

Teaching The Whole Student

Katherine Stannett



Why did you become a teacher?

because I wanted to work with young people

because I wanted to contribute to society

because I loved the subject

**because I wanted to make a
difference to children's lives**

the long holidays

job security

the pension

Top five reasons for going into teaching

Percentage of those surveyed that were influenced by these factors

93%



Making a difference to pupils' lives

93%



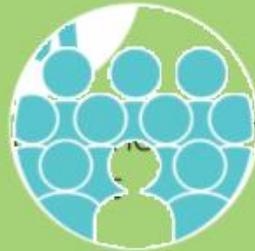
Thought I'd be good at it

91%



Subject interest

87%



Making a difference to society

86%



Desire to work with children/young people

our students' expectations

**I want to make a
difference to my
students' lives**

our students' parents' expectations

our students' expectations

**I want to make a
difference to my
students' lives**

our students' future employers' expectations

our students' parents' expectations

our students' expectations

**I want to make a
difference to my
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our school's expectations

our students' future employers' expectations

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our government's expectations

our school's expectations

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our students' parents' expectations

our students' expectations

**I want to make a
difference to my
students' lives**

Three ways to ...

- encourage positivity
- develop soft skills
- deal with difficult situations



A woman bungee jumps over the Bhote Koshi river, in Nepal.

Work in pairs. Look at the photo and discuss the questions.

- 1 Have you, or has anyone you know, done something like this?
- 2 What feelings do you think the woman is having?
- 3 How would you feel if you did something like this?

Three ways to encourage positivity



Stay Connected (don't forget your friends)

your
ideas

How can your friends influence your level of fitness?

Runners pass the frozen Iset River during a winter half-marathon, Yekaterinburg, Russia



95

Contact three friends / family members ask them to...

- tell you an interesting fact about themselves
 - think of three adjectives to describe you
 - tell you about a time they felt scared / excited / proud
 - tell you what their last meal would be
 - describe a friend of theirs whom you have never met
 - tell you about a time they made a mistake
- 
- A thick yellow L-shaped bar is located in the bottom right corner of the slide, extending from the right edge towards the bottom edge.

Get Outside
(even if you're just sticking your
head out of the window!)



Photo by Urban Sanden on Unsplash

Go outside and ...

- ☀ **take a picture** for every colour in the rainbow
can your partner name the colours?
- ☀ ☀ **take a picture** for every letter of the alphabet
can your partner guess the words?
- ☀ ☀ ☀ **take a picture** to represent this colloquial phrase: 'every cloud has a silver lining'
can your partner guess the phrase?

Create something

(go with the flow)



Image by Chris Martin on Pixabay

7 Live well, study well

1 Work in pairs. Discuss the questions.

- 1 Do you prefer being busy or having nothing to do?
- 2 Do you ever have time that you don't know what to do with? How can you avoid that?

2 Read the article. Which do you think is the most useful advice?

Using your free time



Go with the flow

Everyone dreams of having more free time, but according to psychologist Mihaly Csikszentmihalyi, people are actually happier when they're busy as long as they're doing something challenging. He invented the term for the pleasant experience of having enough interesting things to do that you don't notice time passing. Doing nothing, on the other hand, makes us feel bored, guilty and depressed, according to Csikszentmihalyi.



Plan your free time in advance

Are you usually too busy to do the things you really want to do? And, when you finally do get some time for yourself, do you find you don't know what to do with it? Make sure you plan in advance the things that you would like to do during your free time. Decide how much time you need for studying and other things, and do those things first. It will be easier to focus on that if you have something good to look forward to.



Make the most of holiday time

When we're busy with work or study, the idea of having a long holiday is tempting, but it can soon get boring. Make the most of your holidays by learning a new skill, getting a job or doing some voluntary work. This will give you some valuable experience and help you to have fun and make new friends.

3 Work in pairs. Discuss the questions.

- 1 Do you ever experience 'flow'? When do you experience it?
- 2 What activities would you like to do if you had more free time? Could you plan to find the time?
- 3 How do you usually spend your holidays? Could you make better use of the time?

