

While not every  
teacher is a  
parent, every  
parent but, is a  
teacher”



# BASIC RULE

- You are the child's first and most important teacher.
- All creative ideas and activities would do no good if they are not carried out with a lot of enthusiasm, love and appreciation.
- It is necessary that a child starts writing with small alphabets, it will be easier.
- Need not learn writing in A-Z sequence.



# Your Growing Child

- Respect all children as individual human beings.
- Allow them as much freedom of movement as possible.
- Help them to become increasingly independent by creating a safe, child friendly environment that makes it easier for them to explore.



# LEARNING STYLES

# Types of Learning Styles

- Looker
- Listener
- Mover



# Looker/Visual Learners

Visual learners are those who learn through seeing things.

A visual learner:

- Is good at spelling but forgets names.
- Needs quiet study time.
- Has to think a while before understanding lecture.
- Is good at spelling.

- Likes colors & fashion.
- Dreams in color.
- Understands/likes charts.
- Is good with sign language.

# Learning Suggestion for Visual Learners

- Draw a map of events in history or draw scientific process.
- Make outlines of everything!
- Copy what's on the board.
- Ask the teacher to diagram.
- Diagram sentences!
- Take notes, make lists.



# Listener/ Auditory learners

Auditory learners are those who learn best through hearing things. You may be an auditory learner if you are someone who:

- Likes to read to self out loud.
- Is not afraid to speak in class.
- Likes oral reports.
- Is good at explaining.
- Remembers names.

- Notices sound effects in movies.
- Enjoys music.
- Is good at grammar and foreign language.
- Reads slowly.
- Follows spoken directions well.
- Can't keep quiet for long periods.
- Enjoys acting, being on stage.
- Is good in study groups.

# **Auditory Learners Can Benefit from:**

- Using word association to remember facts and lines.
- Recording lectures.
- Watching videos.
- Repeating facts with eyes closed.
- Participating in group discussions.
- Using audiotapes for language practice.
- Taping notes after writing them.

# **Mover/ Kinesthetic- tactile learners**

Kinesthetic learners are those who learn through experiencing/doing things.

You may be a kinesthetic learner if you are someone who:

- Is good at sports.
- Can't sit still for long.
- Is not great at spelling.
- Does not have great handwriting.
- Likes science lab.
- Studies with loud music on.
- Likes adventure books, movies.

- Likes role playing.
- Takes breaks when studying.
- Builds models.
- Is involved in martial arts, dance.
- Is fidgety during lectures.

# **Kinesthetic Learners Can Benefit from:**

- Studying in short blocks.
- Taking lab classes.
- Role playing.
- Taking field trips, visiting museums.
- Studying with others.
- Using memory games.
- Using flash cards to memorize.

# Basic activities

- Meditation and yoga
- Brain gym
- Singing
- Story telling
- Picture talk
- Flash cards
- Number dots
- Sight words
- Creative thinking
- Encyclopedic data
- Fine and gross motor activities such as beading, lacing, sorting and building blocks.
- Messy activities such as play dough, clay modeling, playing in the water.
- Games (Indoor and Outdoor)

