studying? If so, it's time for a change. Successful students typically space their work out over shorter periods of time and rarely try to cram all of their studying into just one or two sessions. If you want to become a successful student then you need to learn to be consistent in your studies and to have regular, yet shorter, study periods.

2. Plan when you're going to study.

Successful students schedule specific times throughout the week when they are going to study -- and then they stick with their schedule. Students who study sporadically and whimsically typically do not perform as well as students who have a set study schedule. Even if you're all caught up with your studies, creating a weekly routine, where you set aside a period of time a few days a week, to review your courses will ensure you develop habits that will enable you to succeed in your education long term.

3. Study at the same time.

Not only is it important that you plan when you're going to study, it's important you create a consistent, daily study routine. When you study at the same time each day and each week, you're studying will become a regular part of your life. You'll be mentally and emotionally more prepared for each study session and each study session will become more productive. If you have to change

your schedule from time to time due to unexpected events, that's okay, but get back on your routine as soon as the event has passed.

4. Each study time should have a specific goal.

Simply studying without direction is not effective. You need to know exactly what you need to accomplish during each study session. Before you start studying, set a study session goal that supports your overall academic goal (i.e. memorize 30 vocabulary words in order to ace the vocabulary section on an upcoming Spanish test.)

5. Never procrastinate your planned study session.

It's very easy, and common, to put off your study session because of lack of interest in the subject, because you have other things you need to get done, or just because the assignment is hard. Successful students DO NOT procrastinate studying. If you procrastinate your study session, your studying will become much less effective and you may not get everything accomplished that you need to. Procrastination also leads to rushing, and rushing is the number one cause of errors.

6. Start with the most difficult subject first.

As your most difficult assignment or subject will require the most effort and mental energy, you should start with it first. Once you've completed the most difficult work, it will be much easier to complete the rest of your work. Believe it or not, starting with the most difficult subject will greatly improve the effectiveness of your study sessions, and your academic performance.

7. Always review your notes before starting an assignment.

Obviously, before you can review your notes you must first have notes to review. Always make sure to take good notes in class. Before you start each study session, and before you start a particular assignment, review your notes thoroughly to make sure you know how to complete the assignment correctly. Reviewing your notes before each study session will help you remember important subject matter learned during the day, and make sure studying is targeted and effective.

8. Make sure you're not distracted while you're studying.

Everyone gets distracted by something. Maybe it's the TV. Or your family. Or maybe it's too quiet. Some people actually study better with a little background noise. When you're distracted while you're studying you (1) lose your train of thought and (2) you're unable to focus -- both of which will lead to very ineffective studying. Before you start studying find a place where you won't be disturbed or distracted. Some people this is a quiet cubical in the recesses of the library.

9. Use study groups effectively.

Ever heard the phrase "two heads are better than one"? Well this can be especially true when it comes to studying. Working in groups enables you to (1) get help from others when you're struggling to understand a concept, (2) complete assignments more quickly, and (3) teach others whereby helping both the other students and yourself to internalize the subject matter. However, study groups can become very ineffective if they're not structured and if group members come unprepared. Effective students use study groups effectively.

10. Review your notes, schoolwork and other class materials over the weekend.

Successful students review what they've learned during the week over the weekend. This way they're well prepared to continue learning new concepts that build upon previous coursework and knowledge acquired the previous week.

We're confident that if you'll develop the habits outlined above that you'll see a major improvement in your academic success.

ACTIVITY2:

Teaching Strategies for Students Who Need Extra Attention

Let's face it, every classroom has that one student (or perhaps more than one) that just needs "extra attention." He or she may be diagnosed with ADD/ADHD, be a behaviorally challenging student, a disorganized student, a slow or differential learner, a special needs student, or even a gifted student. Whatever the case, they need more attention than the others.

What joy it would be to have a classroom filled with super organized, eager-to-learn, overly obedient, little angels who can't wait to get started diagramming sentences and long division, but that is not the true classroom. The true classroom is a hodge podge of little faces. Some eager to learn, some wanting to learn but struggling, some who find it impossible to stay seated for more than five minutes, and some just watching the clock!

What do you do to meet the needs of all the students in the classroom? Here are five **teaching strategies** I've found to helpful in attending to the needs of all my students.

5 Teaching Strategies to Meet the Needs of All Learners

Keep Parents Informed & Involved

It is so important to keep all lines of communication open. Parents need to know what is going on with their child (even if the news isn't always positive). [Meeting with the parents](#) and or previous teachers before the school year begins will help establish not only a working relationship but can give you some insight on the child and his/her needs.

Get Help!

Don't be afraid to seek outside help from [other teachers](#), professionals, internet, etc. There are so many valuable resources out there. Use them!