Go with the flow

Everyone dreams of having more free time, but according to psychologist Mihaly Csikszentmihalyi, people are actually happier when they're busy, as long as they're doing something challenging. He invented the term 'flow' for the pleasant experience of having enough interesting things to do that you don't notice time passing. Doing nothing, on the other hand, makes us feel bored, guilty and depressed, according to Csikszentmihalyi.

What sort of activities would you like to do?

Survey questions

What activities help you to relax?

Are there any hobbies or activities you'd like to try?

What would you do if you had more time?

Write a story ...

which includes the words: *piano, tree, banana*

Find a healthy recipe in English ...

which uses a cabbage, a pepper and some cheese. change some of the ingredients and make your own version.

write your recipe and take a photograph
explain why it's healthy

Draw a picture ...

of something you love (a person, a pet, a possession, a view ...).

write a few short sentences to say why you love it

Three ways to develop soft skills



Teamwork (many hands make light work)



Photo by Anna
Samoylova on
Unsplash

1 Live well, study well

being a team player; having confidence in yourself



Mind your Mind

Having confidence in yourself



- It can be difficult to work in a team if you are quiet or not very confident. Remember that everybody is important in a team, and everybody has something worth saying.
- Don't be afraid to share your ideas. Learn to have confidence in your opinion.
- It's important to listen to other people – encourage quiet team members to speak up.
- A good team has lots of different skills. Find your strength and do things that you know you can do well. When you are confident doing that, try something new – you might develop a new skill.

6 Work in pairs. Discuss the questions

- Do you feel confident or shy in a group?
- How can confident people help others?
- How can shy people make their voice heard?
- How can working in a team help your confidence?

1 Work in pairs. Look at the information and discuss the questions.

- Have you ever worked in a team? What was it like?
- Who were the best team players? Why?
- Were some people bad team players? Why?

2 Number the ideas in the diagram in order of importance (1–6). Can you add any other ideas?

3 It's important to listen to others and respect their ideas. Work in pairs. Rewrite the replies in the conversations (1–4). What would a good team player say?

- A: Let's ask Karl to give the presentation.
B: No way! Lee is much better.
- A: I think we should have a red background.
B: Red? No, I want blue.
- A: Who should we ask to plan the event?
B: Don't ask Erica. She won't do a good job.
- A: We need to discuss the research now.
B: That's not important. I want to talk about ...

4 Work with a new partner. Do you agree with these statements?

- People who have lots of brothers and sisters are better team members.
- Some people are natural leaders.
- It's important to make people listen to your opinion.
- It's important to have fun when working in a team.

5 Read the Mind your Mind information. Discuss the questions.

- Are the tips useful for you? Why? / Why not?
- Do the tips make you feel differently about working in a team?

your project

PROJECT 1

Work in teams. You are on a desert island.

Look at the list of items you can have to help you. Number them in order from 1 (the most important) to 10 (the least important). You must all agree on an order.

sun cream fishing equipment ten metres of rope
a radio a compass several tins of beans
several bars of chocolate a laptop
matches blankets

Present your order to the class and explain your reasons.

PROJECT 2

Work in teams. You want to raise money for a group in your community. Make a plan of action.

Think about:

- what event or activity you might do to raise money
- the strengths of each team member and the tasks they might do
- how to divide up the tasks so that everyone is happy.

Present your plan to the class.

Useful LANGUAGE

Which item do you think is the most important, (Jan)?

I think (a compass is the most important) because ...

What about (matches)? They could be (useful).

You could use ... to ...

I like that idea, but ... might be more important because ...

That's a great suggestion. Well done.

Shall we vote for a (team leader / presenter)?

Does everybody understand what they need to do?

Are you any good at ...? / Do you know how to ...?

1 Live well, study well

being a team player; having confidence in yourself

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- It can be difficult to work in a team if you are quiet or not very confident. Remember that everybody is important in a team and everybody has something worth saying.
- Don't be afraid to share your ideas. Learn to have confidence in your opinion.
- It's important to listen to other people – encourage quiet team members to speak.
- A good team has lots of different skills. Find your own strengths and do things that you know you are good at. When you are confident doing something new – you might develop a new skill.