**SKILLS**



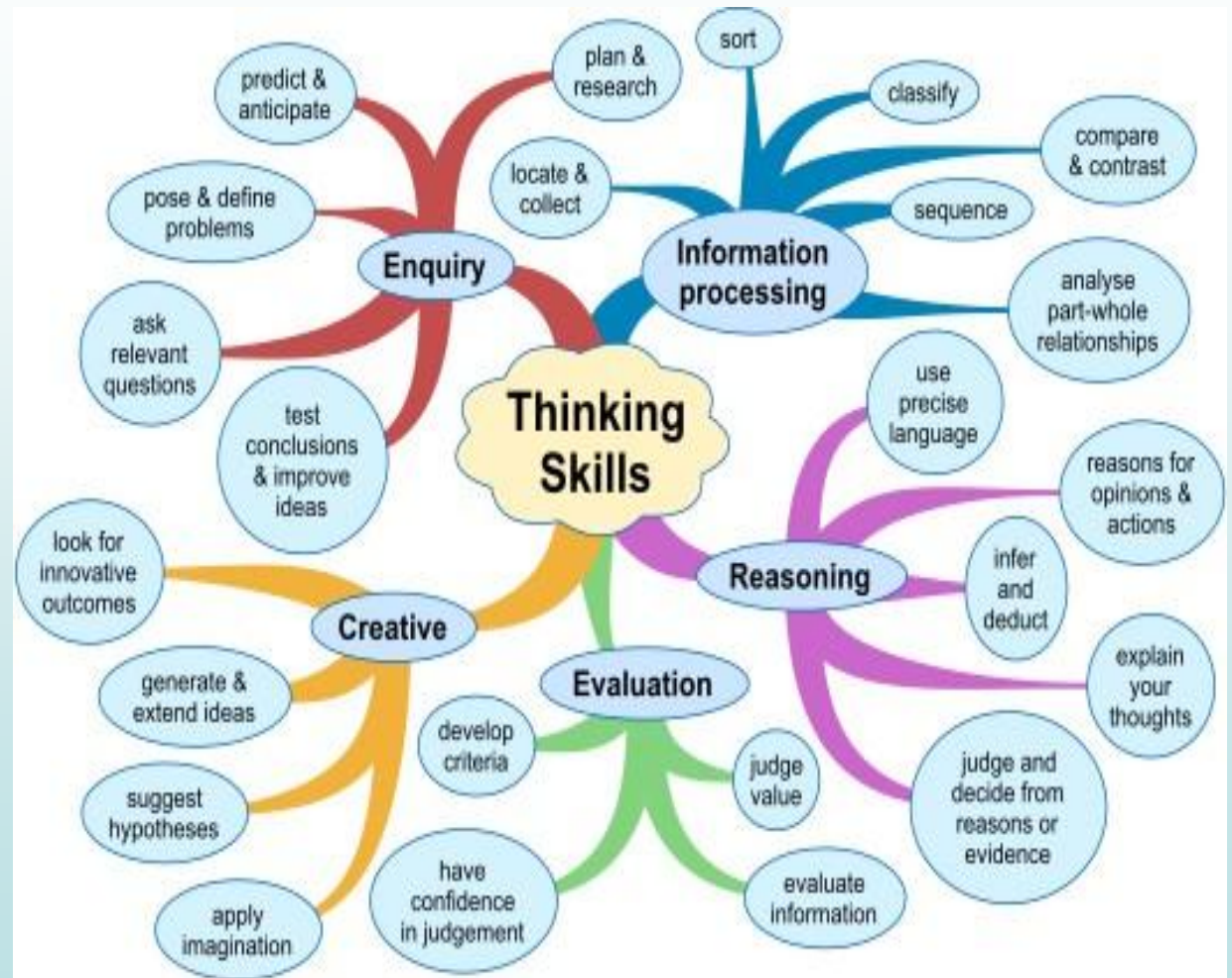
# Communication skills

- **Listening**
- **Speaking**
- **Reading**
- **Writing**
- **Non-verbal communication**



# Thinking skills

- Acquisition of knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
- Dialectical thought
- Meta cognition



# Self-management skills

- **Gross motor skills**
- **Fine motor skills**
- **Spatial awareness**
- **Organization**
- **Time management**
- **Safety**
- **Healthy lifestyle**
- **Codes of behavior**
- **Informed choices**



# Social skills

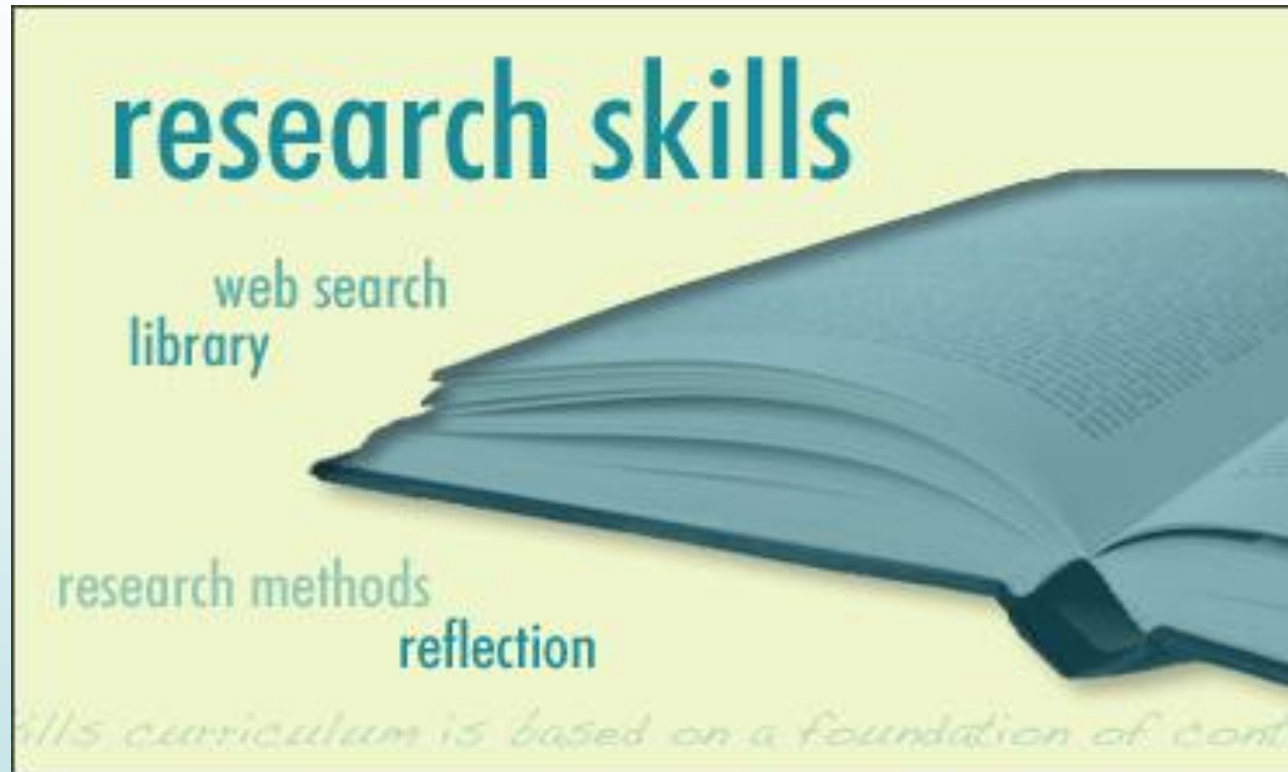
- **Accepting responsibility**
- **Respecting others**
- **Cooperating**
- **Resolving conflict**
- **Group decision making**
- **Adopting a variety of group roles**





# Research skills

- **Formulating questions**
- **Observing**
- **Planning**
- **Collecting data**
- **Recording data**
- **Organizing data**
- **Interpreting data**
- **Presenting research findings**