I once met a student's therapist, without student, (he had ADD) and he gave me many tools to use that really worked. He also gave me a better understanding for the diagnoses.

Find Ways to Maintain Patience & Understanding

Be patient, compassionate, and understanding. I know this is easier said than done. There are days when we can just pull our hair out! Take a deep breath, count to ten, remove yourself from the situation, whatever it takes to calm down and then move forward.

There have been many times I have had to ask my neighboring teacher to watch my class while I excused myself to the ladies room just to regroup. It makes a difference. Just that minute or two allows me to regroup and return to the classroom ready to try again.

Stay True to Your Rules & Expectations

Be consistent in your approach and expectations. This is very important for students who have ADD/ADHD or behavioral problems. They need a structured schedule that (as much as possible) remains the same every day. Keep rules simple and consequences clear. Be sure to follow through.

Setting simple small goals for students who struggle academically will offer the opportunities for students to succeed.

Behavioral charts or goals do work but be careful not to fall into “rewarding for every good behavior.” I have done this and the students tend to expect a reward for doing what they should have been doing all along.

Rewards should not be prizes or trinket. Extra time looking at a favorite book, sitting in teacher's chair, being messenger, those types of rewards will help you stay away from the “where is my prize” trap.

Facilitate & Celebrate Success

Create learning situations that allow students to succeed. Keep in mind success isn't always in the shape of an A. Success for some students can be a perfect C or just spelling one really challenging word right on the test.

Once a child gets a taste of success, they will want to experience it more and more. Be sure to make a big deal out of each success, whether great or small.

You can find [professional development training on teaching](#) students with special needs from the K-12 Teachers Alliance.

Teaching Students with ADD/ADHD

This diagnosis is made by a physician. Parents may come to you and ask you if you believe their child suffers from this deficit. Do not fall into this trap. Remember you are not a physician and only a physician can diagnose.

I say this only because I fell into this trap years ago and fell hard! Because I gave my “two cents” the parent went to their pediatrician and told her I said their child should be tested and I felt she needed medication. First, I never said that (whole other story) but you can see how parents can twist your words. So be careful.

That being said, you may receive a form from the child's physician for you to fill out that will help the doctor make his diagnosis. Be honest, it is only helping the child. Should the parent return with an official diagnosis from the doctor, here are some things you can do to work with the student and parent.

Talk and listen to the student. Many are aware of their difficulty focusing. If they are older, they can often tell you what helps them focus.

Help students get organized. Since some ADD/ADHD students tend to be disorganized, ask parents to help you create a system to help them with this task. Color coded folders, notebooks, pencil boxes (zipper ones work best), and organized binders (trapper keepers). If students move from class to class, talk with other teachers to help find a system that will work for everyone.

Be creative in your lessons. Move often. Since focus is a big issue, moving around and standing near the student will help. Use bright visuals but keep it simple. Putting up the entire multiplication table when you are really working on the 5 tables will be overwhelming. Use drama when teaching, varying tones when reading aloud, and allow for some movement throughout the day.

Use manipulatives. Allow the student to have what I call “busy hands” that is, a small (almost undetectable) ball, poster putty, or other object that will keep them busy and

focusing. You will be amazed how much they can accomplish with just having the other hand occupied.

Stand up for Learning! It is OK for students to stand and do their work. I can't tell you how many teachers look at me funny when I say this, but it really IS OK. I am not a "sit at my desk and work for hours" type of person. I need movement. I get antsy sitting for long periods of time, so it is not strange to think our students would as well.

As long as students are doing their assignments, not interrupting the students around them, and staying within the required space why can't they stand? Does work only get done sitting?

Make eye contact. Sit them in the front of the class where you can maintain eye contact. Since ADD students have difficulty focusing, keeping distractions like someone in front of them, is key.

ACTIVITY3:

Memory Strategies For Better Grades

"I can't remember that."

"I sit down to take a test and my mind goes blank."

"I'm not a good test taker."

These are all things students say when they forget assignments or don't do well on tests. All of us, students and non-students alike, forget important things. This happens when we don't transfer information into long-term memory. It is important to know how to do this in order to do well in school and beyond. Just think about it: you need to remember what you read, what your boss told you, the driving directions someone rushes at you at a stoplight, or, if you are a student, what the teacher says.

This article is written from a student's perspective as this will make it easier for them. However, these strategies are just as helpful for adults, because we all need a little help remembering new things.