Work in pairs. Discuss the questions

- 1 Do you feel confident or shy in a group?
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PROJECT 2

Work in teams. You want to raise money for a new community. Make a plan of action.

Think about:

- what event or activity you might do to raise money
- the strengths of each team member and the tasks they might do
- how to divide up the tasks so that everyone is doing something

Present your plan to the class.

Useful LANGUAGE

Which item do you think is the most important, and why? I think (a compass is the most important) because ...
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PROJECT 2

Work in teams. You want to raise money for a group in your community. Make a plan of action.

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your project

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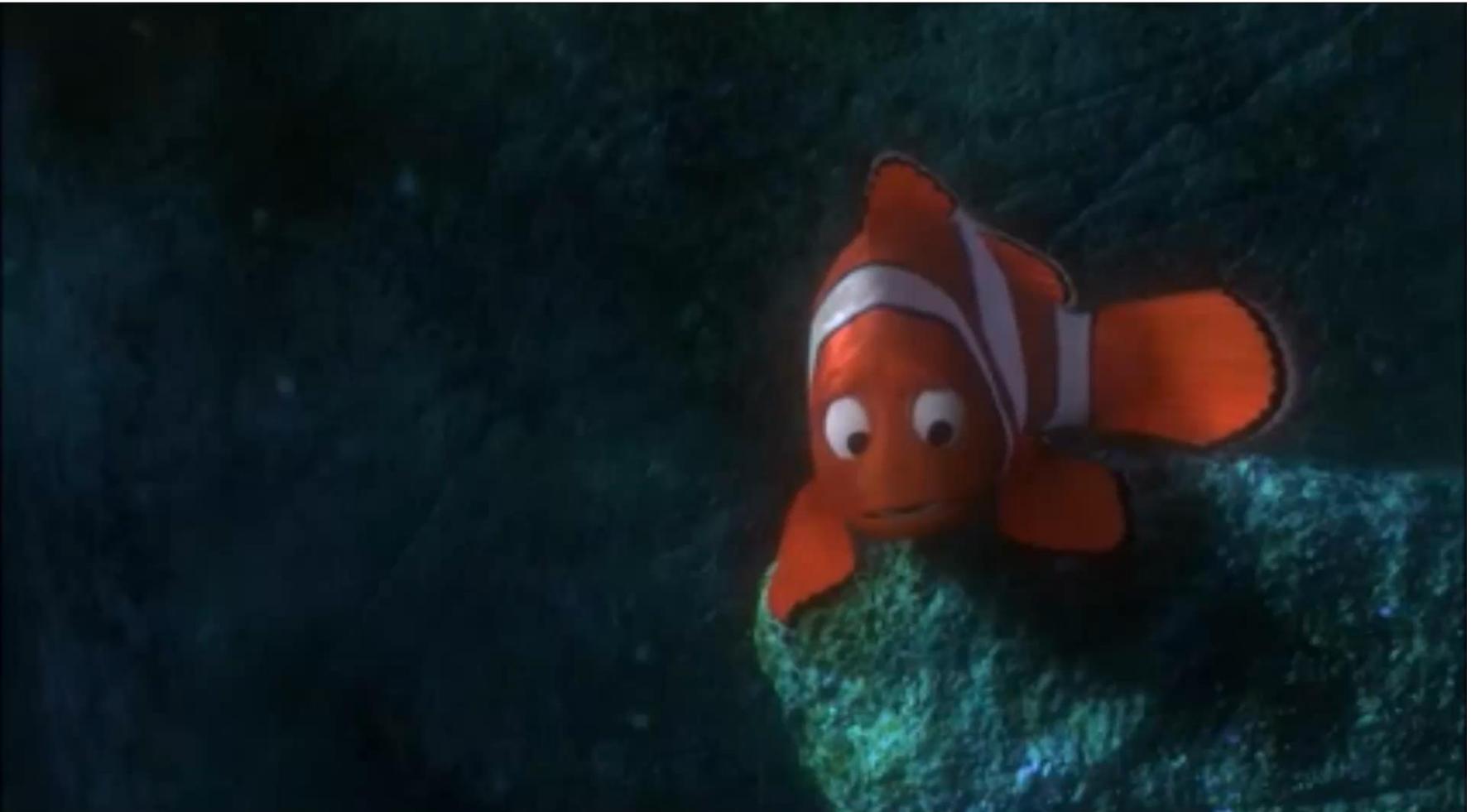
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Resilience (just keep swimming)



clip from Disney Pixar's 'Finding Nemo'

