

FREE SAMPLE

SHINE!

TEACH WHAT COUNTS.



**A motivational classroom resource
to help you educate the whole child.**

TEACH WHAT COUNTS.

Thank you...

... for downloading this free sample of our 'Shine!' motivational resources.

The full 26-page resource includes unique illustrated posters, reward cards and activity ideas to encourage your class, celebrate their sparks and re-align their test/life balance!

We hope that you like what you see. To download the full version, please visit:
<http://www.sparkyteacher.com/resources/motivational/shine.php>

A word on copyright...

'Shine!' is © Sparky Teaching 2013.

With thanks to various parents, twittering teachers and the late Peter Benson for inspiring our thoughts.

A lot of time has gone into the preparation of these resources! Please respect this.

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If you did not receive this resource by purchasing it from [sparkyteacher.com](http://www.sparkyteacher.com), please don't print, copy or forward it – we're not a large organisation and we value your support.

A final note...

In essence, the messages behind 'Shine!' are all about creating a positive environment for learning in your classroom. We hope that they help you do this.

Many of the resources on Sparky Teaching's website are free. If you've enjoyed and used them, please consider purchasing resources like this that have taken a little more time to create and we have to charge for. It helps the website continue.

Thanks for your support,



FREE SAMPLE



Teachers' Notes	p.4
The Lost Art of Nurturing Sparks (a look at the inspiration behind 'SHINE!')	p.6
The Posters	p.8
'What's Your Spark?'	p.8
'Shine!'	p.9
'Don't Get Stressed – Poem'	p.10
'Swimming Test'	p.11
'Be Yourself!'	p.12
'Things Could Get Messy!'	p.13
'In This Classroom 1'	p.14
'In This Classroom 2'	p.15
'Team HQ'	p.16
'You Shone Today' Reward Cards	p.17
'What's Your Spark?' Record Sheet	p.18
Alternative Versions	p.19
Mini posters (for individual use)	p.19
'You Shone' (various alternatives)	p.22
'Shine!' Poster (with explanatory text)	p.25
'Don't Get Stressed' Poster (SATs version)	p.26

TEACHERS' NOTES

Be honest. Which of the following would you prefer?

- 1) All of your pupils leave your class with top grades – not one of them fails academically.
- 2) All of your pupils leave your class with a genuine interest in learning that lasts the rest of their lives, a love of and the skills for life. Some don't get good grades, though.

It's a tricky one. We wouldn't be doing our job properly if we traded success for character - would we? Perhaps sadly, it takes a brave teacher to admit that they care more about the people their students become than the grades they get.

Thankfully, we don't face a trade-off between the two. It's completely possible to give our students the best preparation for exams and the best preparation for life. But, it is becoming increasingly difficult to do so. Here in the UK, a disproportionate focus on standardised testing, increased non-teaching demands on the teacher and planned curriculum changes that allow less time for the creative arts are some of the factors we are up against. Having discussed this with colleagues in Australia and the US, it seems these are problems are not unique.

'Shine!' is a resource we've created with the aim of putting the focus squarely on the people behind the students you teach. It focuses on positive classroom values, promoting creativity and nurturing the spark in your pupils.

The 'spark'

We believe every child in your class will be able to (with some encouragement) define their spark. Older children may talk about the thing that gives them most purpose in life, the thing that drives them and they get most enjoyment from. Younger children may think about what makes them most happy. If you haven't already, please watch Peter Benson's TEDxTC talk – 'Sparks – How Youth Thrive'. It is one of the main things that inspired us to make 'SHINE!' and you can find it here:

<http://bit.ly/SparksHowYouthThrive>

Some thoughts on using this resource

- Use some the key questions below to discuss what matters to your pupils and what it means to have a spark.
- Pupils record their motivation on the 'What's Your Spark?' Record Sheet (p.17). An activity which works well is to do something similar to the 'What Are You Like?' project Sir Quentin Blake set up (see <http://bit.ly/WhatAreYouLike>). In a nutshell, it involved asking people in the public eye a

<http://www.sparkyteaching.com/creative/nurturing-sparks/>

"I don't know how you can engage and connect and bond kids to the institution called school without knowing their spark."

Peter Benson

Behind every new idea, article or resource we do is usually something that inspired or provoked us into action. Our CPD posters were inspired by a poster idea we were sent by @paulyb37 on Twitter. The 'M' Files were provoked by a question we saw in a SATs paper and our ensuing annoyance! And our inspiration for Caution! Minds at work came from the work of a New York urban artist.

Recently we saw something that motivated us once again. It's a TEDxTC talk given by Peter Benson in 2010 called 'Sparks: How Youth Thrive'. Sadly, Mr Benson passed away in 2011 (we'd like to have sent him our thanks) but his message continues. It seems more relevant to our current educational climate than ever. Please take the time to watch this captivating message. You can see it here – <http://bit.ly/SparksHowYouthThrive>

Our new resource is called SHINE! and its emphasis is on helping to make your classroom a place where sparks are nurtured and the focus is placed on things that matter. Out of all the resources we've made, this is the one we think is most important in the current climate.

Standardised testing has a lot to answer for in terms of dampening sparks in young people. After teaching mostly Year 6 for nine years, we're convinced that SATs often do more harm than good in what should be the pinnacle year of a child's primary school life. As well as the video, two other quotes resonate deeply. The first is this one:

"Every child is an artist.
The problem is how to remain an artist once he grows up."

