

**...Smart
Sensible
Stress-free
Students!**

12

**Tips for
Teaching...**



1

You are
there to
learn.

You, the teacher or parent, are there to learn—just as much, if not more, than those in the position of student. Though what you each are learning and are helping to teach each other may be vastly different, life is one great big school for everyone.

Take advantage of your lessons today, and let them make the best of you. Perhaps while imparting knowledge of some skill to a child, you are learning about relating to different personalities, and learning people-handling skills.

Are the children having a hard time understanding a lesson that you are trying to teach? It may be just the lesson planned for you: Learning to have patience and understanding with those who don't see eye-to-eye with you on everything.

While you teach others, remember that you are also, and will always be, in life's school.

Will you pass the tests of kindness, love, cheerfulness, bravery, and giving of yourself for the benefit of others?

A vibrant field of flowers under a bright blue sky with scattered white clouds. In the foreground, two large white flowers with yellow centers are in full bloom, surrounded by several purple flowers. The background shows a line of trees and a clear horizon.

2

**Children
are like unique
plants.**

A knowledgeable gardener in his greenhouse caring for the seedlings knows that though many sprouts may look similar when beginning to grow, each different type of plant needs different care.

A room full of children may look similar, but a wise teacher or parent knows that each is unlike any of the others in the room.

Though plants need some of the same materials to grow well—like water, light, and good soil—they will never all grow to be the same, or need the same care.

Sunflowers will be tall and showy; a potato plant will wither, but all the while hiding under the soil are the treasures it has produced waiting to be discovered.

A wise teacher or parent knows the signs of progress will appear different in different children, but if given the water of encouragement and praise, the soil of good nourishing materials and opportunities to learn, and the light of a loving and happy environment, the children can each grow and develop in the ways they were meant to.

The teacher or parent does not expect progress in all the same ways or at the same time in students, or think that one method of teaching will be sufficient for each child's growth.

They tailor the teaching methods to the needs of the students, and show interest in the individual signs of unique growth and beauty.

A person is shown in profile, playing a white electric guitar. The scene is dimly lit, with a strong light source from the right creating a bright lens flare and illuminating the person's face and the guitar. The background is dark with some faint lights.

3

Actions
speak louder
than words.

Children may or may not remember the words you say and what you try to tell them. However, the way you speak to them, the actions you use, and how you act speaks volumes that have a way of being etched indelibly on the hearts and minds of children.

For this reason, care must be taken to ensure that pleasant ways of presenting lessons and enjoyable teaching methods are used. More than learning facts, children are forming character for life. They will learn more from your mannerisms than by hearing you teach them facts.

Information told or read may be easily forgotten or pushed out of their mind's priorities; but the way you are around them will shape their character for life and become part of who they are.

What did they learn from you today? –Not from the text book, but from you, personally—you the living book? This they may remember for a life time.



4

**Testing
isn't
teaching.**

Interest and inspiration attracts the brain and whole-being to absorb, study and remember. When there is a hint of testing, rather than imparting points of interest to a student, it changes the way the child is processing information.

A sense of testing activates counter-productive reactions within the student. A good teacher doesn't constantly take the "knowledge-assimilation temperature" of the children they are meant to be assisting in their learning journey.

Teaching versus testing is like the difference between filling a jug, or expecting it to pour out.

As a teacher, your job is to impart, to give, to fill—not to constantly be putting students under pressure to pour out facts and information.

In order to properly “fill” the thoughts and mind of a student, they will need to have their “lid” off.

The lid of the mind and brain is best and most easily lifted when inspiring in them a desire and motivation to learn.

Growth will be stunted and a desire to learn with you, extinguished, when students are caused stress through testing when it is rather the time for them to absorb, learn, and experience.



5

Love to

learn.

Learn to

love.

Children are born with an insatiable desire to learn, explore, find out, discover and know. They will learn all their life, even if they never have a teacher.

They will continue to love learning if it is not squelched through unnatural, boring, and unpleasant means of teaching.

However, if you want to teach them something specific, they must know there is a reason to learn it, and they must also be allowed to use all their senses:

To see, hear, do, experience, and think for themselves with room for creativity and individuality.

Children have a very keen perception. If they detect your main motivation in teaching them is because you care about their happiness and well-being, this will coax them to open up secret inner chambers to store what you want to impart to them.

If they see you are instead just going through the motions, and they seem to you hardly more

than an animated object that must be brought into subjection and formed into a generic brand of human, your teaching will only reach the surface and do little good.

Examine your motives.

Are you truly concerned about giving them keys of knowledge and experience that will enable them to open the doors to living their dreams and bettering the world for themselves, their family, and others?

6

The best
educators let
children develop
into what they were
designed to be.