Meeting anxiety with resilience

working individually

- write down your problem
- write a list of small steps you can take to deal with it
- decide on a small reward for yourself for each step taken
- share anonymously with the class

working in groups

- brainstorm a list of general problems with the class
- put the class into groups and allocate one problem per group
- group creates a list of small steps and possible rewards
- groups swap their problems and comment on each other's ideas

Critical thinking (asking the right questions)



Photo by Arek Socha on Pixabay

Read an online news article and think about

Where does it come from?

Who wrote it?

What is it saying?

How did it get this information?

Why is it giving this information?

When was it published?

Check out:

factitious.augamestudio.com

newsliteracy.ca

Buzzfeed fake news quizzes

Life lessons **11**

BACK TO SCHOOL



BACK TO SCHOOL

Children carry Flamingo Bob into school in Curaçao, the Caribbean.

Work in pairs. Look at the photo and discuss the questions.

- 1** Bob is a rescued flamingo, whose owner uses him to help people think about nature and the environment. How might a bird like this teach people to change their habits?
- 2** What other animals do you think could be used in schools to teach children about life outside school?

Children carry Flamingo Bob into school in Curaçao, the Caribbean

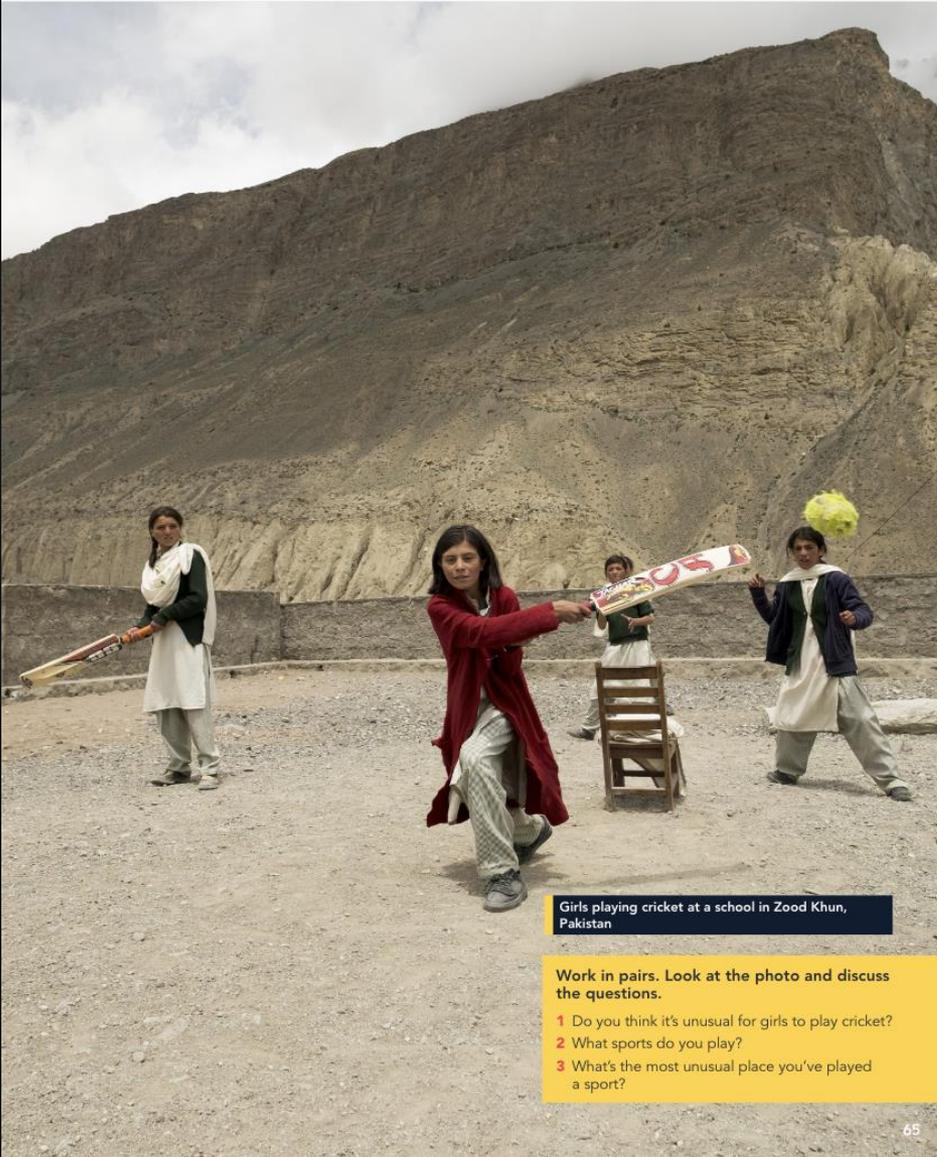
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- 2** What other animals do you think could be used in schools to teach children about life outside school?