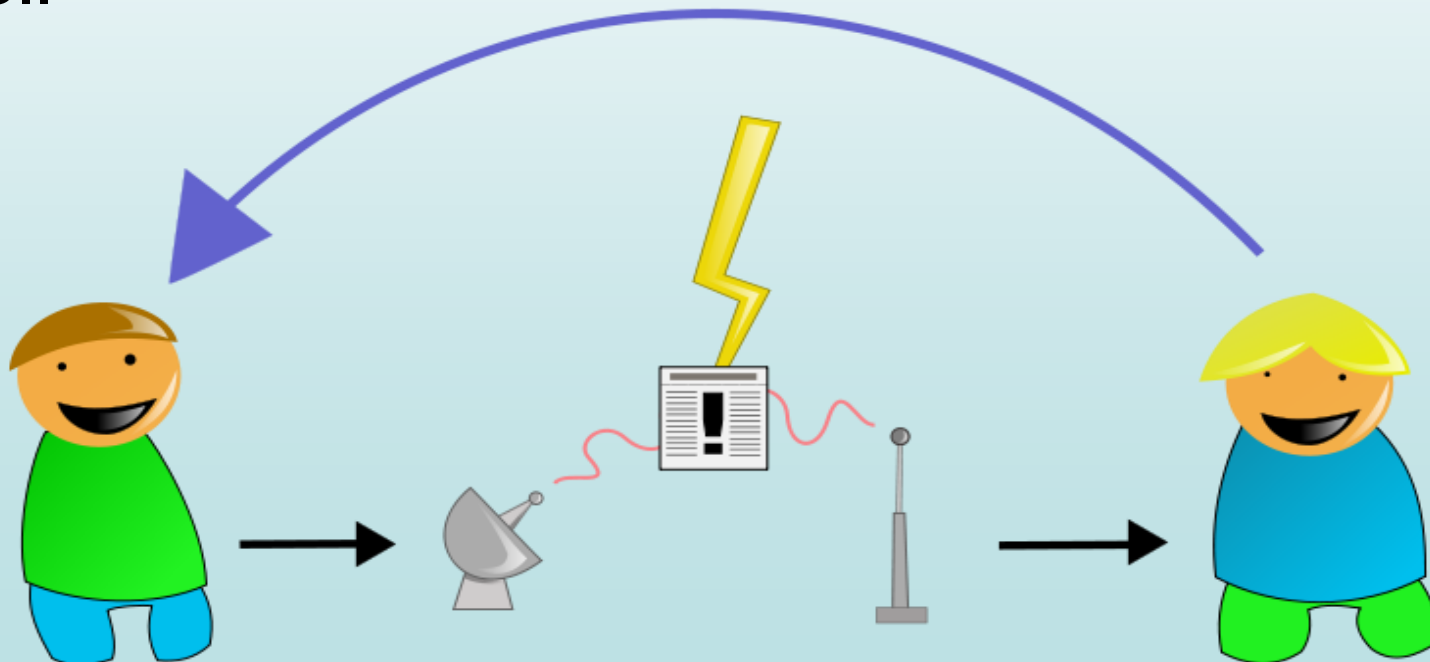
- Parents play a key role in helping their children to develop good communication skills. Kids first learn by mimicking their parents. Few subjects in parenting are as fundamental, or as important, as communication.
- But developing good strategies for good communication, based on sound ideas, is extremely complicated.



# Winning Through Communication

“If you are a good communicator you are sure to meet success

If you want to be a, you will have to communicate well”



Reading aloud to children early in life also rapidly develops their speaking skills. They don't learn to talk-they can't learn to talk-unless they're spoken to, which is why psychologists and speech pathologists tell us we need to have loving, laughing, deep and meaningful conversations with our kids long before they turn three. These conversation have also been linked positively to IQ development



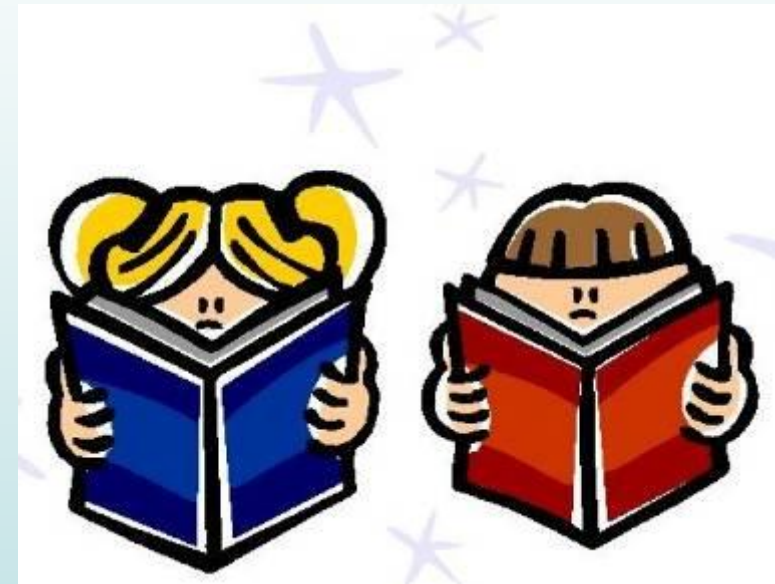


Reading aloud sessions are perfect times for engaging in different sorts of conversation because the reader and the listener can chat endlessly about the story, the pictures, the words, the values, and the ideas. Reading aloud and talking about what we're reading sharpens children's brain. It helps develop their ability to concentrate at length, to solve problems logically, and to express themselves more easily and clearly.



# Building Reading Skills

- There are several skills involved in the reading process.
- First, a child must learn to recognize or decode words, which involves sounding out or otherwise transforming a printed word into one that is spoken
- Next, the child must possess a vocabulary sufficient to define the words s/he reads whether from memory, sentences context, or the structure of the word itself.



And, finally, a child must be able to read smoothly enough to focus on the whole product rather than just reading process itself so that s/he can comprehend and recall the sequence and content of printed material.



- Make regular trips to the library, allowing enough time for your child to browse in the juvenile section.
- Guide your child in selecting books.
- Encourage your child to highlight important words in his/her note books.



# Techniques To Improve Reading Comprehension

- Locate a classic that you think will interest your child. Then, borrow the book and it's video version simultaneously.
- Encourage your child to close his/her eyes after reading a passage and imagine a picture of what he/she has just read.
- If your child likes to draw, suggest that he/she sketch a picture of the action in each story or chapter.



