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|  | Specific Teaching Methods | Description of variations of each method |
|  | **Reading** | Teacher reads aloud to the student(s)—sometimes pausing to explain a word, to discuss a particular passage, or to ask questions. Students hear inflection & pronunciation,and become familiar with the structure of a plot. |
|  |  | Chanting and hearing of transcendental subject matter followed with class discussion and comprehension exercises. |
|  |  | Reading factual or “ technical” information can be a good way of teaching if the reading material’s explanation is more clear and concise than the teacher’s could have been. |
|  |  | Give student books on a particular topic to read himself. if the students already possess the skills to make good use of the books, especially reading and research. |
|  |  | Reading is not the method of choice when the material is so advanced that the students become bored or frustrated. The teacher’s summary, perhaps with reading brief passages from the source book, may sometimes be more appropriate than reading detailed passages. |
|  | **Lecturing** | Useful method especially when the teacher is a good source of knowledge on the topic, Teacher must be able to capture and keep the students’ attention. The presentation must be relevant to the  students’ needs, and in terms they can readily understand. |
|  | **Visual Tools** | Use of blackboards, ready-made pictures, felt boards and films. Chalk drawings & pictures can be used to enhance a simple lecture. |
|  |  | Can also be used as the basis for a lesson, with verbal explanations supplementing the picture. |
|  |  | Dynamic visuals keep the students’ attention and involvement.  Make a far more lasting impression than discussion or lecture.  Active vs Static: Felt board where pieces are added and removed is better than a completed, ready-made picture. Chalkboard drawing made as the students watch is also good. |
|  |  | *Visual tools generally need to be accompanied by some other method,* i.e., reading or lecturing.  When actual images are combined with verbal imagery(i.e., shastric imagery about the Lord, His pastimes, and His abode) the picture” has more than double the teaching influence. |
|  | **Discussion** | Question/Discussion can invoke students’curiosity so they will be more receptive to the lesson at hand, or it can delve more deeply into lessons already studied. *Take care to not abuse this method to embarrass children or to “catch” those who were not listening.* |
|  |  | Allow students to respectfullychallenge the teacher’s statements and opinions. This method is required for Krsna conscious philosophy classes, because Krsna instructs us to “ inquire submissively.” Students need to air their doubts and difficulties in order to resolve them. |
|  |  | Prevent students from using discussion to divert the teacher from the lesson with irrelevant prattle and thus waste time. |
|  |  | Take care not to excessively challenge very young students, or question in such a way that doubts and difficulties will be increased. |
|  | **Rote Repetition** | Teacher says and student repeats. Especially useful for learning multiplication tables and Bhagavad-gita slokas. Can be enhanced by using song Songs can be used to teach letter sounds, grammar rules, and anything else that can be memorized. Examples: “’I’ before ‘E’ except after ‘C’” and the alphabet song. |
|  |  | Use of hand gestures/dramatization can enhance repetition to dramatize the meaning of prose or of a sloka. |
|  |  | Memory games or created mental images can be used in conjunction to enhance memorizing verses. |
|  | **Practical Demonstration** | Useful for all enrichment activities, such as drawing, music, sewing, and auto repair. Also important in composition—students need to see the teacher write, proofread and rewrite to thoroughly understand the process. Science “ experiments” are the main use of the demonstration method in the classroom. |
|  | **Practical Experience** | Students use what they’ve learned to appreciate its value and internalize the lesson. Example: a shopping trip to buy items for a project can give the students experience with budgeting and making change. |
|  |  | Use of blocks or other manipulatives to discovers mathematical relationships and principles. |
|  |  | Method may simply be observation and exposure. May be through simulation of an experience (includes computer-generated simulation in the field of science or mathematics.) The major method for teaching Krsna consciousness is simply exposure to Krsna consciousness. Children learn to preach only by preaching/ to serve only by serving. They learn deity worship and chanting only by practically engaging in those activities. |
|  | **Showing** | The method of taking the child and showing him, combines demonstration and experience. i.e., hold the child’s hand to help him form letters, or physically guide him through a somersault. |
|  |  | Teacher demonstrates, student is asked to copy the demonstration, but there is some physical contact where the teacher literally guides the student in contrast to other methods. |
|  | **Field Trips** | “Big experience” or “big simulation.” A nature walk with a treasure hunt or a visit to a factory is an experience; a trip to a museum that depicts historical events andartifacts is a simulation—one is not actually going back in history. |
|  |  | May or may not be directly related to classroom studies. |
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