Think what advances to the modern world would have been undiscovered if Thomas Edison's mother had not the insight to see the potential of her son that the school did not.

She provided the opportunities for him to grow and learn at home, because the school didn't make allowances for his unique mind.

We as teachers and parents aren't given the role of determining the future of the children, or the job of shaping them into models of our design.

We have the responsibility of giving children and young people the tools, knowledge, training and motivation to build meaningful, fruitful, honourable, happy lives.

They alone will be responsible for their own choices. They will bear the consequences of all their decisions.

We have the cherished task of being allowed to impart to them all we can, supplying them with a full set of tools to build a good and noble life.

We can watch with interest and a smile as we see their growth and development; as we see the real “them” materialize—what we have enabled and empowered them to become.

If we’ve done a good job of instilling moral principles and training, teaching them what is useful to their life, and letting them grow in their own unique way, we’ll smile at what they become—what they were created to be.

A brown horse is grazing in a lush green field filled with yellow and white wildflowers. The horse is positioned in the middle ground, facing left. The background is a soft-focus field of similar flowers and greenery.

7

Balanced

beginnings

cultivate

competent, stable

citizens.

It is a wrong notion that the sooner a child attends school and begins to sit at a desk and use paper and pencil, the more successful they will be in life.

The true saying states: All work and no play makes a very dull student.

To make a good meal you must include all the right ingredients and prepare them in the right way. It's not simply how long you cook the food that matters, or how much food you keep stuffing into to the pot.

Children have keen sensors built within them, to insure proper growth, and these sensors tell them when there is something amiss in their body, mind or heart.

Their growing bones and muscles may alert the child to the need for more exercise, or their heart may cry out for more laughter and playtime with friends. Their brain may become weary and in need of more water and a change of learning focus, or their mind may feel the need to get their many questions answered or have a change of environment.

Care needs are to be met in priority:

- 1-body and health,
- 2-heart and spirit,
- 3-mind and intellect.

When all aspects of a child's care needs are met, then the brain is in the best position to absorb information and is able to focus on specific learning topics—for a little while.

Charlotte Mason, an acknowledged wise and insightful teacher discovered that the optimum time limit for teaching one certain topic or having a lesson focus is to be no longer than 20 minutes.

After that, change must occur if the students are to remain sharp and alert. Perhaps a time of active learning, or time outside, or a game played, or helping care for animals, and so forth will fill that need for a change of learning stimulation.

Just as the sense of smell tires after a while, and you can no longer keenly smell what is in front of you, so does the brain tire in the learning department.

Short lessons keeps the interest and focus of the child, which will encourage progress and better remembrance.



8

**Whole-being
education is
needed for
proper
growth.**

Children are not an empty box waiting to be filled; they are alive and growing beings with needs to be filled from head to toe, inside and out. Whole-being Education is needed for proper growth.

A program and method of training and caring for students that encourages and allows growth to each part of their being will enable them to develop into competent adults.

Think about it: That child may one day be a father that must provide for his family. Yes, the math and writing skills will aid him some of the time, but more importantly does he know how to control his temper?

Is he learning all the life-skills that he will need to care for himself and keep in good health?

Is there stress in his school and learning experience?—There shouldn't be. Stress causes death in countless adults each year.

A child must learn to relax, enjoy their school work, love those around them, and not begin to form the health-destroying habits of stress and pressure. They must learn to play, to laugh, to give others a chance to win sometimes. They need time to communicate about their fears and desires; allowance to cry when hurt and to then feel how good it is to be comforted.

Being smart isn't enough. He or she must be sensible, and able to make good decisions, and be acquainted with coping with many aspects of life.

To have children's care committed to you for a long period of time is a great responsibility. But to assume that you are only to care for one small aspect of their growth needs—facts put into a brain—will create unbalanced people, who are unable to manage properly with good conduct in the real world. This will not benefit them or their family.

What will?

Make sure to bake those learning experiences and opportunities, in a balanced amount, into each day.

Albert Einstein said “Play is the best research.” Each day of a child’s life should include a large amount of time playing and learning in active ways, preferably in natural surroundings—for the physical growth and health of their bodies is the priority.

Secondly they must be allowed time for creative learning or play, and exploration of life and expression—these can be done through sand or soil play, music games and learning, arts and crafts,

dramatic learning and games, times of talking and communication, as well as toy play while learning to communicate and get along with others.

Thirdly, the children's feelings, emotions, desires and spiritual care is a great need. They are not just a mass of cells. They have an unseen spiritual side of their nature that has needs of its own to be satisfied. When it is ignored or "outlawed" from being nurtured in the classroom, that is when the worst behaviour begins to be expressed.

Everyone needs to feel loved. The students need to get to know God their creator.