Three ways to deal with difficult situations and negative thoughts



Take ownership (you *can* make a difference)



Girls playing cricket at a school in Zood Khun, Pakistan

Work in pairs. Look at the photo and discuss the questions.

- 1 Do you think it's unusual for girls to play cricket?
- 2 What sports do you play?
- 3 What's the most unusual place you've played a sport?

PROTECTING the PLANET starts with YOU!



Eat less meat

Farming animals for meat is worse for the environment than growing vegetables. It uses more food and water and produces more waste. Scientists suggest that eating 90 per cent less meat would really help the environment.



Change the way you travel

We all know that aeroplanes and cars produce gases that damage the environment. Think about whether you really need to travel somewhere by plane or car, or if you could make the same journey by train, bicycle or on foot.



Use less plastic

We cannot recycle most of the plastic we use. It takes a very long time for plastic to break down – about 500 years for a toothbrush! A lot of plastic also ends up in our water. Use your plastic bottles, bags and containers as often as you can, and try not to buy food in plastic packaging.



Become a volunteer

In most places, there are groups that get together to do something for the environment. This could be collecting rubbish in a local park, planting trees or cleaning up beaches.

- 1 Which of the changes in the poster would be difficult for you or people you know? Number the changes in order from 1 (the easiest) to 4 (the most difficult).
- 2 Work in pairs. Compare your answers and give reasons.
- 3 Discuss these questions with your partner.
 - 1 How important is it that people like you change their habits to protect the environment?
 - 3 Think about a time when you successfully changed your habits. What helped you do it?
 - 4 Think about a time when you tried to change your

- 4 Work in pairs. Read the information. Discuss the changes.
- 1 Which tips have you already done?
- 2 Which tips are you going to do?
- 3 What change would you like to see in something that you use every day?

Mind your language

Achieving change

- Start with a small change. It's something you can do easily.
- Talk to a friend about your change and encourage them to do it with them. As a group, you can be more effective.
- Positive change is easier to achieve. For example, cycling to work instead of driving can be hard work, but it's worth it because you are helping the environment.
- Don't give up! It's a long process.

- 5 Work in groups. Discuss the changes you are already doing and the changes you would like to see.

PROJECT 1

Work in groups. Discuss the changes you are already doing and the changes you would like to see.

Think about:

- changes you could make
- the benefits of the changes
- what you could say to encourage others to do it

Make a presentation.

PROJECT 2

Make a poster that encourages people to change their habits to help the environment.

Think about:

- why people find it difficult to change
- what can make change easier

Present your poster.

Useful LANGUAGE

Why don't you (ride a bicycle to work)?
 What / How about (cycling to work)?
 You could (become a volunteer) if you like.
 It's a difference that would make a big difference.
 That would be a huge improvement.
 I know that seems difficult, but it's worth it.
 It wouldn't be too difficult if you did it every day.
 It's easier than you think!

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Become a volunteer

In most places, there are groups that get together to do something for the environment. This could be collecting rubbish in a local park, planting trees or cleaning up beaches.

