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May E-News 2011

THIS ISSUE CONTAINS:

What's New in the Access Area?

Special Notifications

Special offer of the month for Music in Action Subscribers

Lateral thinking puzzles for this month

Behavioural Management Strategy—Part 2



WHAT'S NEW IN THE ACCESS AREA!

INSTRUMENTS OF THE ORCHESTRA ACTIVITY SHEETS

PITCH FLASH CARDS

MUSICAL ELEMENTS/CONCEPTS WORKSHEETS

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To place an order, you can:

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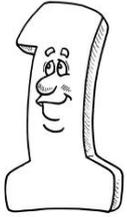
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LATERAL THINKING PUZZLES



There was once a recluse who never left his home. The only time anyone ever visited him was when his food and supplies were delivered, but they never came inside. Then, one stormy winter night when an icy gale was blowing, he had a nervous breakdown. He went upstairs, turned off all the lights and went to bed. Next morning, he had caused the deaths of several hundred people. How? **ANSWER:** He was a lighthouse keeper who switched off the lighthouse

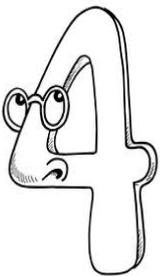


A man holidaying abroad fell off a yacht into deep water. He could not swim and he was not wearing anything to keep him afloat. It took 30 minutes for the people on the yacht to realize someone was missing. The missing man was rescued two hours later. Why didn't he drown? **ANSWER:** He fell into the Dead Sea, which lies between Israel and Jordan. The water is so salty and dense that anyone in it floats very easily.



Five pieces of coal, a carrot and a scarf are lying on a hill near a remote house. Nobody put them on the lawn but there is a perfectly logical reason why they should be there. What is it?

ANSWER: They were used by children who made a snowman. The snow has now melted.



A man was driving alone in his car when he spun off the road at high speed. He crashed through a fence and bounced down a steep ravine before the car plunged into a fast flowing river. As the car slowly settled in the river, the man realized that his arm was broken and that he could not release his seat belt and get out of the car. The car sank to the bottom of the river. He was trapped in the car. Rescuers arrived two hours later, yet they found him still in the river, but alive. How come? **ANSWER:** The water in the river only came up to the man's chest.



Musical Elements or Concepts are difficult to teach some students. I have put together a series of worksheets that focus just on the individual musical concepts or elements. The areas covered are:

Tempo
Time signatures
Cadences
Instruments

Dynamics
Key signatures
Structure



A false dichotomy is often drawn between the use of rewards and sanctions - between the use of the “stick” and the “carrot”. Whilst these two may seem mutually exclusive, they are both necessary. The trick is to find an effective balance.

In this article, we will consider effective ways to apply sanctions. It is often not so much the specific sanctions that are effective, so much as the way in which they are applied.

SOME THINGS TO KEEP IN MIND....

- Use the “Least to Most Intrusive” scale
- Make the sanctions certain, consistent and impersonal
- Stick to primary behaviour
- Present choices

The difference between a teacher who appears in total control of a class and one who seems to be struggling often has to do with the planning. No one finds keeping control of a group of 30 or so difficult young people easy, but some may well manage the situation whilst causing themselves less stress than others. The items discussed here is an attempt to allow sanctions to be imposed without them causing more problems than they solve.

In the March E-News, we saw an example of a teacher allowing a student to generate stress by turning an initial situation into a totally different one, and in doing so raised the levels of stress all round. The case study of John’s lesson was a classic example of situations in which students escalate the level of tension and raise the stakes, often also introducing secondary behaviours which make the situation worse. Such examples are all too familiar to teachers in schools. A teenager skilled in generating tension and deflecting the source of any ill discipline is a formidable opponent. Let’s look at the suggestions above in more detail.

LEAST MOST INTRUSIVE SCALE.

This is a very simple concept, create a scale of options that you can take advantage of in any situation presented to you. To explain further, I am going to draw on items mentioned in the March E-News so if you haven’t read that, you might like to take a minute and review.

Now, your scale of actions might begin with unobtrusive actions like “peering over glasses” or a “cough” aimed at the student in question. For a number of low level misdemeanours, it is important that the students know you know what is going on. Through these unobtrusive actions, some students will know that if they stop the offending behaviour, then they will escape punishment, therefore you maintain control. If the behaviour continues, then the students may well have broken a rule in the Agreed Behaviour Code in which case you would refer to your system set up for that.

CONSISTENCY AND CERTAINTY.