# Helping Your Child To Write

- Stimulate your child's interest by letting them see you writing. Explain what you are doing.
- Create some informal writing activities .
- Ask your child to help you to make a shopping list or write a letter to a friend.
- Make sure that your child is holding the pencil or crayon between thumb and index finger. Some children press very hard when they write. This is tiring and hard work.





- Encourage your child to trace letters with a finger.
- Give your child pieces of writing to trace over, but don't expect perfect copies.
- Make dough letters so that your child can feel the shapes.
- Give your child plenty of praise for early attempts at writing. Set aside a special place where you can display work both in the early stages and later on.





# Visual Skills

- Identifying everyday objects
- Matching simple objects
- Identifying the odd one out
- Identifying objects for size
- Identifying objects for shape
- Identifying objects for colour
- Identifying what is missing
- Identifying what is different

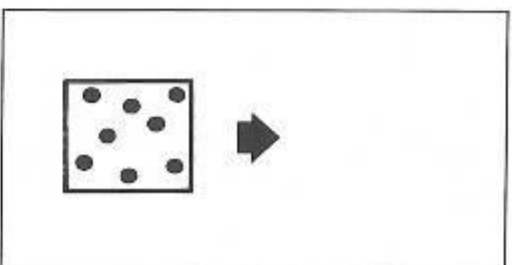
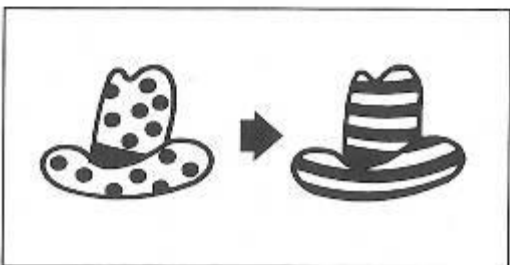
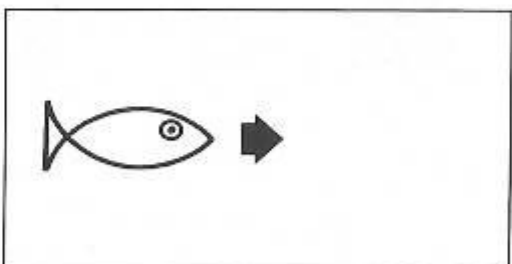
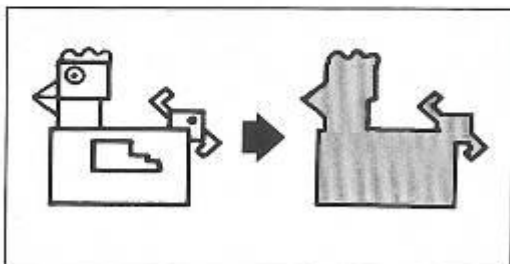
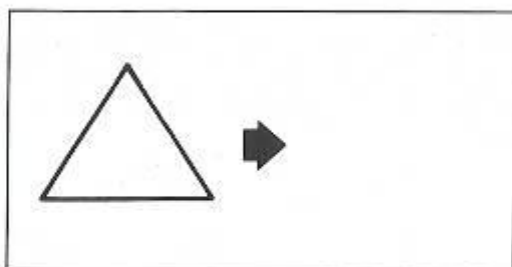
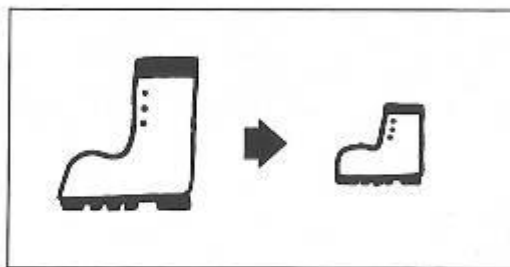
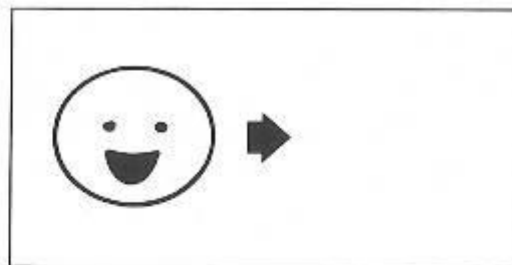
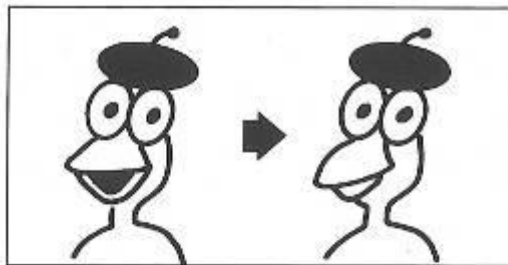


- Answering questions about a picture
- Finding objects in a picture
- Fitting pieces of a simple puzzle together
- Recognizing own name when written down
- Identifying letters of the alphabet



