

## Eight Styles of Learning

### **Linguistic Learner**

- likes to: read, write and tell stories.
- is good at: memorizing names, places, dates and trivia.
- learns best by: saying, hearing and seeing words.

### **Logical/Mathematical Learner**

- likes to: do experiments, figure things out, work with numbers, ask questions and explore patterns and relationships.
- is good at: math, reasoning, logic and problem solving.
- learns best by: categorizing, classifying and working with abstract patterns/relationships.

### **Spatial Learner**

- likes to: draw, build, design and create things, daydream, look at pictures/slides, watch movies and play with machines.
- is good at: imagining things, sensing changes, mazes/puzzles and reading maps, charts.
- learns best by: visualizing, dreaming, using the mind's eye and working with colors/pictures.

### **Musical Learner**

- likes to: sing, hum tunes, listen to music, play an instrument and respond to music.
- is good at: picking up sounds, remembering melodies, noticing pitches/rhythms and keeping time.
- learns best by: rhythm, melody and music.

### **Bodily/Kinesthetic Learner**

- likes to: move around, touch and talk and use body language.
- is good at: physical activities (sports/dance/acting) and crafts.
- learns best by: touching, moving, interacting with space and processing knowledge through bodily sensations.

### **Naturalistic Learner**

- likes to: be outside, with animals, geography, and weather; interacting with the surroundings.
- is good at: categorizing, organizing a living area, planning a trip, preservation, and conservation.
- learns best by: studying natural phenomenon, in a natural setting, learning about how things work.

### **Interpersonal Learner**

- likes to: have lots of friends, talk to people and join groups.
- is good at: understanding people, leading others, organizing, communicating, manipulating and mediating conflicts.
- learns best by: sharing, comparing, relating, cooperating and interviewing.

### **Intrapersonal Learner**

- likes to: work alone and pursue own interests.
- is good at: understanding self, focusing inward on feelings/dreams, following instincts, pursuing interests/goals and being original.
- learns best by: working alone, individualized projects, self-paced instruction and having own space.

## Developmental Ages

### The Five-Year-Old

“Good”, helpful, comforting  
Attempts only those things ensuring success  
Needs attention, affection, praise  
Energetic and fidgety  
Short attention span  
May show opposite extremes of behavior  
“Good” behavior may break up as school year progresses

### The Six-Year-Old

Extremely egocentric, wants to be center of attention, “best” and “first”  
Boundless energy  
May be oppositional, silly, brash, critical  
Cries easily; shows a variety of tension releasing behaviors  
Attached to teacher  
Has difficulty being flexible  
Fantasy is often real

### The Seven-Year-Old

Behavior more calm, organized, thoughtful  
Can begin to reason and concentrate  
May worry, be self-critical, and express lack of confidence  
Demanding of teacher’s time  
Dislikes being singled out, even for praise

### The Eight-Year-Old

Explosive age; excitable, dramatic, inquisitive  
“Know-it-all” attitude  
Able to assume more responsibility for actions  
Active seeker of praise  
May undertake more than can be handled successfully  
Self-critical  
Recognizes need of others

### The Nine-Year-Old

“General confusion” age  
Distance between child and adults; may rebel against authority  
Group membership is important  
Seeks independence  
High activity level  
Can express wide range of emotions and verbalize easily  
Can empathize  
Can think independently and critically but is tied to peer standards  
Increasing sense of truthfulness  
Typically not self-confident

### The Ten-Year-Old

Positive approach to life  
Tends to be obedient good-natured and fun  
Surprising scope of interest  
TV is very important; identifies with TV characters  
Increase in truthfulness and dependability  
Improvement in self-concept and acceptance of others  
Forms good personal relationships with teachers and counselors

### The Eleven-Year-Old

Heading toward adolescence  
Shows more self-assertion, curiosity  
Sociable  
Physical exuberance, restless, wiggly, talks a lot  
Range and intensity of emotionality; moody, easily frustrated  
Can relate feelings  
Competitive, wants to excel, may put down “out group”  
Off-color humor, silliness  
Teases and tussles

### The Twelve-Year-Old

Age of in-between childish and mature behavior  
Spirited and enthusiastic  
Can stay put longer; shows self-control  
Growing sense of intuition and insight into self and others  
Less-moody; may be good-natured around adults  
Becoming increasingly self-reliant and self-centered  
Curious but not ready for long term planning  
Strong desire to be like peers



