

TAKING HOME THE BEACON



Issue 4 May 2017

COACHES CORNER

BY TAHANI HASHEM

Greetings,

Self-reflection is an important attribute and habit, where one recaptures their experiences, thinks about them, mulls over and evaluates them.

“Without reflection, we go blindly on our way, creating more unintended consequences, and failing to achieve anything useful”. *Margaret J. Wheatley*

Reflective practice is a method of assessing our own thoughts and actions, for the purpose of personal learning and development. Self-reflecting is very helpful in improving one’s approach in teaching and developing children and adolescence. Under various circumstances, self-reflection allows you to evaluate the situation neutrally and productively.

Sincerely,

Tahani Hashem

THE BIG FOUR

COMPILED BY LANA HALLAL

Content

Strategy: Guiding Questions

Description: Creating guiding questions compels teachers to create precise, focused plans for learning which helps students better understand the learning expectations for a unit and a lesson. Effective guiding questions must address the standards, identify the knowledge, skills, and big ideas that students need to learn; they are meaningful and personally relevant. Also, effective guiding questions must be easy to understand and use the most appropriate words; they must prompt students to use learning strategies, technology and communication skills. When creating guiding questions, teachers place correct emphasis on the most important content, focus on learning more than the activities, provide a target for students, keep themselves and their students on task, and are better able to differentiate learning (Knight, 2013).

Instruction

Strategy: Round Table

Description: The Round Table strategy prompts students to generate a lot of information quickly. This activity provides an opportunity for every student to share his or her unique knowledge. During the Round Table discussion, the teacher divides the class into groups, and students write down ideas on a piece of paper and then pass the paper to the student next to them so that he or she can add ideas to the paper. Every student gets a turn at answering the question before the activity is completed. If there is only one piece of paper to be circulated, students spend too much time watching and not enough time thinking and writing. Round Table can be used to review what students have learned or to begin a lesson by prompting students to discuss their prior knowledge. Once all the questions have been addressed, the class may be asked to share what they have learned (Knight, 2013).

THE BIG FOUR

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Formative Assessment

Strategy: Hot Potato

Description: Hot Potato is a strategy that helps checking for students' understanding. Ask a student a question to test his or her understanding of content. If the student gets the answer right, he gets to ask another question that tests another student's understanding. The student asking the question must know the answer so he or she can confirm whether or not the new student gets the correct answer. Sometimes teachers let the students pick who will answer the question; at other times, teachers pick who will answer the question (Knight, 2013) .

Reference

Knight J. (2013). *High-Impact Instructions*. California, CA: Corwin.

Community Building

Strategy: Be a Witness to the Good

Description: A teacher's attention is an extremely powerful reinforce for student behavior, it builds connections with the student, which creates positive energy. We are "being a witness to the good" when we are attentive and intentional about noticing everything our students do, not just the misbehavior. So, how to be a witness to the good? One strategy is to make a list of behaviors you especially want to watch for each day, focusing on students strength and on building connections. Such behaviors might be simple actions, such as getting ready for class at the bell , staying focused on a learning activity, listening when other students are talking, or using correct talking level during activity. Start simply by intending to connect. The teacher can look over the list, once a week for example to see whom she has forgotten and who is at the bottom of the list and things about the particular strengths of the students she missed or thought of last. Thus, the following week the teacher seeks out these students and calls attention to their strengths (Knight, 2013) .

TEACHER SPOTLIGHT: HAMZA ABDUL RAHIM DEEB

BY MONA YACQUB

A Brief Biography of a Teacher



Tell us a bit about your background. (Ex: where you're from, how long you've taught and where, some of your hobbies/interests, etc.)

Hamza Abdul Rahim Deeb from Syria. I hold an MA in Arabic language and literature, and a Bachelor of Arts in English. Father of four children. I've have been teaching for thirty years. I taught Arabic, English, Islamic Studies, and physical education. I spent two years teaching the Arabic language at the Faculty of Science at Homs university before coming to Kuwait. I also worked as AFL teacher; teaching Arabic language to non-native speakers, as well as in translation. I published several research in Critiques in a number of periodicals. I've been working in BBS for fifteen years. I train football teams in school because football is my hobby and passion. I was a well-known football player in one of the most popular Syrian clubs, and also played for the national team, but I had to quit because of a strong injury at the age of twenty-three. Then headed to my other passion; education. I believe that teaching is a mission, raising and giving. Also I love to travel and learn about other people; their cultures and civilizations.