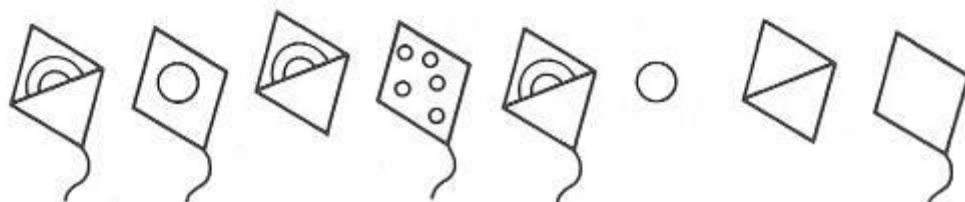
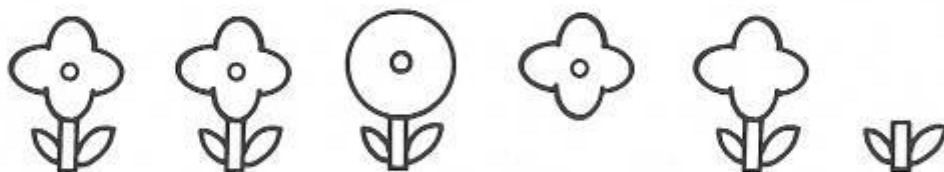
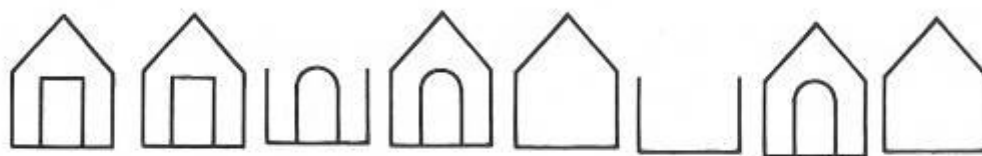
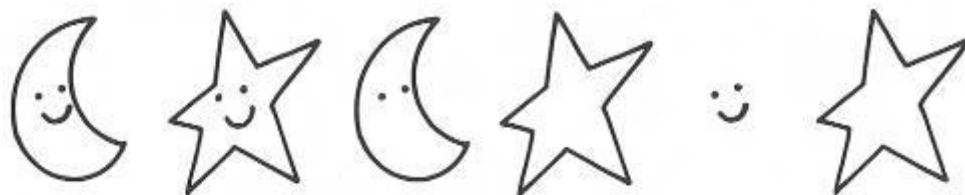
# We Are Related

Draw what belongs in the empty spaces.



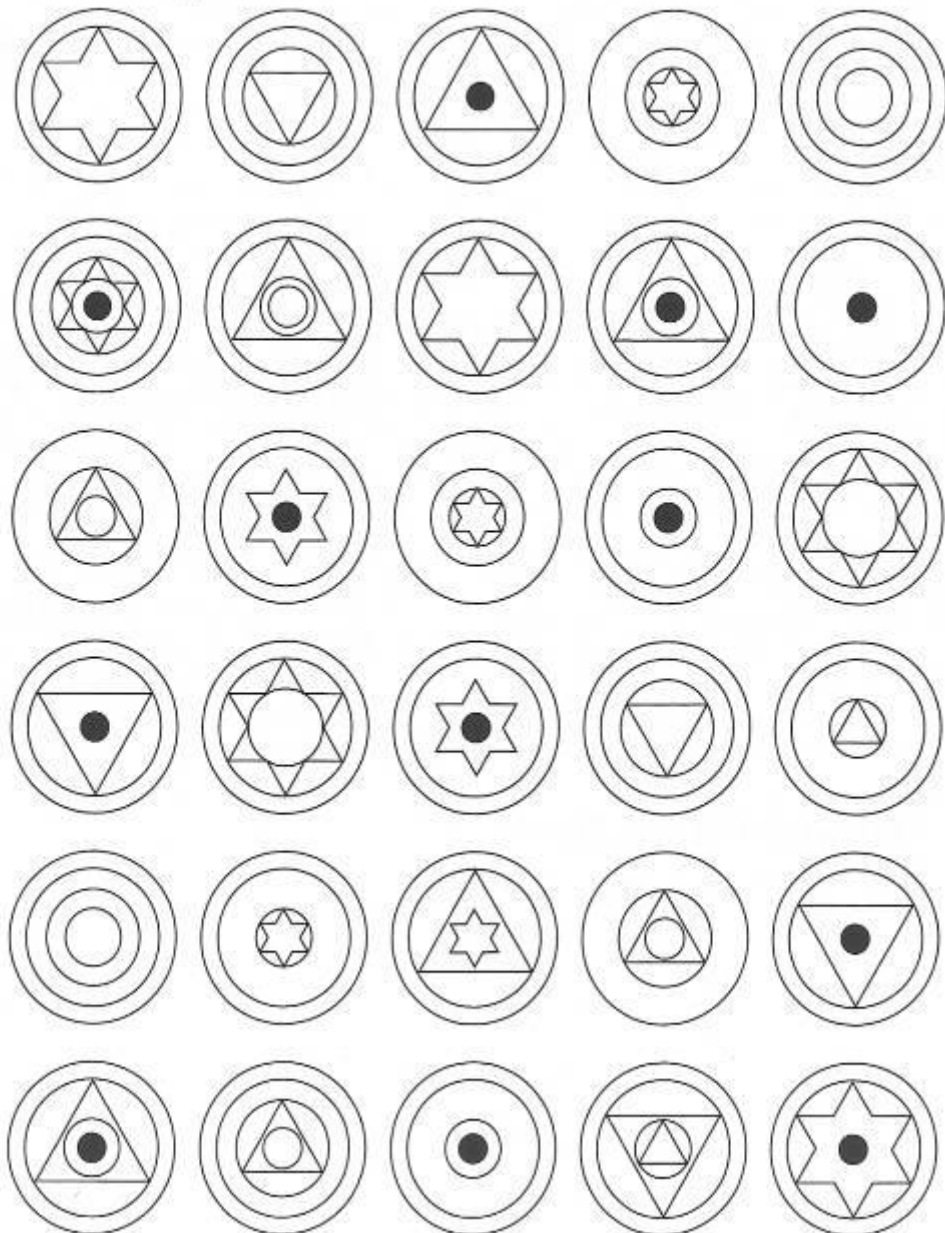
# Something Is Missing

Complete the patterns by drawing the missing parts.



# Patterns Poster

Color the matching pairs alike.

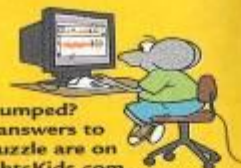




## Fun at the Pool

By R. Michael Palan

Stumped?  
The answers to  
this puzzle are on  
HighlightsKids.com.



In this big picture, find the nail, sock, comb, ring, star, fishhook, snake, ice-cream cone, toothbrush, heart, golf club, pencil, hammer, and musical note.

