

Mentor's Energizer

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YCMOU has extended the date for Admission into the Certificate Course on Value Education: Fundamentals till 30 Oct. 2014.

THIS UNIQUE COURSE IS FOR
Students,
Teachers,
Parents, NGOs,
And all those who wish to
BECOME CHANGE MAKERS!!!

Please send your photos for inclusion in the Energizer.

The Bahá'í Academy wishes to thank our mentor of the month, Mr. Navnath Bomble, for sharing his insights.

Using the model at right, please send your comments and pictures to:
energizer@bahaiacademy.org

A New DL Certificate Course on Value Education: Fundamentals

What are the strengths of this Distance Learning Certificate Course? The focus is on capability building and joyful learning. It follows group learning, participatory, experiential and cooperative learning methods, and includes educational games and interactive theatre. Participants begin developing their soft skills, transforming their own personalities and taking initiative to promote social progress. The content is universal in nature and approach, secular and dynamic. This programme bridges an important void in traditional education. This course inspires and prepares all for a better today and a greater tomorrow!

What Career Opportunities will be open for the Certificates Holders? The graduates of the Course become valuable candidates to colleges, schools, government departments, NGOs and private organizations that wish to make a difference to the people and communities they serve. These graduates will have developed such abilities that they can contribute to build a joyful work environment.

Duration: The duration of this course is 12 months. **For more information please visit:** <http://www.bahaiacademy.org/bahaiacademy/newsdetails.php?id=1&newsid=542927fb1526e>

Meet the Mentors

Meet Navnath Bomble, Programme Officer, Bahá'í Academy



How has the experience of taking the training affected you?

As a mentor I learnt cooperative learning structures and their use in real situations. Values are to be practiced and not preached was the lesson I learnt and followed. This is the unique experience of this program. Various educational games enhance the thinking power. The best part is learning to solve serious social problems with the help of Happy Hippo Show.

What are some of your positive experiences about being a mentor?

The first thing is about cooperative learning methodology that is followed in mentoring. This enables every participant to express one's own ideas and thoughts. And this reduces the gap between the teachers and students and develops a new synergy between them. The second point is about the impact of service learning activities. It gives an opportunity to the students to practice their classroom learning and makes the training more effective.

What kinds of transformations have you seen in your students?

I observed that the students develop and enhance their capabilities and gain self-confidence, become honest, develop service attitude and helping nature and shed their negative attitudes and bad habits. They are able to establish their own value-based identity in this competitive world. They make efforts to not only develop their own personality but also develop the community and society. Finally they develop service attitude through Service learning Activities.

Do you have any advice for other mentors?

Every individual is a component of society but a teacher /mentor is like a burning candle which enlightens others' candles. It is possible only when teacher/mentor forgets his own pains. We need to disseminate positive attitudes and moral qualities through Education in Universal Human Values not only among our families and communities but also in society at large.

Getting your Point Across



Top: Seminar at HV Desai College
Bottom: A Clown and two actors at a recent Happy Hippo Show for Professors of RIT, Sangli, at the Academy

Back issues of the Mentor's Energizer are available on the Bahá'í Academy website!

We've all heard of learning styles. Some people learn better through their eyes, others through their ears and still others through active manipulation of objects. We tend to teach the way that we like to learn, assuming that everyone in the class is just like us—a verbal, auditory or kinesthetic learner—or perhaps a person who needs all three to internalize a concept. Here are the facts.

33% of us learn by seeing and imagining
24% of us learn by listening and verbalizing
14% of us learn by doing and manipulating
29% of us learn with more than one modality

Did you know that when we communicate with each other: 7% are the words we use

Verbal learners tend to become teachers, so we continue lecturing, because that's what we liked in school, but the majority of the students in the classroom learn through other stimuli. Our words alone won't get the message across. However if visual learners see the words, verbal learners hear the words and tactile learners write the words, they will be more effective.

38% is the tone of our voice

Tone of voice is a key factor for either stimulating learning or putting students to sleep. Think about the rhythm of your voice. Is it melodic, grating, jarring, monotone, musical? Think about the pitch of your voice. Is it strident, deep? What about the volume? Is it soft, loud, medium? The best thing to do is to vary your rhythm, pitch and volume to attract the most attention.

55% is our body language

Movement is key. Use facial expressions to show emotion, gestures to emphasize points or illustrate a concept and movement around the room to draw the eye and to help students stay focused. Find ways to involve students physically in the work.

The combination of eloquent words, pleasing tone and expressive body language paves the way for greater understanding, retention and engagement in the classroom.

How can we build students' confidence through drama and role play?

The Happy Hippo Show is a popular and useful component in the Universal Human Values Curriculum. Originally started by Shamil Fattakhov of Russia, the dramas feature ordinary people exploring moral solutions to common dilemmas that are often not addressed in society. Viewers and participants, then, see how they can apply moral principles in their own lives.

Drama Stimulates Creativity: Dramatic arts education is an important means of stimulating creativity in problem solving. It can challenge students' perceptions about their world, allowing them to explore their emotions. When we 'become another', explore a new role, try out and experiment with various personal choices and solutions to very real problems in a safe atmosphere, where actions and consequences can be examined, discussed and in a very real sense, experienced, we are empowered to make better choices in the real world.

Drama Involves Both Actors and Audience: The concept underlying Happy Hippo Show is to offer viewers an opportunity to look at moral or ethical issues presented in short dramas. The dramas are stopped at the high point of the conflict and the audience discusses positive solutions. Though the issues are difficult and personal, the element of drama allows for the problems to be shown in a neutral way—detached from individuals or from ideas that they feel compelled to defend. Still, the use of drama makes the problem more emotionally immediate than just reading a fictional scenario in a storybook and provides the opportunity for audience members to share a common experience.

Drama Aids Communication: Underlying all of drama is communication. It allows students and audiences to understand others in new ways. Acting in a dramatic performance provides training in very practical aspects of communication so necessary in today's increasingly information-centered world. Students who participate in drama are less likely to have difficulty speaking in public and will be more persuasive in their communications, both written and oral. They are better able to put themselves into others' shoes and will have a more positive, confident, self-image.

Next month: Is encouragement an instinct or an art?