They need to be taught moral conduct and why it even matters—because they matter to Him. They need to know how forgive and be freely forgiven by their teachers, parents, family and friends. They need to feel acceptance, and their ideas respectfully considered.

They need the questions of their heart and mind answered, and shown where to find them when they are older and must find answers for themselves.

In short, a creation needs to be in connection with its creator in order to form and grow in beautiful ways.

Fourthly, their mind and brain need good quality mind-food and input. The brain wants to grow and needs exercise too, and it is best taught through using all the senses and most importantly active, hands on, real learning experiences, and good quality, beautiful, true information books.

What goes in will come out; what is taught, read, or shown through media must be what you wish them to reflect.

A glass terrarium containing a variety of cacti and succulents. The plants are arranged on a bed of reddish-brown soil. There are several tall, columnar cacti with spines, some with small pink flowers. There are also some succulents with thick, fleshy leaves. The terrarium is lit from the side, creating a warm, golden glow. A large, white circle with a black outline contains the number '9' in a bold, black font, positioned in the upper left quadrant of the image.

9

**Compliment
before
critiquing.**

Encouragement stimulates fast growth;
discouragement stunts growth.

If you water the soil, the seeds can easily be buried in it and grow. Encouragement and compliments prepare the mind and heart of a person to graciously accept constructive criticism.

When you are cold, your pores close up tightly; when you are in the warm shower the pores relax and are open to the water and the cleaning. If you want a child to be open to a suggestion, tip, or correction, warm their hearts first with a

genuine compliment, then kindly offer the advice or request for a change in conduct. It is a good exercise for the teacher or parent, when seeing something in a child or student that needs correcting, to stop and notice something that they are doing well and to speak of it first.

When a teacher or parent allows themselves to only and frequently mention what is wrong, it makes things worse rather than better. They feel more tired, discouraged and upset. No one wants to learn from someone like that.

But when the parent or teacher notices and mentions just as much—if not more—the good and right that is being done, then joyful learning times abound. Thinking of, noticing, and speaking of the good that others are doing has a way of giving energy and inspiring faster progress.

Does a person on their first day of learning to drive sit in the driver's seat while the instructor says, “drive” and then sternly points out all that the learner is doing wrong, while the policeman rushes to give them a ticket? No, of course not.

Those learning to drive are taught, shown and instructed in the right way first. Knowledge isn't demanded of them, and censure with negative consequences handed out from the start.

Children are in the learning part of their life. Give them space, time and opportunity to learn—and make mistakes. They are in class to learn; not to get everything right from the start. If they never made a mistake and knew how to do everything perfectly well, it would be pointless to spend time learning something.

Making mistakes means you are learning something—you are wiser the moment after a mistake than you were before.

Help the children or students realise how valuable the experience of a mistake is.

It can be a good thing—if those teaching and caring for the children and students have the right, graceful, positive reactions to that step of growth.



10

**Experience
is the best
teacher.**

This well-known saying is just as true for life as an adult as it is for children and students.

Humans are animated beings, created to understand, assimilate and learn in 3D ways (three dimensional).

It should be no surprise that there is resistance or a seeming mental learning block when children, who are at their peak of learn-ability, are compelled to learn primarily in 2D ways—via flat paper with lines on it.

For millennia the second and third generations were taught along side of their elders, the ways of life and living. A rich heritage of experience and knowledge could be passed on.

Learning to read and write, to work with figures, and understand the workings of science was an added plus and enabled them to do yet more. But it wasn't the end all. It was an addition to the foundation learning.

Schoolhouse learning in these modern times is most often replacing the age-old, time-tested way

of learning about life and trades alongside a family. Thus efforts should be made in these simulated learning environments to cover all the bases in order to cultivate capable, conscientious, cultured, clever, and good-charactered children.

What's the difference between a circle and a ball? One is flat and round; the other is round—all around.

Children need spherical learning—well-rounded learning. They need skill training. They need physical exercise. They need time in nature—the real world.

They need time with others, learning to relate to, help, co-operate and communicate with.

They need time alone, in peace and quiet to think and dream.

They need time to learn, absorb, and be instructed.

They need time to freely play.

They need quality food and plenty of water, to keep them at peak health.

They need to learn how to grow food, care for animals, and know the harmony and cycle of nature.

They need practice in communicating and listening—both with people as well as on paper, through reading and writing.

They need plenty of sleep and rest for their bodies to grow and gain strength and health.

They need the creative arts, and time to invent, draw, compose, play and listen to good music, to dance, and so forth—these are both an outlet and a greenhouse for the best kind of learning growth.

They need challenge, fun, and inspiration.

They need vision and reason, and good motivation for doing or learning what they should.

They need to feel loved, cared for, special and important to family, friends and teachers.