## TIPS ON CLASSROOM MANAGEMENT: PROBLEM BEHAVIORS

1. Overly talkative: show-off; eager-beaver; just plain gabby
  - † Cut across the child's talk with a summarizing statement and direct a question to someone else.
2. Highly argumentative: combative personality; professional heckler; or upset by emotional problem
  - † Try to find some merit in one of the child's points and get agreement on it. Then move on to something else.
  - † As a last resort, talk to the child privately after class and see if you can get his cooperation for future meetings.
3. Quick-helpful: has right answer or good input, but keeps others out
  - † Cut across the child tactfully by questioning others.
  - † Suggest: "Let's get several opinions" or "Let's hear what others have to say."
  - † Use the child to summarize.
  - † Be sure the child understands that you appreciate his/her help.
4. Rambler: talks about everything except the subject; gets lost
  - † When the child stops for a breath, thank him, rephrase one of his statements and move on.
  - † Ask direct questions of others.
  - † Indicate in a friendly manner that s/he is off the topic.
5. Side conversationalist: child's talk may be related, but is distracting
  - † Pause and let others listen; it may be pertinent.
  - † First call the child by name; then draw her into the discussion by asking for her opinion.
  - † First call the child by name; then ask by direct question whether she has something to add to the general discussion.
6. Poor voice or choice of words: voice not clear; can't find right words; child's idea may be good, but child can't convey it
  - † Repeat child's idea in your own words, but say "Let me repeat that" rather than "What you mean is...."
  - † Protect the child from ridicule.
7. Obstinate: won't budge; prejudiced; or may simply not see the point
  - † Try to get others to help the child see the point



- † If time is short, tell the child frankly that it is necessary to get on with the class.
8. Griper: pet peeve; professional griper; or may have legitimate complaint
- † Tell the child the problem is how best to operate under the present system.
  - † Direct attention to topic of discussion.
  - † Indicate pressure of time.
9. Wrong subject: off the beam
- † Direct attention to the topic of discussion.
  - † You might say, "Something I said may have thrown you off the subject, but the question we are considering now is....."
10. Definitely and completely off the beam:
- † Say "That's one way of looking at it" and go on.
11. Personality clash: a clash between two or more members
- † Emphasize points of agreement as much as possible.
  - † Cut across with direct question on topic.
  - † Bring someone into the discussion who has not yet taken part.
  - † Ask that personalities be left out of the conversation.
12. Superior attitude: not disposed to help; attitude is "I had to find out the hard way; you do the same"
- † Sell the child on the fact that the class is a cooperative effort.
  - † Flatter the child by telling him how much the others could benefit by his experience. Don't overdo it or the group will resent it.
13. Won't talk: bored; indifferent; hesitant; insecure; afraid. Try to determine what is motivating the child and use one of the following approaches.
- † Find the child's interest. Ask for her experience or opinion.
  - † Use direct, provocative questions. Ask for her agreement.
  - † Ask a direct question which you are sure the child can answer or has an opinion on.
  - † Compliment the sensitive person the first time he talks; be sincere.
  - † If the sensitive person is seated near you, ask his opinion so that the child will feel he is talking to you rather than to the group.

SPECIAL NEEDS CHILDREN -> "KNOW THE CHILD" revised 6-5-13

When a child won't look at you... It may be Asperger's - please don't force them to.

When a child can't sit still .. it could be ADHD - give them a pipe cleaner or piece of clay/playdough while the discussion is on. It can help them focus...

When a child won't share in the group a joy or sorrow... Affirm that you are glad the child is there with the group today, and remind the group that passing is okay.

Do NOT ask everyone around a circle to read aloud - Children with dyslexia will feel very anxious. Ask children to raise their hand if they want to read aloud, or that *you know like* to read aloud,

If someone comes in a wheelchair or hearing aid... It's okay to ask about it first thing, in a matter of fact way.

Children/ Youth with special needs *can* be held accountable to the group covenant so all participants can feel safe in group!