Have you ever noticed that some things are easy for you to remember while others are difficult? For example, you may be able to remember how to put an engine together, or why it rains, but you may have trouble remembering the lines to a school play or multiplication facts. You'll be relieved to know that there's nothing

wrong with you; this happens to everyone. The good news is that there are strategies that can help you remember what you need to remember. The twelve strategies (some of which are called mnemonic "ni mon ik" devices) introduced below will help you learn how to memorize important information. We know they are effective because they have been helping students at STRONG Learning Centers® for years, not only on homework and tests, but continuing to be valuable in their daily lives.

STRATEGY 1. CHUNKING

It is easier to memorize information when you break it up into small chunks. This is called chunking. You may not realize it, but you use chunking often, like when you memorize your friend's telephone number, a locker combination, or your social security number. It's easier to remember long numbers when you "chunk" them into groups of threes, fours and fives. That's because most people can only remember about three, four or five bits of information at a time.

Here are suggestions on how you can use "chunking" to remember information as well as numbers.

- Chunk vocabulary words by grouping them by parts of speech or other attributes.
- Chunk history by time periods or events.
- Chunk foreign language by grouping words into categories like household items or occupations.
- If there is no pattern to the information you need to study, just group the items into three, four or five at a time, and that will help a lot.

STRATEGY 2. UNDERSTANDING

Before you begin trying to memorize something, try to understand it. A good way to do this is by making a connection between what you are learning and what you have experienced. The better you can relate the new information to what you already know, the easier it is to learn. For example, before attempting to memorize events of European history, find the places on a globe (or world map) and see where they are relative to one another and also relative to where you live.

STRATEGY 3. GRAPHIC ORGANIZERS

These tools help you see things you are trying to learn. They help organize information. There are many different types of graphic organizers. You can even design them yourself.

- the Venn Diagram for comparing and contrasting
- a Web for the main topic and details
- the Cause and Effect Design with the event in the middle box, the causes listed in the left boxes and the effects listed in the right boxes. (The effects and the causes are

connected to the event by lines.)

- the Cycle Organizer consists of shapes drawn in a cyclic pattern with words in each shape to represent things or events that go in cycles. For example, the water cycle.

To see/print examples of these graphic organizers, find No. 452 Improve Your Memory Skills, Silbert, at our StrongLearning website.

STRATEGY 4. VISUALIZATION

To visualize means to see an image in your head without actually looking at it. Visualization can help you learn almost anything. Here is an example. Let's say the topic is the water cycle. Create a mental image of a cloud. Picture it growing. Now see, and "feel" its heavy cold rain. See the rain hitting the ground, then flowing toward streams and rivers toward the ocean. Now "see" the hot sun hitting and evaporating the water and forming clouds.... Get the picture? If you can visualize parts of the water cycle, the boring diagram becomes meaningful and rememberable. In general, if you have trouble visualizing material, try drawing maps, charts, graphs, or pictures.

STRATEGY 5. ASSOCIATION

Another learning strategy is to associate, or "connect," each word or event with a person, place, thing, feeling, or situation. For example, you may connect what you are trying to learn with someone you know, or with a movie character or scene. When you have to learn vocabulary words, just write the new words, write the definitions next to them, and then write a person, thing, event, movie, or any strong association to help you remember the meaning of each word. For example, "My altruistic Aunt Alice gives great gifts." (Altruistic means generous.)

STRATEGY 6. RHYMING

We all used rhyming in the ABC song to learn the alphabet. And the rhyme "I before E, except after C, or when it sounds like A as in neighbor or weigh." This is also a great strategy even when learning the times tables. For example, 7 and 7 went down the line to capture number 49; 8 and 4 made some stew and gave it to 32. (Rhymes don't have to make sense!)

STRATEGY 7. TALKING

Here's a strategy that's easy and fun to use, especially if you like to talk! Just talk about the information you have to learn. Tell Grandpa, Mom, a friend, or your dog what you have to learn! Do you want to learn history? Then talk history — discuss, debate, argue. Think of a person who may have lived during a major historical event and pretend to be that person. Now talk about the important events: who was involved, when it happened, where it took place, what happened, and why? If you're learning a language, then speak it at the dinner table. It doesn't matter if others know what you are saying; you do, so you'll learn.

STRATEGY 8. STORYTELLING

Storytelling is a great way to help you remember information in any subject. Write a story by focusing on the key points of what you're learning and arranging them in a logical sequence. It can even be a song or rhyme that tells the story. And there's a bonus: each event in the story triggers your memory of the next event, so you'll remember even more.

STRATEGY 9. WRITING SENTENCES

Do you remember learning the silly sentence "Every good boy does fine" from music class? We used this to remember the notes. You may also have used the sentence "My Very Excellent Mom Just Served Us Nine Pizzas" to remember the planets. (Oops, change the sentence because Pluto is no longer considered a planet). This strategy can even help us learn those extra troublesome spelling words. Just make up a sentence using words that begin with the letters. So, to learn "aardvark," you may make up a nonsense sentence like: Aardvarks Always Run Down Very Angry Rowdy Kids.