Can you find these  
**Hidden Pictures®**  
on page 14?



nail



sock



ring



ice-cream  
cone



fishhook



snake



golf club



comb



star



heart



toothbrush



pencil



hammer



musical  
note

# Listening Skills

- Listening to and joining in with songs
- Listening carefully to a story
- Recognizing everyday sounds
- Imitating everyday sounds
- Describing everyday sounds
- Listening to, and following, simple verbal directions and instructions
- Retelling a simple story
- Recognizing the sounds of letters



# Thinking Skills

- The big enemy of good thinking is confusion.
- The more active the mind, the greater the risk of confusion.
- The aim of all good thinking is clarity, but clarity is no good if it is at the expense of comprehensiveness.
- There is a need to obtain clarity and comprehensiveness at the same time.





- There are many important aspects of information, such as accuracy, bias, interest, relevance, value etc. We could seek to assess these different aspects all at once. We could also separate them out to avoid confusion and to make sure that we cover all the different ways of looking at the information.



# Creative thinking

Break away from usual pattern

- C- can I Combine some things
- R- can I Reverse some part or processes
- E- can I Eliminate some parts
- A- can I use Alternative methods
- T- can I Twist things around a bit
- E- can I Elaborate or add something

# DEFINITION

“Creativity is the process of bringing something new into birth and the most basic manifestation of man’s fulfilling his own being in his world.”

- Rollo May

# Creative Ability

- Creative ability is a human endowment that is common to all of us
- It is an intrinsic part of life and growth
- Like most other attributes, it seems to be distributed in varying 'strengths'
- The capacity for creative action is a state of mind which can be learnt
- Like any other skill, it can be developed and enhanced with training and practice

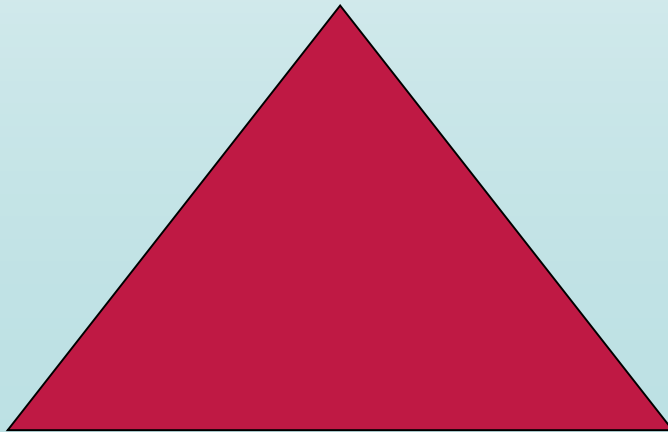
# CREATIVITY TECHNIQUES

- Brain storming
- Challenging assumptions
- Dream Incubation
- Distortion
- Reversal
- Imagination
- Fantasy
- Another person
- Metaphor
- Random word
- Visualisation
- Widen solution options



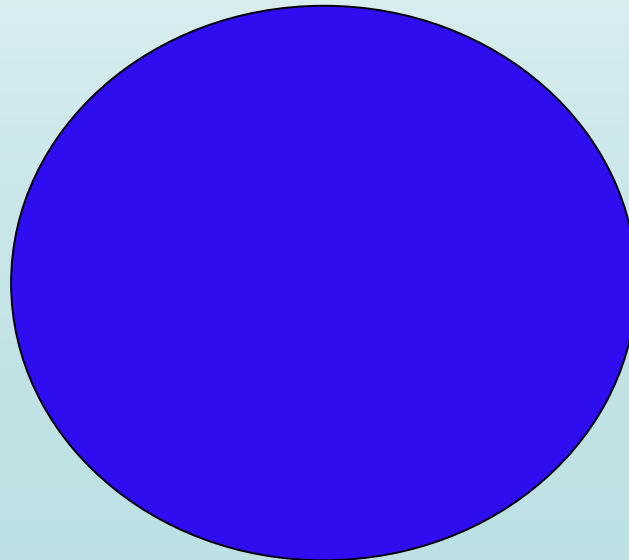
# Six Frames for thinking about Information

- PURPOSE-Triangle
- The Triangle Frame-Triangles have points. The long horizontal triangle suggests an arrow pointing in a particular direction. That direction is the purpose.



# Accuracy

- Accuracy-The Circle Frame
- The circle represents the centre of a target, the 'bull's eye'. Accuracy depends on how well you hit that target or how far off you might be.



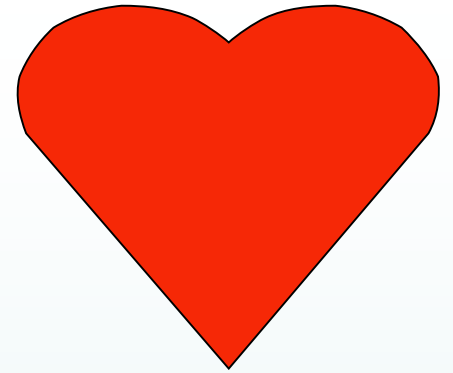
# Point of View

- The Square Frame-In a square, all sides are exactly equal. The square also suggests that it is possible to approach an issue from any side.





# Interest



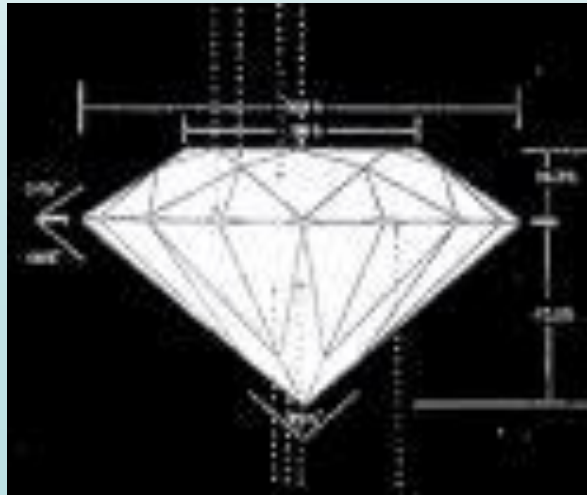
The Heart Frame-

Matters of the heart are always of great interest , so the heart shaped frame symbolizes 'interest'

There may be matters of general interest and there may be matters of special interest that are related to something we are doing or about to do.

