

Happy Campers

Methodology Handbook



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About the Methodology Handbook




The Methodology Handbook is a practical guide to understanding the methodology in the *Happy Campers* series and implementing new teaching techniques in class.

The handbook includes the following sections:

1. The course **philosophy** and **approach** to memorable learning
2. The **methodology** behind each lesson
3. **Happy Class Workshops**: professional development exercises for teachers
4. **Further reading** and additional resources

How to Use the Methodology Handbook

Before the start of the school year, read sections 1 and 2 to understand what the course is about and how it works. Understanding the course philosophy and methodology will help teachers align their own teaching methods and objectives with the course so students will have clear, achievable goals for the year. The course methodology is explained lesson by lesson to help teachers understand how each lesson works before teaching with *Happy Campers* for the first time. Throughout the handbook there are links to further reading on the research behind the *Happy Campers* methodology, indicated with this icon .

Happy Class Workshops can be completed at any time throughout the year. These eight workshops each focus on a different aspect of classroom management in order to promote a more positive classroom environment.

Why Use the Methodology Handbook?

- Understanding the course methodology **empowers teachers** and **builds confidence**.
- Knowing the purpose of each lesson and how it fits into the unit structure helps teachers make more **informed decisions** about the activities they choose to use in class.
- Completing self-reflection activities helps teachers develop **effective teaching techniques** and improve their own teaching style.
- Reading about how learning and memory work builds teachers' **academic awareness** so they can apply **memorable learning strategies** in class.

About the Happy Class Workshops



The Happy Class Workshops can be completed at any time throughout the year and are short **self-reflection activities** that enable you to think about different aspects of your teaching style.

Each workshop presents useful ideas on how to positively impact your classroom environment. While the *Happy Campers* methodology sets students up for success, your teaching style is equally important in ensuring students have a **positive learning experience**. *How* you teach is just as important as *what* you teach—a happy teacher is the key to a happy class!

The Happy Class Workshops focus on the following topics:

1. Respect
2. Encouragement & Feedback
3. Focusing Attention
4. Establishing Rules & Routines
5. Collaboration
6. Roles & Responsibilities
7. Participation
8. Parent Involvement

For each Happy Class Workshop, there are **five thinking points** for you to consider. After you have completed the exercise, review your answers and think about how you can improve your teaching style. Refer back to your Happy Class Workshops throughout the year to reflect on how you have made a difference!

Happy Class Workshop:

RESPECT



Think about how you help to create a respectful environment in your classroom. Read the statements below and reflect on your own teaching style. Then circle *never*, *sometimes*, *usually*, or *always*.

1. I address each student by name in every class.

never

sometimes

usually

always

2. I am calm and polite when I speak to my students.

never

sometimes

usually

always

3. I listen respectfully when my students speak, and I encourage them to do the same.

never

sometimes

usually

always

4. I encourage my students to take care of their own school supplies.

never

sometimes

usually

always

5. I help my students understand the importance of respecting school property.

never

sometimes

usually

always

Establishing mutual respect between you and your students is essential in creating a positive classroom environment. You can show respect to your students by addressing them by name throughout the class, listening attentively when they speak, and being calm and polite during class. Teach your students to respect school property and take care of their own school supplies. Your students will follow your example in class and treat you, one another, and their environment with the same respect that you demonstrate.

Try This! Teach respectful phrases to your students, such as, *Please*, *Thank you*, *You're welcome*, *Excuse me*, and *I'm sorry*. Using these words in class will not only contribute to a friendlier classroom environment, but also help students practice their English in everyday situations.



Further Reading: page 3

MEMORABLE LEARNING

WHAT MAKES LEARNING MEMORABLE and why is it so easy to forget something after we've learned it? There are reasons why we remember some things and forget others, and it is because of the way our brains work.

The **sensory stage** is the first step we take when we make a memory. When we are presented with a stimulus, such as information we hear or a new person we meet, we use our senses to analyze the moment. Our brains then use the input from our senses to decide whether or not it's useful to remember what we've encountered.

Short-term memory is the second stage of memory. If our brains decide the information we received at the sensory stage is *important*, a short-term

memory is formed. Short-term memory lasts for 20 to 30 seconds and generally consists of no more than seven items. It's possible to remember more in the short term by using memory strategies, like musicalizing a list of new words.

A short-term memory becomes a **long-term memory** when it is repeated and practiced, and when new information is associated meaningfully with what we already know. Each time we learn a new piece of information, our brains make connections between brain cells to process it. These connections between cells become stronger each time we see the information again. As we practice a skill, our brain processes the information more easily, and we improve.

IN HAPPY CAMPERS,

new language is introduced in the first four lessons. This gives students the opportunity to see it again and again in different ways throughout the unit. *Happy Campers* uses beautiful photographs and illustrations to capture students' attention, while catchy musicalized presentations, animated stories, riddles, and games help students recall the language long after they have learned it. Because it is essential to practice and review information in order to remember it, *Happy Campers* provides plenty of opportunities for students to revisit the language through The Language Lodge, Skills Book, vocabulary flashcards, and Presentation Kit.

For more information on memorable learning, please see:

George A. Miller, "The Magical Number Seven, Plus or Minus Two: Some Limits on our Capacity for Processing Information," *Psychological Review*, 63 (1956): 81–97.

Alan D. Baddeley, "Word Length and the Structure of Short-Term Memory," *Journal of Verbal Learning and Verbal Behavior* 14, no. 6 (1975): 575–589.

Ernest Ebbinghaus, *Memory: A Contribution to Experimental Psychology*, trans. Henry A. Ruger & Clara E. Bussenius (New York: Columbia University, 1913).