When all these aspects, and more, are included in a child's learning journey, their treasure-chest of learning will be as a ball that is the essential element to winning their life's game. A paper circle or rectangular brick will never do.

Spherical learning—well-rounded, whole-being learning gives them the best life-preparation.



11

Rigidity
breeds
resistance.

Rulers are straight and unbending, and straight lines can be drawn using them. But there is another type used by professional artists—one that is created to bend and curve to help them form good solid lines in a variety of angles and curves.

What type is more useful and versatile, and thus can create many more works of art?

Try drawing a picture using only perfectly straight lines and corners. It's not very beautiful. You rarely see such design in nature or living things.

But if you try drawing smooth and symmetrical circles and wavy lines, without a guide, it's rather difficult. With a flexible ruler you can have both.

I like to think that a good parent and teacher is a bit like an artist's flexible ruler. They help to provide guidance, direction, guidelines and positive use of energy; but they are ready to adapt and give what is best in each person's life, in each situation or need.

Life and living matter is very complex.

People's needs vary from moment to moment, and when properly met allows them to grow into something beautiful and helpful.

People also need variety in order to stimulate all the facets of their ever-growing being.

“Variety is the spice of life” is indeed true.

To expect and demand that things only and always be done in one certain way, without variance creates resistance, for the very soul of a human being craves and needs things to be different—for the right balance of change and stability equals growth.

Bodies are very complex and incomprehensible machines. These likewise have a variety of needs that change from person to person, from day to day, that should not be ignored—especially not in a classroom where one is trying to create the optimum learning environment.

It takes a lively soul, willing to not wish the world solidify around its staunch regimen, that paves the way to progress and true, joyful living.

A wide-angle, fisheye photograph of a grand, ornate interior space, likely a church or a grand hall. The room features multiple levels of balconies with intricate woodwork and railings. Several large, multi-tiered chandeliers hang from the ceiling, casting a warm, golden light. The architecture is highly detailed with classical motifs. The text is overlaid on the left side of the image.

12

**Teach as if
you are giving a
priceless gift.**

How do you feel about teaching the basics of the scholastic journey? Is it hard and wearisome work? It should be a far cry from such.

Teaching reading is to give a priceless, wonderful gift that will enable them to learn anything they wish to—through books, computer use, travel, and more. It will enable them to do anything from cooking to building a house or starting a company.

Through this gift you give them they will more likely be able to support themselves and their family.

This gift will give them smiles and laughter and heart-fortifying as they read good quality material, which will help them to keep going and not quit.

Can you imagine passing on to a loved one this amazing gift? Wouldn't your hands nearly tremble with excitement as you hold that powerful present in your hands, knowing it could change and benefit the life of a person, forever?

Joyfully and with wonder give the gift of reading.

Writing is an art—a key to freedom—and will be a form of therapy through expression.

Actual writing of letters on paper shouldn't be overused, nor started early, for that is unnecessary, counterproductive and stifles real learning.

Open the widows to let in the light of the gift of expression first of all by reading to the students from good, character-enhancing books written by others who have found the door to freedom through written expression.

This will form the foundation, enrich their vocabulary, and satisfy their desire to learn, without waiting for their fine-muscle movements to catch up.

Hands and eyes shouldn't be strained, while the brain is starving for good information. Teach the mind and heart first, while easing in the muscular skills of paper and pencil work gradually—primarily using free style drawing as desired, and a minimal practice of lettering. By the time their heart and mind are filled with good things to express, ideas of stories to write, emotions to

record in a diary, friends to write, their hand skill will be ready—like a key in a lock opening a door to freedom—and they will find joy in the ability to communicate in all the ways needed.

Math is amazing, beautiful and perfect—a tool for a creative, inspired life.

Do you know why math is so emphasised in education the world over? Is it because it is the most used skill? No. It is the most easily testable; easy to mark right or wrong on the test sheet. It's as pathetic and simple as that. There are no vague or grey areas in real math.

Let's not succumb to that teaching crutch.

Rather than using it as a hammer to overwork brain-weary children, that perfectness of math should be a relief, a beauty, a wonder. It is a tool that will enable them to build their dreams, to manage their life's projects and needs, to make plans and goals.

Math and numeracy is best learned in real, everyday life, for it is all around us in some way—and it should not be forgotten that that alone is the reason for even teaching mathematics at all:

To better work with the real world around us, and to help improve it in some way.

When the teaching of it is confined to tiny spaces, on little sheets of paper, with small numerals to be written, without knowing and experiencing the facts in real ways, it can seem boggling. I don't believe, when taught in real, hands-on ways, that math would be hard for nearly anyone. Anyone can grasp what is relevant, interesting, and noticeably helps them in some way—when presented in joyful, tailored ways.

**Enjoy teaching
in wonderful
ways!**

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