

KINESTHETIC LEARNING

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Students generally have one or two co-curricular activities periods in a day with six to seven teaching periods and sit in the same class room. The teaching-learning process though interactive may be monotonous and

might stop the brain from assimilating the learning within 2 or 3 hours every day. Children spend 6 to 7 hours in school every day. Scientific research has proved that brain development and learning is enhanced through movement. Physical movements influence thinking, learning and memorising the concepts. The attention span for an adult is 15 to 20 minutes. What about children? Naturally it is lesser than adults. Kinesthetic learning is a way of explaining various concepts of a subject by involving the students in simple pre-planned activities to have a clear understanding and activate learning as part of the lesson.

The aim of kinesthetic learning is-

1. To energise the environment in the classroom.
2. To get students' attention
3. To activate learning.
4. To energise the students.
5. To have long term retention of concepts.
6. To develop students' interest in the subject.

Can we teach various concepts through movements of students? Yes definitely, whatever may be the subject. Kinesthetic learning activates the body and brain simultaneously so that learning and retention of concepts take place easily. Kinesthetic learning does not mean group tasks where students sit in groups to complete the given work or performing experiments in laboratory or students solving sums on board or drawing on board, etc. which we often do. It involves teaching a concept by involving the students in a planned activity by the teacher in the classroom so as to enhance curiosity and observation and learning is at the highest level. Sometimes all the students of the classroom get involved, but at times only a few can be involved depending on the requirement. But each and every student who is not involved in the activity pays utmost attention with curiosity to find the process of the activity

and the learning behind it.

The following points are to be kept in mind by the teacher before she undertakes any activity :

1. Planning and preparation
2. Relevant activities
3. Available

PARENT-TEACHER RELATIONSHIP

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Many teachers would agree that some parents have a 'not-so-impressive' perception about teachers. They feel that their child is not getting adequate attention or he is

not able to follow the teaching/learning at school. Some children also have behavioural issues and parents feel that teachers are not able to deal with them. There are many more negative perceptions which parents have about schools and teachers. What they fail to understand is that teachers can only provide academic education while the impact of home goes a long way in the learning success.

This can change if parents are involved in day-to-day learning. Teacher-parent relationship should not be limited to periodic teacher-parent meetings because a child's academic success enhances when teachers and parents are partners in the process.

So, how can you build such partnerships? During open house, parents should be encouraged to talk and share their concerns; make them understand your viewpoint as well; tell them what is likeable about their child and what are the areas where there is scope for improvement. Make a contact log and document when you met the parents and what was the topic of discussion. Though it may sound a lot of documentation but it goes a long way in developing a healthy relationship.

Teachers can also make phone calls or send emails to parents to apprise them of their child's achievements in school. Believe me every parent likes to hear good things about his child. Have open communication wherein parents have the liberty to