STRATEGY 10. ACRONYMS

An acronym is a word made up from the first letters of a list of words. Here's how it works. You take the list of words or facts that you want to remember and put them in an order so that the first letters of each word, or the first syllables, spell a real word or a made-up word.

How do you memorize the names of the five Great Lakes? Easy, just remember "HOMES." H=Huron, O=Ontario, M=Michigan, E=Erie, and S=Superior. While this strategy won't help you understand the information, it at least helps you to memorize it. It's easy and fun, and you'll probably remember the information forever. You may be interested in knowing that our company name is an acronym. STRONG stands for: Self-esteem, Trust, Responsibility, Options, Needs, Goals.

ACTIVITY4:

Roles of an Ideal Teacher

A teacher's profession is an ideal profession. Yet all teachers are not ideal. There are many who are angry, beat students, scold them right and left, do not look neat in appearance, have no affection for students, are interested only in increasing their income, keep no touch with books, and are too much inclined to politics. With the society going to the dogs, such teachers are ever on the increase.

Certainly they have no right to be treated as ideal teachers for no students, except the worst, would like to build their lives of them.

This shows that very few teachers can rightly claim to be accepted as ideal ones. There are some who possess many qualities that make them to be likely claimants to this honorable position but a few shortcomings shatter their hopes to pieces. This shows that an ideal teacher is not someone to be found here, there and everywhere. He is really a rare object, and very few schools can boast to have such a teacher in their staff-list. If we are to describe an ideal teacher in a few words, we must say that he should have the ability to serve as a model before his students.

Qualities of an Ideal Teacher

- An ideal teacher, above all, should be a good teacher. His teaching ability should be such so as to attract the attention of the students easily. He should teach in a way so that any topic, however hard it may be, can be easily understood by the students.
- In order to teach well, the teacher himself should have vast and deep knowledge.
- He must be Able to clear away students' fear of studies and to turn them into store-houses of knowledge without which a refined and higher life cannot be lived.
- An ideal teacher should have unbounded love and affection for his students.
- He should be one who can be easily approached by them, for he should truly be their friend, philosopher, and guide.
- If a student does something wrong and regrets it sincerely, the teacher, instead of punishing him, should deal so tactfully with him that the wrong-dear will ever refrain from doing such things in future.
- However, if the fault is genuine and there is no regret for it, the teacher will not hesitates to take stern measures against such an action. He will not allow discipline to be given the good-bye for the sake of showing love to a student.
- He should be able to inculcate certain virtues among students, such as regular studies, punctuality, care of health, equal emphasis on reading and writing, perseverance, kindheartedness, and the like.

- Teacher is the mirror through which a student can see his/her future. Teacher is the role model of many young budding talents. It is the teacher whose character and attitude reflect the future of the students. Teacher's whole character and personality can to a large extent influence the teaching and learning environment.
- An ideal teacher is the one who loves, caring, tolerant and free from bias and prejudice. Teacher should never ever try to build up such a frame of mind which tends to consider students as their enemies for any reasons whatsoever. Whatever the case it may be, the role of teacher is to identify the changing behavior of the students inside and outside the classroom lest it becomes counterproductive.
- Teachers need to play a multi-dimensional role specifically in residential schools. Teacher should try to understand why some students are mischievous while some other remain inhibit. Why are some students introvert while others extrovert? Why some students are very provocative and aggressive? In short teachers need to know in and out of the students' character and behavior.
- A teacher needs to handle all these situations tactfully with fatherly and motherly affection. Otherwise there is likelihood of emerging or forming destructive mindset. Teacher needs to embrace them as their own child. Every movement and step of the students should be observed so that they are not caught wrong footed. They need to be helped in building moral value and rational thinking apart from the subject taught in the class.
- Teacher should remain calm and composed in dealing with the students and must try to understand the logic of the student. Teacher should share thoughts with the students. Nevertheless, sharing thought is not an easy task because the teacher needs to be sophisticated, rational and up to-date in various intellectual fields irrespective of the subject which he/she taught. He/she should have the convincing logical power. While dealing with the emotionality of the students, the teacher needs to show empathy.
- Teacher should try to feel the pulse of the students. Students should be encouraged to ask question whether the question is logical or illogical or relevant or irrelevant.
- Never ever such a frame of mind should be allowed to emerge in the mind of an ideal teacher that some difficult question should be asked to a particular student so that he/she never dares to ask question again in the class or whatever. Such an attitude strains relationship with the students and more importantly it may lead to losing respect. This is what is happening in most of the educational institutions today.