4 Work in pairs. Read the Mind your Mind information. Discuss the questions.

- 1 Which tips have you already tried?
- 2 Which tips are the most useful for you? Why?
- 3 What do you think you can do to help the environment?

Mind your Mind

Achieve

- Start it
- Take a step
- Plan it
- Evaluate it
- Do it

5 Work in pairs. Help each other to achieve the changes.

Project

Work in pairs. Encourage each other to help achieve the changes. Think about:

- changing your habits
- the benefits of each change
- what you can do to help

Make a plan.

Project

Make a plan. Think about:

- why you want to do it
- what you can do to help

Present your plan.

Useful

Why do you want to do it? What / How? You could do it differently. That would be better. I know that it would be the super easy one. It's easier.

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Mind your Mind

Achieving change

- Start with a small goal, and make sure it's something you can really do.
- Talk to a friend or relative and share your goals with them. Ask them to check how you're doing.
- Positive changes can be difficult to start with. For example, cycling to school may take longer and be hard work. Try to stay positive and remember why you are doing it.
- Don't give up if you have a bad day.



PROTECTING the PLANET starts with YOU



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 - 1 How important is it that people like you change their habits to protect the environment?
 - 3 Think about a time when you successfully changed your habits. What helped you do it?
 - 4 Think about a time when you tried to change your habits but failed. Why did you

- 4 Work in pairs. Read the Mind your Mind information. Discuss the questions.

- 1 Which tips have you already tried?
- 2 Which tips are the most useful for you? Why?
- 3 What change would you like to make? Think of

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- Don't give up if you have a bad day.



- 5 Work in groups. Think about other ways of helping the environment. Think of things you already do and things you could easily do. Plan the changes you could make.

PROJECT 1

Work in groups. Discuss how you could encourage your friends to change their habits to help the environment.

Think about:

- changes you could suggest
- the benefits of the changes
- what you could say to persuade your friends.

Make a presentation to show in the next class.

PROJECT 2

Make a poster that gives people five tips for changing their habits to help the environment.

Think about:

- why people find it difficult to change their habits
- what can make changes easier.

Present your poster to the class.

your project

Useful LANGUAGE

Why don't you (ride your bike to school)?

What / How about (only eating meat at the weekend)?

You could (become a volunteer). Think about what a difference that would make.

That would be a huge help.

I know that seems difficult, but (you can do it).

It wouldn't be too difficult to (take your own bags to the supermarket).

It's easier than you think.

PROTECTING the PLANET



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Make a poster that gives people five tips for changing their habits to help the environment.

Think about:

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- what can make changes easier.

Present your poster to the class.

4 Work in pairs. Read the Mind your Mind information. Discuss the questions.

- 1 Which tips have you already tried?
- 2 Which tips are the most useful for you? Why?
- 3 What change would you like to make? Think of something that could help the environment.

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- Positive changes can be difficult to start with. For example, cycling to school may take longer and be hard work. Try to stay positive and remember why you are doing it.
- Don't give up if you have a bad day.

5 Work in groups. Think about other ways of helping the environment. Think of things you already do and things you could easily do. Plan



PROJECT 1

Work in groups. Discuss how you could encourage your friends to change their habits to help the environment.

Think about:

- changes you could suggest
- the benefits of the changes
- what you could say to persuade your friends.

Make a presentation to show in the next class.

PROJECT 2

Make a poster that gives people five tips for changing their habits to help the environment.

Think about:

- why people find it difficult to change their habits
- what can make changes easier.

Present your poster to the class.

Useful LANGUAGE

Why don't you (ride your bike to school)?
 What / How about (only eating meat at the weekend)?
 You could (become a volunteer). Think about what a difference that would make.
 That would be a huge help.
 I know that seems difficult, but (you can do it).
 It wouldn't be too difficult to (take your own bags to the supermarket).
 It's easier than you think.

- 1 How important is it that people like you change their habits to protect the environment?
- 2 Think about a time when you successfully changed your habits. What helped you do it?
- 3 Think about a time when you tried to change your habits but failed. Why did you fail?