TEACHER SPOTLIGHT: HAMZA ABDUL RAHIM DEEB

What teaching and learning goal are you most excited to achieve by the end of this school year? Please explain.

My first goal for this academic year is to focus on feature (ideas), how to collect the details of each topic, and how to organize them while writing.

How I plan to achieve this goal: Students know the meaning of good ideas, and how it is organized.

- Study various texts from which students can distinguish good ideas from others.
- Writing topics contain many details concerning the idea at hand for writing and discuss them with the rest of the students.

My second goal for this academic year is to have all students write or type key topics on (Google Drive).

How I plan to achieve this goal: training students to login to their Google Drive account through their school email account.

- Writing required topics and to follow up with the student to redirect him/her during the writing process.
- Printing a copy of what has been typed on Google Drive to be corrected and given back to the student to make the required adjustments.

Do you have any inspirational words and/or specific sites, organizations, strategies, or links that you'd like to share with other teachers?

* Sayings which always remain in my memory:

- failure ... is just a temporary change in direction to take you back to your next success.
- If you are not willing to learn, no one can help you, and if you are determined to learn no one can stop you.
- There is no elevator to success you have to use the stairs.
- If you run into a wall while running, don't turn around and give up, but think of how you can climb.
- If you failed to achieve your dreams, change your manners not your principles, trees change their leaves not their roots.
- in order to achieve success, you must be organized. This simply means: to choose what you should do, not what you love to do.

EDIVATE UPDATE: RUNNING PERSONAL REPORTS

BY AARON SHELBY

Running Personal Reports

It's that time of year again to start adding up hours to report to the PD office to document our professional learning. Edivate can help you easily compile some of this information needed.

Access Your Personal Reports

You can use the personal reports as evidence of your professional learning. You can generate these types of reports for this year:

- *Usage Report*—This report lists all of the content you have viewed by program and segment between the dates you specify. In addition, it also lists the timestamp of how much of the content you have viewed, when you last viewed it, and your answers to the Reflection and Follow-up questions.
- *Catalog Transcript*—This transcript lists all Catalog units (e.g., courses, trainings, etc.) you have registered for and/or completed as well as the credit value associated with each unit. Signature lines are included for providing documentation for professional development credit.
- *Micro-Credential Report*—This report lists all in-progress and completed micro-credentials you have participated in. It also shows the required competencies associated with each micro-credential as well as the date they were completed.

EDIVATE UPDATE: RUNNING PERSONAL REPORTS

BY AARON SHELBY

Generate Your Usage Report

1. Click **Personal Reports** on your personal navigation bar, just below the system Navigation bar.
2. In the *Usage Report* section, click the **Start Date** and **End Date** boxes or the **calendar** icons and select the date range for which you want to generate the report. The date range is set to the previous three months from today by default.
3. Click one of the following report options:
 - **.pdf** produces a portable document format file that you can view and print using a PDF viewer, such as [Adobe Reader](#) for both Windows and Mac or Preview for Mac.
 - **.csv** produces a comma-separated value file that you can view using most spreadsheet applications.
 - **.xls** produces a file that you can view using Microsoft Excel.
2. Click **Generate Report**. The system creates the report in the format you selected, you can save the file to your computer or print it.

Generate Your Catalog Transcript

1. Click **Personal Reports** on your personal navigation bar, just below the system Navigation bar.
2. In the *Catalog Transcript* section, select the **Include incomplete items** check box to include professional learning opportunities you have not yet completed.
3. Click **Generate Report**.

Have fun!

CURRICULUM

BY CAROL ALAWADI

“Expansive Listening” by Elena Aguilar

I read this article on expansive listening and thought that the suggestions in here fit very nicely into our Tribes’ “Attentive Listening” agreement. The gist of the article was how to be a more empathetic and “loving” listener when asking questions or having conversations. How much more pleasant the conversations with our students, our staff, and with each other will be if we add these to our listening “toolbox.”