This is crucial when dealing with teenagers. Each teacher should use a consistent behaviour when dealing with their students. This is never an easy task but can alleviate so many problems. One suggestions to avoid confrontation at the basic level is to

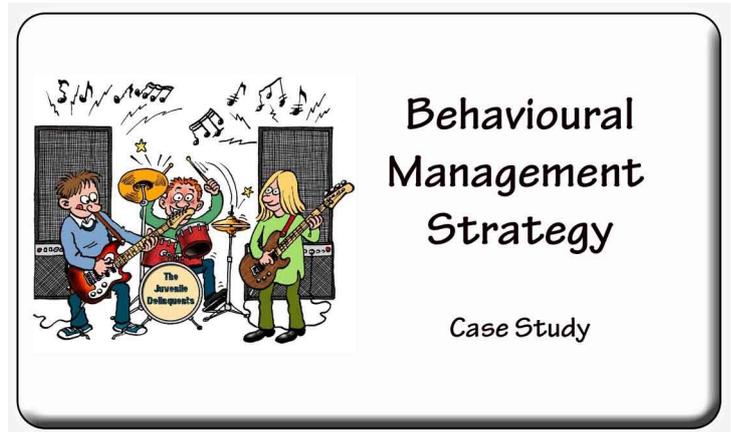
label the behaviour, not the student.

By labelling the behaviour, the rational student has the CHOICE TO CHANGE THE BEHAVIOUR. Remember from the March e-news, it is all about choices and their consequences. If the students know the consequences of their choices, then they can make an informed choice and learn to behaviour appropriately.

Case studies are a great example of the types of things that can happen. This is one that I am sure you will all relate to.

In any classroom incident it is likely that the student will try to deflect attention from the initial action. This tactic will have a variety of outcomes. It may:

- escalate the problem
- transfer the problem to someone else ;
- Increased stress levels
- lead to charges of lack of fairness
- back a child into a corner from which they can only keep on fighting



In short it introduces a high degree of uncertainty into the situations. Here is an example.

Teacher : Josh, we don't eat in the classroom do we ? Put the crisps away please. Thank you

Josh : What crisps - I am not eating

Teacher : Just put them away Josh and we can get on with the lesson

Josh : You are always picking on me - just like yesterday

Teacher : I do NOT pick on anyone

Josh : You did yesterday - you said I was talking and I wasn't

Teacher : You were talking yesterday and you know it.

Josh : And Kerry never does ? She is always talking and you never tell her off

Teacher : Kerry wasn't talking yesterday

Josh : She was, but you never said anything. You like her though and you don't like me.

Teacher : Just stop that now Josh - I have no favourites

Josh : Oh sure you don't.

Teacher : Now you are going too far Josh. Don't be insolent

Josh : Yeah you don't like the truth do you ?

Teacher : One more word and I will send for Mr Roberts (Deputy Head)

Josh : Yeah, go on then - get someone who can do your job properly.....

I am sure this conversation has happened to a number of teachers over the years. This situation has now moved completely out of hand. The teacher will have to ensure that a severe punishment is given to Josh.

He has called the teacher's professionalism into question in front of a class. There is no way out of this for Josh now. Or the teacher backs down and there is no way out of it for him. A simple incident has escalated beyond recognition.

The mistake was in allowing Josh to transfer the issue to a secondary incident. The problem was the crisps. Josh successfully avoided that issue - but at a great cost, probably to himself as well as the teacher. If the teacher could have found a way to restrict the issue to the initial incident then it would have been possible to have avoided the difficulties. Here is a possible alternative dialogue.

Teacher : Josh, we don't eat in the classroom do we ? Put the crisps away please. Thank you

Josh : What crisps - I am not eating

Teacher : Just put them away Josh and we can get on with the lesson

Josh : You are always picking on me - just like yesterday

Teacher : Do we eat in class Josh ?

Josh : No, but I am not eating and you are picking on me again

Teacher : So then if we don't eat in class there is no need to have a packet of crisps in your lap - is there?

Josh : But you are still picking on me again

Teacher : Ok Josh, we can talk about whether I pick on you at the end of the lesson, but as for now the rest of the class has the right to learn, doesn't it ? So put the crisps away and I will talk to you about the other accusation at the end of the lesson.

Josh : Its not fair (grudgingly putting crisps in bag)

Teacher : Thanks Josh, now let's get back to where we were.....

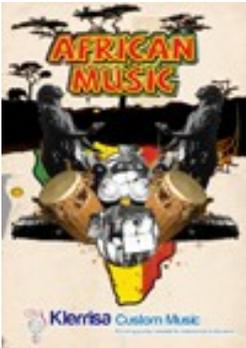
PRIMARY AND SECONDARY BEHAVIOUR—always treat the Primary issue and don't get drag into a diversion with the secondary behaviour.

PRIMARY BEHAVIOUR—eating in class.

SECONDARY BEHAVIOUR—teacher picks on me (poor me)

AFRICAN MUSIC GETS A REWRITE.

It has taken a while, but I have finally re-written the African Music Package. There are a few more items added to the original pack.



For those customers who have already purchased the package, we are offering a FREE Replacement. This will be available to you via email. If you would like to receive the replacement, simply contact Kerri via email, and she will send it through to you along with any additional audio tracks and the newly added Powerpoint presentations.



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