*For younger children - "1-2-3" practice*

*Say "That's 1" and give the child time to adjust.*

*If they do not by the count of "3," the volunteer invites the child to the hall. (Important to be clear: "We keep our hands to ourselves here as our covenant says.")*

When you find a child challenging in group... Talk to the parent that day! and Tell them that you want to make sure their child has a good experience in RE. ASK the parent,

*"In group today, Lucy found it hard to participate. Is there anything you can tell me to help them feel more welcomed and to participate in group?"*

*Make note in the Notebook Log sheet of what that is, and let the DRE Know. You may find they arrived hungry, angry, tired, or sad.*



## A SEQUENTIAL PATTERN FOR DISRUPTIVE BEHAVIOR

Here is a set of ten successive steps to follow when handling a discipline problem. In certain cases, some of the steps may have to be omitted or changed, but generally teachers should try these procedures in the order listed.

**Ignore:** The teacher must know when to be blind or deaf. An isolated or unobtrusive breach of discipline is frequently best overlooked.

**Look at the student and call his name gently:** If the child knows that he is being observed, his behavior may improve.

**Involve him in the lesson:** Distract the child from her misbehavior by bringing her into the lesson. Ask her a question, preferably not too difficult a one.

**Move to be near the child:** Let him know that you are aware of his actions and are about to take any necessary further steps.

**Change his seat if necessary:** Remove him to a section of the room where his misbehavior is least likely to be encouraged. Give him/her a chance to calm down with a book, fidget toy, or other solitary activity removed from the rest of the class.

**Have a private conference with the child:** Make a calculated attempt to "reach" the child using all you know about her background and personality.

"1-2-3 see DRE"

**See the parent:** The help of the parent and the DRE is enlisted in a parent/child/teacher "conference." Sometimes suggestions made to bewildered parents are eagerly received with good results.

**Isolate the child:** Remove the child from classmates and activities. The RE Committee can set policy regarding behavioral expectations and consequences in extreme cases. The child may need some time to sit with his/her parents in the Sanctuary or may accompany the DRE as she does her work.

Of course, there is no substitute for a well-planned educational program based on developmental level and class needs. This eliminates a great number of the so-called discipline problems.

## **Behavior Policy:**

The Religious Education ministry at the Unitarian Church in Westport strives to create thoughtful communication and connections in a climate which promotes and affirms the values of our seven UU Principles. In this way, each adult and child/youth will experience a positive and rewarding learning experience.

Children and youth are expected behave in a manner that encourages cooperation, responsibility, and respect for themselves and others. For those children/youth who find it challenging to behave in a manner conducive to these ideals, the following steps will be taken:

- If a child/youth is disruptive during children's worship, a special activity or in the classroom, a teacher (parent volunteer) will attempt to **first redirect the child/youth's attention.**
- If this does not have the desired behavioral impact, the teacher will remove the child/youth from the classroom/activity and he/she will be brought to the DRE, an RE Council member, or other adult overseeing programming.
  - The DRE or Council member will talk with the child/youth about his/her behavior and try to work out a reasonable way in which the child/youth can return to the class/program and continue learning alongside others in a positive manner.
- In the event the disruptive behavior continues the child/youth will again be brought to the DRE or Council member who will bring the child/youth to their parent/guardian.
  - The parent/guardian will have the option of keeping their child/youth with them for the remainder of the service/event or the parent and child/youth may return to the classroom/activity *together* for the remainder of the program time as appropriate.
  - The next time the child/youth is in RE, the parent will be asked to be accessible in case he/she is needed.

It is the goal of the RE Council that every child/youth in our ministry feels welcome and respected. If a child/youth has difficulty meeting the Behavior Policy of the congregation we welcome any input from parents regarding ways we can assist the child/youth in reaching these goals. Please let us know your child's individual learning style and any physical or emotional challenges that may affect his/her behavior in our programs. It is our intention to support each child/youth as a part of our family.

The proposed business plan is a comprehensive document that outlines the financial, operational, and marketing strategies for the company. It is designed to provide a clear and concise overview of the business's goals and objectives, as well as the resources and personnel required to achieve them.

The plan is divided into several key sections, including an executive summary, a detailed financial forecast, a marketing strategy, and an operational plan. Each section provides a thorough analysis of the company's current position and offers actionable recommendations for future growth and success.

The financial forecast is a critical component of the plan, as it provides a clear picture of the company's expected revenue, expenses, and profitability over the next five years. This information is essential for investors and lenders to evaluate the company's financial health and potential for long-term success.