- Don’t hurry your questions
- Take deep breaths while you listen
- When the other person finishes talking, say, “Thank you. Tell me more.”
- Don’t talk too much – not more than a third of the total time
- Speak slowly
- Say, “I need a moment to think,” before you respond
- During your moment to think, look out a window and let your mind wander. Taking time to think is honorable.
- Soften the space between your eyebrows, relax your arms, let your jaw drop, and smile slightly
- Think mostly about the place from which you are listening and make a choice to do so from a place of expansion and love.

COUNSELOR'S CORNER: SEPARATION ANXIETY IN CHILDREN

BY SAMAR EL-HAYEK



Separation Anxiety in Children

Separation anxiety is a normal stage of development. In early childhood, crying, tantrums, or clinginess are healthy reactions to separation. Separation anxiety can begin before a child's first birthday, and may pop up again or last until a child is four years old, but both the intensity level and timing of separation anxiety vary tremendously from child to child.

However, some kids experience separation anxiety that doesn't go away, even with a parent's best efforts. These children experience a continuation of intense separation anxiety during their school years or beyond. If separation anxiety is excessive enough to interfere with normal activities like school and friendships, and lasts for months rather than days, it may be a sign of a larger problem: separation anxiety disorder.

Common Causes of Separation Anxiety in Children

Separation anxiety occurs because a child feels unsafe in some way. If you can pinpoint the root cause, you'll be one step closer to helping the child through his or her struggles. The following are common causes of separation anxiety in children:

- **Change in environment:** it is possible that changes in surroundings could trigger separation anxiety, like a new house, school, or day care situation.
- **Stressful situations:** like switching schools, or the loss of a loved one, including a pet, can trigger separation anxiety.
- **Overprotective parent:** In some cases, separation anxiety may be the manifestation of the parent's own anxiety. Parents and children can feed one another's anxieties.

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Symptoms of Separation Anxiety in Children

Separation anxiety becomes an emotional problem characterized by distress when a child is away from the primary caregiver, especially the mother. Children with separation anxiety may become agitated at just the thought of being away from mom or dad, and may complain of sickness to avoid playing with friends or attending school. When symptoms are extreme enough, these anxieties can add up to a disorder.

Worries and Fears

Kids with separation anxiety feel constantly worried or fearful about separation. Many kids are overwhelmed with one or more of the following:

- The most common fear a child with separation anxiety experiences is the worry that harm or something will happen to a loved one in the child's absence.
- Children with separation anxiety problems often have scary dreams about their fears.

Refusals and Sickness

Children often:

- Refuse to go to school. A child with separation anxiety disorder may have an unreasonable fear of school, and will do almost anything to stay home.
- Display reluctance to go to sleep. Separation anxiety may make these children insomniacs, either because of the fear of being alone or due to nightmares about separation.
- Complain of physical sickness like a headache or stomachache. At the time of separation, or before, children with separation disorder often complain that they feel ill.
- Cling to the caregiver. Children with separation anxiety problems may shadow you around the house or cling to your arm or leg if you attempt to step out.

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BY SAMAR EL-HAYEK

Strategies to Ease Separation Anxiety in Children

You can help the child combat separation anxiety by taking steps to make him feel safer. Providing a sympathetic environment at home can make the child feel more comfortable, and making changes at school may help reduce the child's symptoms.