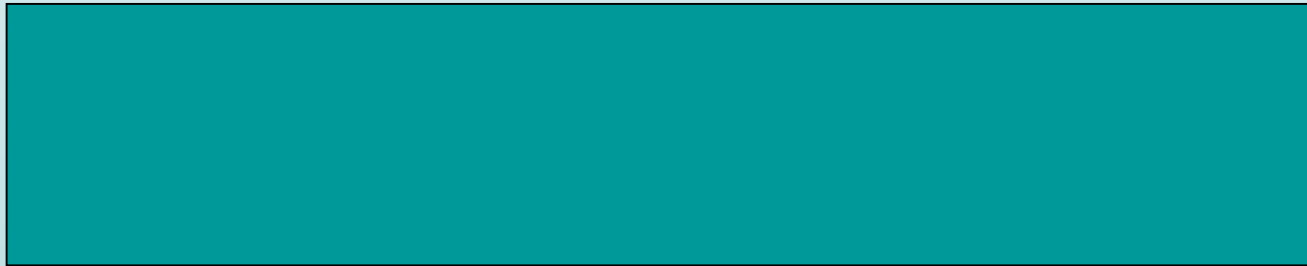
# Value

The Diamond Frame-Diamonds are a symbol of value. So the diamond-shaped frame indicates a value scan-‘What is the value of this information? ’



# Outcome

The Slab Frame-The slab represents a platform on which something is to be placed and exhibited. With the slab Frame we lay out our conclusions.

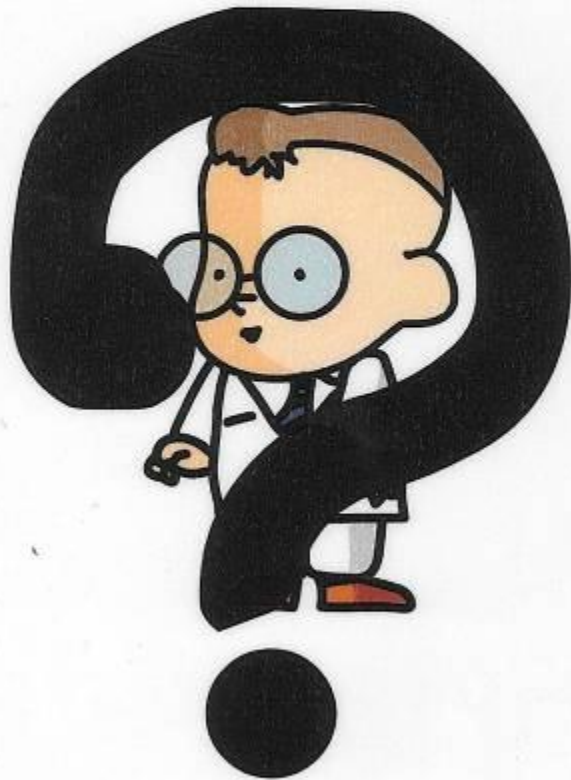


Thinking is



the Key

# THE QUESTION



Start with the answer.  
Then try to list five  
questions which could be  
linked with that answer  
only.



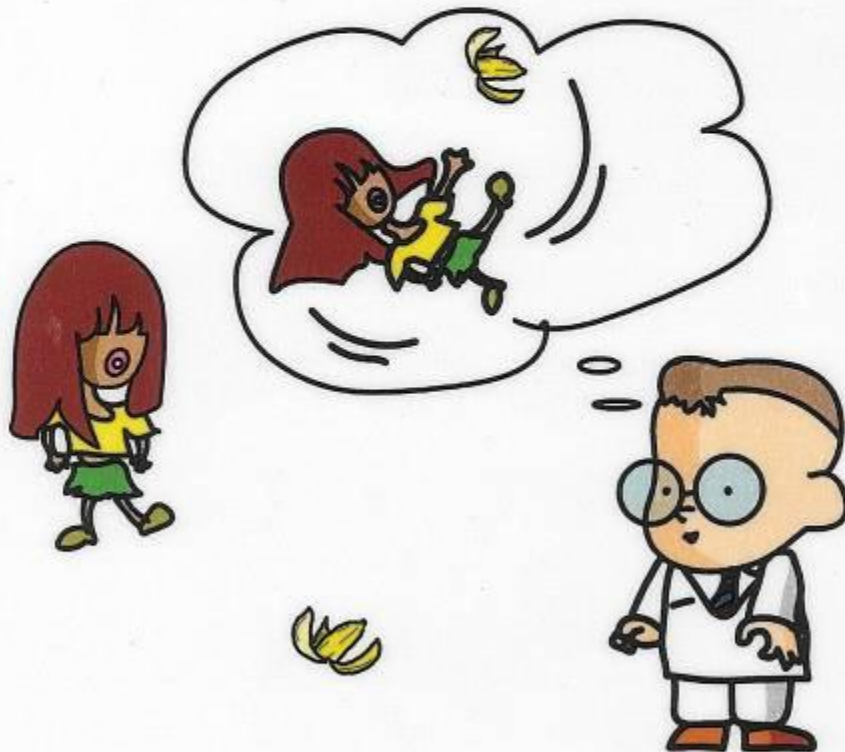
## Question Key

Give five questions with the answer:

- Friendship.
- Centimetre.
- Fish.
- Zoo.
- Brown.
- Vegetables.
- Motorways.
- Bicycle.
- Car.
- Summer.
- Orange juice.
- Blue.



