실 LIBERTY

Raring to go

Talking about it

DISCUSSION rings or lessons are whole-class times when you talk about different things with your learners. Often the discussion ring ties up with a theme or topic that you have been teaching. It is also a good time to get to know your learn-ers, so encourage them to share their thoughts and ideas.

There are some important points to bear in mind when presenting a

discussion ring: • Try to have real objects to talk Ity to have real objects to talk about. These could be man-made ob-jects (toys, clothing or household goods) or natural objects (animals, plants and rocks). Pictures and mod-els are second best, but will do if you

 If you do not have resources and must therefore talk about something, you will need to be very de-scriptive and make lots of links with objects or situations that are familiar to your learners

iar to your learners. • Try never to tell your learners something they can find out for themselves. Rather, get them to dis-cover things through questioning and investigating with their senses — ie, what the object looks, sounds, but batter and areally like feels, tastes and smells like. • Always make sure that every-

one can see the object about which you are talking. You can then call individual learners to use their senses and tell everyone what they have discovered

• Sometimes it is a good idea to

eg. a leaf, if you are talking about leaves. Using a hands-on approach, where they actually interact with the objects, leaves the learners with a clear picture of the object in their head.

Seat learners who need special attention close to you.
 By presenting discussion rings like this, you will be using tech-

niques that fit in with what we know about how Grade R learners learn best — ie. ensuring active learning; encouraging use of the senses; working from the known to the unknown; and encouraging learners to express themselves and use language in context.

By really looking closely at things in our environment we can form clear pictures in our head. In par-ticular, children should use all their senses to explore the world. They also learn better through hands-on experiences. As an educator, your role is to ask questions that make learners think and talk.

Questions to guide the observa-tion or study of an object could in-

Clude:
● What does the object look like?
(Think about colour, shape, size, decoration and so on);
● What does it feel like? (Think

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Media in Education

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about texture, temperature and mass): • Does it make a sound?

• Can you taste it or lick it? What does it taste like?;
Does it smell? If so, what sort of

smell does it have? Remember to help learners com-

know – eg. "The colour of this ob-ject reminds me of a ripe apple," or "This object smells like a lemon."

Power Parenting Setting limits

Boundaries give us feelings of responsibility for our own lives, say DR RINA DE KLERK and DR RONÈL LE ROUX

OUNDARIES allow us to B define who we are, where we begin and where we end. They give us a feeling of ownership and responsibility for our own lives.

sponsibility for our own lives. By setting external bound-aries, we show people where they stand with us. This means that they know how to talk to, touch and hug you, and that they should not in-terfere with your decisions. Internal boundaries help you to say "no" to destructive wants and to delay the satis-

wants and to delay the satis-faction of certain needs. You should also determine

what kinds of thoughts you are going to allow yourself — eg. "I will think constructively and will not allow my thoughts to create uncomfortable feelings."

It is important to communicate your boundaries self-assertively to all those with whom you have a rela-tionship because this brings tionship because this brings security and openness to a re-lationship. This is especially important in the relationship between parents and chil-dren. Parents should help lit-the ability to the should help lit-

aries may overlap and you will have to reach an agreement. For example, both parties may have boundaries regarding bedrooms. Parents have a right to know what is going on in a child's bedroom, although children have a right



THROUGH THE FENCE: Although they might not admit it, children like boundaries because they help them to stay emotionally within certain limits Picture: Mike Holmes, The Herald

to privacy. This needs a com-promise from both parties. Also, if you experience feel-ings of disgust, frustration or anger when people make de-cisions on your behalf or do not respect you, you should set new boundaries or commu-

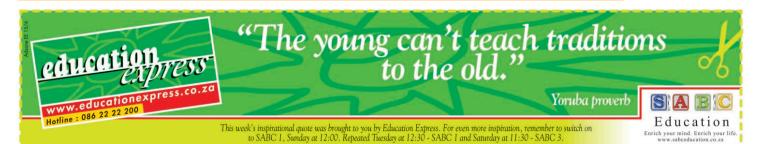
nicate them more clearly. Do nicate them more clearly. Do the important people in your life really know what you want and what not? Take responsi-bility for and control of your life and move purposefully in the direction of the goals you have set for yourself have set for yourself

Adapted from 'Emotional Intelligence for Children and Teens: A Practical Tool for Parent and Teachers'. For purchasing details, call (011) 673-7255 or e-mail the authors at hdeklerk@iafrica.com or ronellr@vouzi-isp.co.za





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the children to shape their boundaries regarding what they may and may not do. At certain times, bound-