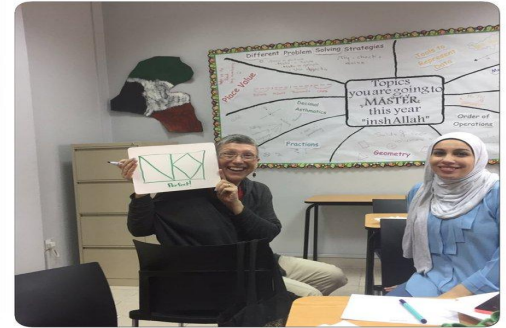
- **Practice separation.** Leave your child with a caregiver for brief periods and short distances at first (strategy for the parent).
- **Develop a "goodbye" ritual.** Rituals are reassuring and can be as simple as a special wave through the window or a goodbye kiss (strategy for the parent).
- **Leave without fanfare.** Tell the child you are leaving and that you will return, then go without stalling (strategy for the parent).
- **Try not to give in.** Reassure the child that he or she will be just fine. Setting limits will help the adjustment to separation.
- **Listen to and respect the child's feelings.** The experience of being listened to can have a powerful healing effect.
- **Be empathetic and talk about the problem.** It's healthier for children to talk about their feelings.
- **Anticipate separation difficulty.** Be ready for transition points that can cause anxiety for the child, such as going to school or meeting with friends to play. If the child separates from one parent more easily than the other, have that parent handle the drop off.
- **Support the child's participation in activities.** Encourage the child to participate in healthy social and physical activities.
- **Help a child who has been absent from school return as quickly as possible.** Even if a shorter school day is necessary initially, children's symptoms are more likely to decrease when they discover that they can survive the separation.
- **Praise the child's efforts.** Use the smallest of accomplishments to give the child positive reinforcement.

<https://www.helpguide.org/articles/anxiety/separation-anxiety-in-children.htm>,

<https://www.google.com.kw/search?q=separation+anxiety+pictures&espv>, Media, A. (2012). *The everything healthy kids series: Anxiety: A troubleshooting guide for parents*. Publisher: F+W Media. <http://www.webmd.com/children/guide/separation-anxiety#1>

AROUND BBS

BY MONA YACUB



March PD days

AROUND BBS

BY MONA YACQUB



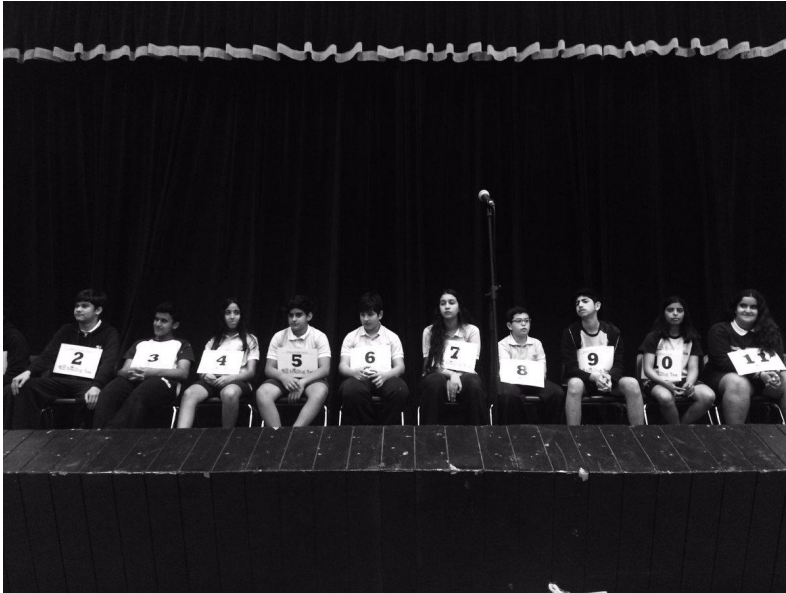
The vegetables are growing at Jabriya campus so our learners can use the environment to explore the world



"I Love to Read " activities

AROUND BBS

BY MONA YACQUB



MS Spelling Bee Contest



BBS Arabic Debate team participated and won one round in the National Championship of Schools Debate

AROUND BBS

BY MONA YACUB



4 seniors represented BBS in the Math Contest Round organized by GUST and came 2nd place. In the individual contest Ahmad Al Bassam gave BBS the 1st place.



7 of our grade 10 students represented BBS at AIS contest and got 3rd place

UPCOMING EVENTS

BY AARON SHELBY

- ★ Twitter #tlcbbschat May 7 and 21
- ★ Twitter Workshop May 7 and 21 at 6:45am
- ★ School Holiday May 18
- ★ MS/HS Exams Begin May 28

CONNECT WITH THE BBS TEACHING AND LEARNING CENTER

Website: tlcbbs.com

Twitter: [@tlcbbs](https://twitter.com/tlcbbs)

Edivate: edivate.com

- [BBS Teaching and Learning Group](#)

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