

# Coram Life Education's Positive Teaching techniques

Coram Life Education's core programmes take place in a specially designed mobile classroom, which is equipped to provide a stimulating and exciting learning environment. This is combined with the use of highly trained 'educators' – teachers who use a wide range of positive techniques and strategies designed to enable children to develop the confidence and thinking skills needed to make informed health choices.

The programmes provide age-appropriate material exploring a wide range of health-related issues, beginning with hygiene and healthy eating in the Foundation years and building steadily to include themes such as managing emotions and keeping safe. This leads, in the junior years, to an in-depth exploration of drugs, their use and effects, reasons why people use or do not use them and the risks of consequences of use. There is a strong emphasis on normative messages – that most young people do not smoke, drink at high risk levels or use illegal drugs. Strategies for recognising and managing influences are explored and skills to assist the development of assertiveness are practised.

Within the programme, different teaching techniques are used to support the development of positive attitudes, communication and assertiveness skills, in addition to knowledge and understanding of the human body and how different substances can affect it. These techniques draw from the fundamental principles of good practice in the use of:

- Positive behaviour management strategies
- Circle Time
- Accelerated Learning
- Theatre-in-Education strategies such as role-play and hot-seating
- Puppets, electronic body models and a variety of audio/visual material



The mobile classroom is carefully designed to give the children a very positive and memorable experience that will remain with them long after the visit has taken place. In addition to a comfortable carpeted space, the classroom features a number of electronic devices such as a fibre optic ceiling that simulates a starry sky, an interactive 'talking brain' and specially designed audio-visual materials. With the skills of the educator these facilities combine to reinforce the sense of awe and wonder about the human body that the programmes inspire.

## Trained Educational Practitioners

### Modelling effective methods of delivery

Programmes are delivered by educators who have been carefully selected based on their proven experience in modern educational techniques and who demonstrate a particular empathy with the health and well-being needs of young people. They are intensively trained in a range of positive teaching techniques and behaviour management strategies, which have been refined over many years in close consultation with expert educational practitioners from a variety of backgrounds including Child Psychology, Accelerated Learning, Circle Time and Theatre-in-Health-Education. At the end of a twelve week training period a wide range of quality standards have to be demonstrably met before they can gain fully-qualified educator status

The varied and interactive teaching strategies used by all Coram Life Education's educators reflect the models of good practice as set out in the document *Drugs; Guidance for Schools* (DfES, 2004) and *PSHE in Practice: Resource Pack for Teachers in Primary Schools* (DfES, 2004), where recommendations are made for the inclusion of:

- Role play simulations
- Group work
- Audio/visual materials, supported by follow-up discussions
- Structured Games
- Theatre-in-Education techniques
- Quizzes
- Discussion
- Active learning techniques including:
  - Warm-up activities
  - Open ended questions
  - Structured debates
  - Engaging through story
  - Closing rounds

Our programmes contain a balance of these elements.