The marketing strategy section outlines the company's approach to reaching its target market and driving sales. It includes a detailed analysis of the competitive landscape and identifies key marketing channels and tactics that will be used to promote the company's products and services.

The operational plan provides a detailed overview of the company's day-to-day activities, including production, distribution, and customer service. It also identifies the key personnel and resources required to execute the plan effectively and efficiently.

In addition to these key sections, the plan also includes a risk assessment and a contingency plan. These sections provide a clear understanding of the potential challenges and risks that the company may face and offer strategies to mitigate them.

The plan is a living document that will be updated regularly as the company's needs and market conditions change. It is designed to be a comprehensive and actionable guide for the company's management and stakeholders.

Prepared by: [Name], [Title], [Company]

The plan is a comprehensive document that outlines the financial, operational, and marketing strategies for the company. It is designed to provide a clear and concise overview of the business's goals and objectives, as well as the resources and personnel required to achieve them.

The plan is a living document that will be updated regularly as the company's needs and market conditions change. It is designed to be a comprehensive and actionable guide for the company's management and stakeholders.



## TEACHING RELIGIOUS ED. : A COLLECTION OF RECOMMENDATIONS

1. Acquire stories, materials, or teaching kit that you will need to prepare the lesson.
2. Know your subject. It takes an average of 2 hours' preparation time for a one hour class. The better your preparation, the less dependent you will be on printed material. This type of freedom makes teaching easier.
3. Know your children and remember what this age group is like. Get a feel for the level of development in your classroom. The curriculum is not religious education. It is the experience the child has in your class that is meaningful. This depends as much on the child's own interests, abilities, likes and dislikes as on the subject matter. It helps to get to know the individuals in class.
4. Build community! Children have social needs. Often they come to church school without knowing other children. The first job in each new church school year is to help them get to know one another and your teaching team, and get to know them yourself.
5. Treat each Sunday's class as a separate teaching entity able to stand on its own. Do introductions each Sunday, or play a name game. Many children do not come regularly, yet they all need to feel welcomed and integrated, not "lost" because of continuing content.
6. Outline your session.
  - set the stage and capture attention right away
  - develop a pre-class gathering activity, whether a continuing mural, browsing table, etc.
  - as lead-in, review last week by asking provocative questions or sharing common experiences
  - be flexible and able to change course if you find something is going poorly
  - incorporate several teaching methods in exploring the subject and the concepts
  - provide some closure before ending the class

**RELAX! ENJOY YOURSELF! TO TEACH IS TO LEARN!**

## Teaching Hints and Methods

Here are a few ways of presenting curricula to your class:

- Small group sharing: In groups of 3-5, students have a chance to relate anecdotes, express feelings, receive and give support.
- Role-playing: This method works well when trying to see an issue from another person's perspective. By asking students to role-play a position previously unfamiliar to them, you enable them to see the value of that position.
- Dramatic play: Have the children read the material and work out an enactment. Emphasize the interpretation of the story, not how the characters felt.
- Brainstorming: This generates a lot of ideas in a hurry. First identify a problem. Then list all the solutions the students have to offer. Record all ideas and don't criticize or judge an idea.
- Writing on newsprint: Either the teacher writes or students have their own paper. It may be easier for them to write than to verbalize ideas. Use felt-tip markers on newsprint to add interest, especially with little doodles and different colors!
- Using resource people: People in the church have a wide variety of experiences and knowledge. Use them!
- Creative movement
- Music and song
- Games
- Expression through art media: painting, crayons, markers, murals, fabric, collage, clay, yarn, wood etc.
- Field trips
- Food: preparation, eating, serving and cleaning up
- Story-telling
- Videos
- Puppetry
- Worship and celebration

### Using Games in Class

- Games should be fun. Keep the atmosphere light and inclusive. Most importantly, be sure the players are fully willing to participate.
- Ask their permission to play a game: don't *command* them. Don't strain for attention. Watch for signals that mean *stop*.
- Try to team bold players with timid players in order to even the interaction.
- If a game doesn't work, don't force it. However, don't let a game fall apart for lack of adequate direction. Follow it through.
- Adjust time limits to the maturity of the players.

ALWAYS play by the rules. If the rules need changing, wait until the end of the game to make the changes.