# THE PREDICTION



Students think critically.  
They predict the  
possible outcome of a  
set of given  
circumstances.



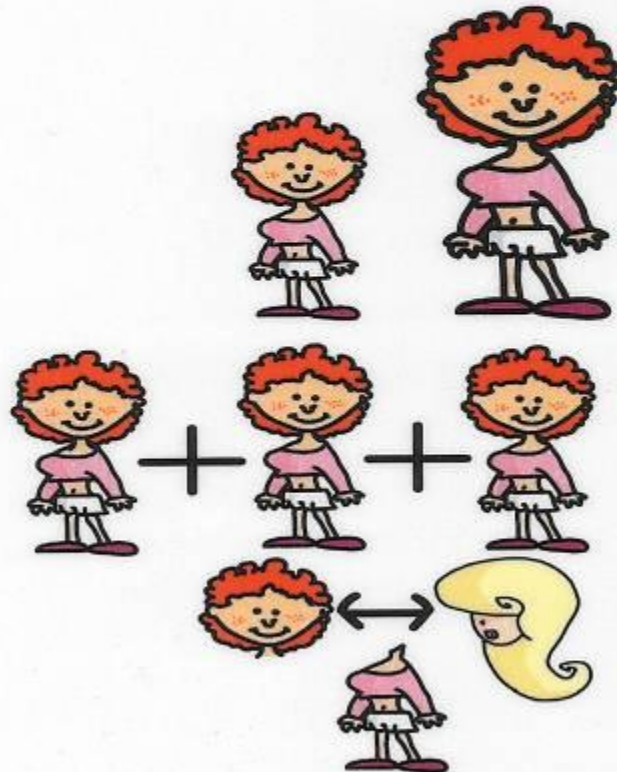


## **Prediction Key**

### **Predict:**

- How schools will operate in 100 years.
- The most important form of public transport in 50 years.
- What foods we will eat in 100 years.
- How you will look when you are 20.
- What the country will be like in 1000 years.
- What kind of clothes we will wear in 100 years.
- What your computer will look like in 100 years.
- What the house of the future will look like.
- What books will be like in 50 years.

# THE BAR



The acronym BAR can be used to improve the design of everyday objects

**B**=Bigger

**A**=Add

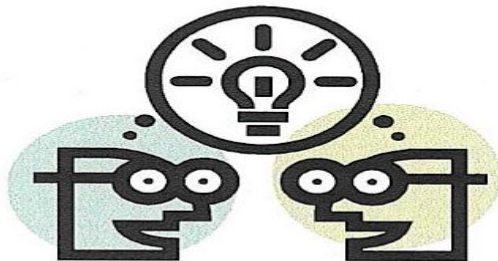
**R**=Remove / Replace



## **BAR Key** (Bigger, Add, Replace)

Use the B.A.R. key to:

- Improve your bike.
- Redesign school.
- Make a computer game.
- Improve your house.
- Redesign the Blackpool tower.
- Change the games of tennis.
- Redesign the pen.
- Redesign the Playstation.
- Improve the school tables.
- Improve the school teacher.



# THE “WHAT IF...?”



You can ask virtually any ‘What if...’ question (serious or frivolous). Students record their thinking on a graphic organiser.



## What If Key

### What if...

- ...we each had 10 cars.
- ...friends only lasted a week.
- ...you could only eat sweets once a year.
- ...you had 1 million pounds.
- ...there were no schools.
- ...you were stranded on a desert island.
- ...there was no sea.
- ...we could all bring an animal to school.
- ...everyone had 10 brothers and sisters.
- ...nobody smiled.
- ...we had an extra day in each week.





# THE INVENTIONS



Students are encouraged to devise inventions which are constructed in an unusual manner, or made from unusual materials.



## **Invention Key**

Invent a:

- Machine for peeling oranges
- A combination knife and fork.
- Shoes that carry you to school.
- Chair with a book holder.
- A spider catcher.
- A sandwich making machine.
- Clothes that don't need ironing.
- Flying machine.
- Machine that turns book pages for you.
- Machine for catching mice.
- Machine that gets you dressed in the morning.
- Machine that cleans all the house.





# DIFFERENT USES



A **spoon** can be used for:

1. Eat soup and rice
2. As a shovel in the beach
3. A piece of a musical instrument



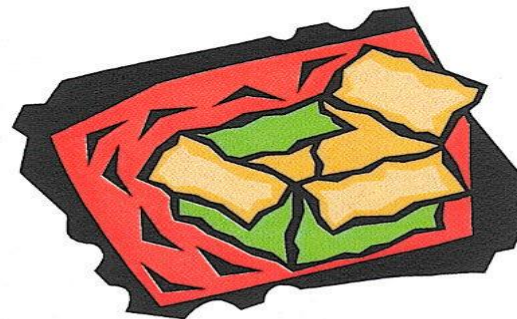
Students put their imaginations to work. They list a variety of different uses for a chosen object from an area of study.



## Different Uses Key

How many different uses can you think of for:

- A broken rulers.
- Empty drink bottle.
- A carrier bag.
- An empty cardboard box.
- A bin bag.
- A piece of string.
- A plastic cup.
- A paper cup.
- A plastic straw.
- An old 2p.





## Construction Key

### Construct a:

- Measuring device using 2 paper plates, string and a block of chocolate.
- Ladder using newspaper, toothpicks and masking tape.
- Clock using sticks and a plate.
- Robot using bottle tops, matchboxes and straws.
- Musical instrument using paperclips, elastic bands, tin foil, box and cotton reel.
- Somewhere to sit using a piece of string, stick and balloon.
- Table using cardboard, string and rulers.
- Egg timer using a candle, paper and marker pens.
- Baby's toy using paper, a ball and 4 sticks.



**Thank You**