Manage your screen time (how to use it well; when to switch it off)



Using it well ...

- Make your own quizzes with Quizlet or Kahoot! and share them with your classmates
- Brainstorm ideas/vocabulary with a post-it note app like Padlet
- Create wordclouds to plan writing, review lexical sets or list strategies with Wordart

Switch off your screens and ...

- Create your own workout routine. Then film it with English instructions.
- Imagine you're having the best holiday of your life. Write and send a postcard to your teacher.
- Draw a diagram of your (dream) house and label it.

Find your Happy Place
(there are no limits to your imagination)



Think of a place that makes you feel happy

This is a place you can visit whenever you feel anxious or sad.

Focus on the details ...

- how did you get there?
 - what can you see?
 - what can you touch?
 - what can you smell?
 - what can you hear?
 - are you alone or with other people?
- 
- A thick yellow L-shaped bar is located in the bottom right corner of the slide, extending from the right edge towards the bottom edge.

Encourage positivity:

- Stay connected
- Get outside
- Create something

Develop soft skills:

- Teamwork
- Resilience
- Critical thinking

Deal with difficult situations:

- Take ownership
- Manage your screen time
- Find your happy place



A woman bungee jumps over the Bhote Koshi river, in Nepal.

Work in pairs. Look at the photo and discuss the questions.

- 1 Have you, or has anyone you know, done something like this?
- 2 What feelings do you think the woman is having?
- 3 How would you feel if you did something like this?

Why Teach the Whole Student?

When students **live** well, they **study** well.

Emotionally stable, happy, positive students learn better.

When we prepare students for life, we prepare students for success both inside and outside the classroom.

We **can** make a difference to our students' lives.



Teaching The Whole Student

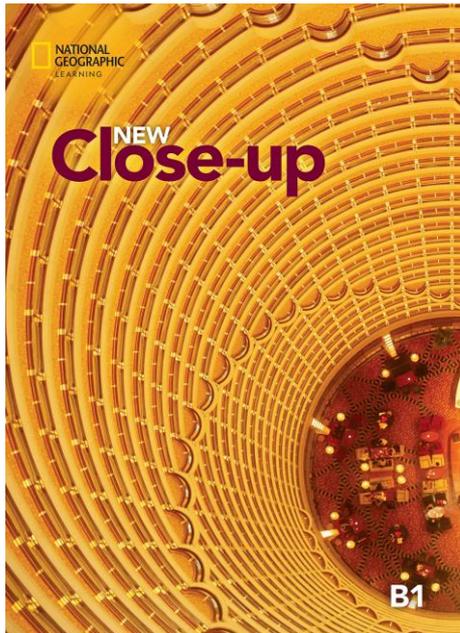
Katherine Stannett



Exam Hacks for Stress-free Success

Katherine Stannett

Author for National Geographic Learning series
New Close-Up

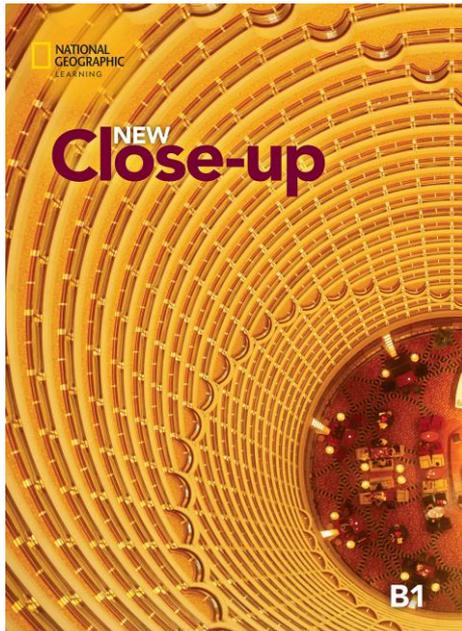


Workshop C1
Saturday 15th January
Room 1 @ 2pm CET



Exam Hacks for Stress-free Success

Katherine Stannett
Author for National Geographic Learning series
New Close-Up



Friday 4th February 2022 @ 3pm CET



<https://bit.ly/3zRCjAA>

