

Dear First Friday Folk,

Let me start with **SPARKS**.

This is the neat word that E [redacted] uses to describe moments in her classes when different kids come alive.

E [redacted]'s SPARK No.1: She used a kinaesthetic movement exercise and a boy ;whose naughtiness was a gossip point in the staffroom, suddenly came alive with positive energy and she saw him in a quite new light. She had had hit one of his strong intelligences. Eureka. The staff room gossipers could be proved wrong.

E [redacted]'s SPARK No, 2: This girl's marks were getting lower and lower. E [redacted] decided it was time for them to have a chat. The short, one-to-one chat worked wonders..... just a few minutes of warm interpersonality with the teacher and the child's marks began to pick up again. I wonder what SPARKS you have experienced. I have certainly lived through many and usually when I stopped BLOCKING a particular student. Do I expect my students to be made to measure to fit my bizarre figure, or should it be other other way round? Would I do beter to tailor myself to their measurements?

Thank you, E [redacted], for our talk yesterday.

Do you know the idea of "Flow"? Some people talk about getting into a creative flow and I felt that some of us did that yesterday afternoon. I really think some of us got into " creative child" mode. ( this may have worried others, as "flow" can feel unstructured and even dangerous )

I was thrilled by the idea of using "statues" to work on some of the keywords of a culture. I asked a friend from Andalucia ( Spain) what key words he might want to teach from his culture and he came up with "resignacion" and really meant it, and this despite what foreigners think about Flamenco, Andalusian " brio" etc...

By teaching us this technique, B [redacted], I reckon you have increased the likelihood of your using it up there in the long dark days.

N [redacted] my goal/jail yesterday afternoon was to finish off our work on the K intelligence... I mean we have to move on... I only used one exercise I had planned. All the rest flowed from around the group. Sheelagh's people had got me into really strong *child* energy which had been reinforced during my supervision.

When I plan I am in a mixture of *parent* and *adult*. Some of us probably know this Eric Berne frame from Transactional Analysis.

Should I feel guilty about my plan having become a bizarre fantasy? Do I weep over the very beautiful exercises we did not do?

Today we enter the area of the Language Intelligence, which should give us a really good time.

Mario.



Ps: how many people turn to language teaching because they have high language skills and how many because they are good at the interpersonal area? Which was it in your case? Maybe the question is too narrowly posed.

Ps: B [redacted], I was struck by your telling me that your counselling teaching is one area and your language teaching you see as completely separate. You do not use exercises from one in the other. How many other people separate their lives off like this? B [redacted] why not have a chat with Penelope Williams ( a small lady teaching the French Primary group ) She integrates those two areas.