Pablo Picasso

The second is a Twitter profile description that struck a chord when we saw it recently:

"(I'm) in school leadership, inspired and challenged to make education more about growing the character of our pupils than any academic measure."

The Twitter profile description for @useyourhead76

In the above video, Peter Benson talks about a developmental study he had made about the things that make young people thrive. Unsurprisingly, it hasn't got a lot to do with didactic teaching methods or standardised testing. As he says, "no one ever said 'this child of mine, my fondest wish is to ace statewide benchmark maths and science tests when they are 16.'" Along the way, he examines the idea of a 'spark'. The thing about a young person that gives them joy, energy and purpose.

It's not a long talk and well worth investing twenty minutes in. We'd be interested in hearing what you think. Here are four things we thought were of note (to the powers that be as well as ourselves!):

1. THIS IS NOT WISHY-WASHY STUFF

We're talking about the things that matter most to our students. Their driving force. Aren't we supposed to tap into this in order to communicate effectively with them? Interestingly, Benson found that in his interviews, 100% of students asked got it. They knew exactly what he was talking about when he mentioned their "spark". Two thirds of them could

name at least one spark outright. What percentage of adults could do so? What's happened to their spark in the intervening years? We have a duty to encourage and nurture, as Picasso's quote implies. Their learning will benefit greatly — "Students learn best when they are known well," Eve Gordon (Principal, MetWest High School).

2. CELEBRATE YOUR STUDENTS

There's an episode of *The Simpsons* we've mentioned before (Saturdays of Thunder for the die-hards) where Homer thinks he's a bad father because he can't answer the four question quiz from the National Fatherhood Institute — 'Name one of your child's friends', 'Who is your son's hero?', 'Name another dad you've talked to about parenting' and 'What are your son's hobbies?' We've often thought it's the sign of a good teacher to know the answers to these sorts of questions about our students. How much do you know about the children you teach? What is it about them that gives them joy and energy? In his talk, Benson says it is essential that we find out our young people's sparks, that we name them and that we champion them. SHINE! will help you do so.

3. KEEP TESTING IN PERSPECTIVE

There are many things that can stifle the spark that gives a child joy and energy in learning. One of these is the pressure placed on our pupils at an early age by standardised testing. Yes, testing has its place, but these aren't simple measures of progress — we've seen them destroy pupils' confidence time and time again. At eleven years old. How often do you sit your class down and go through the many skills they've got that will never be tested? Does that mean they're worthless? Is knowing how to multiply two 2-digit numbers using the grid method more important than having the gift of caring for elderly people? Why? SHINE! encourages your class that they've got all manner of skills that we don't test and they are all the better for having them.

4. THE CREATIVE CURRICULUM MATTERS

In Benson's study the largest category in which pupil sparks fell was 'Creative Life'. Hardly a surprise, but a worrying fact when you think about it in relation to our present government's attitude to provision of the creative arts. Creativity is not only a key skill for innovation and flexibility in these fast-moving times — it's the chief source of thriving for our young people. Here in the UK, Mr Gove's plans to limit creative subjects means, in effect, limiting opportunities to thrive. Getting rid of sparks. As someone wrote on a website we saw recently: "...art, music and a genuine interest in becoming life-long learners shouldn't come to a screaming halt at third grade."

We hope you like SHINE! But, more importantly, we hope you'll be the sort of person who doesn't just teach how to count, but what counts. It takes a brave person to admit that they care more about the people their students will become than the scores on the tests they take, but we'd encourage you to consider it.

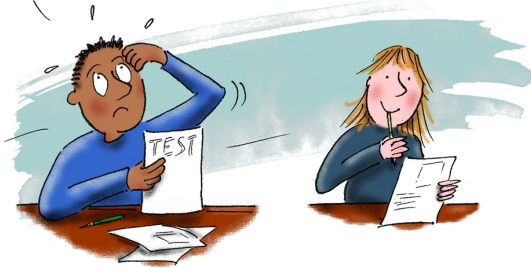
SAMPLE POSTERS




Tests don't show off all of your skills.
But don't let a little thing like that stop you...



Don't get stressed...



Just do your best!
Remember you've been blessed...



Remember: the goldfish might fail at the climbing test,



But in the swimming test, she'd...

SHINE!

SAMPLE POSTERS

BE YOURSELF!



We're learning in here.
Things could get

MESSY!



IN THIS CLASSROOM
WE DON'T THINK THAT BEING SMALL
SHOULD EVER STOP ANYONE FROM
DREAMING BIG.

WE'RE NOT SCARED OF FAILURE
BUT WE ARE AFRAID OF NOT TRYING
BECAUSE THE PERSON WHO NEVER TRIED ANYTHING
NEVER MADE ANYTHING.

AND THAT'S WHY WE'RE PROUD TO ANNOUNCE
WHAT YOU'RE LOOKING AT IS
THIS PLANET'S
MISTAKE-MAKING,
MOULD-BREAKING,
RISK-TAKING

FUTURE.

IN THIS CLASSROOM
WE DON'T JUST WANT TO LEARN TO COUNT
WE ALSO WANT TO LEARN
WHAT COUNTS

SO THAT'S WHY YOU'LL FIND US
WORKING HARD ON STUFF THAT MATTERS:
CREATIVITY, RESILIENCE,
EMPATHY, COMPASSION,
A SENSE OF WONDER,
SELF-CONTROL, CURIOSITY,
MOTIVATION, CO-OPERATION
& LOOKING FOR SPARKY ANSWERS
TO SOME BIG QUESTIONS.

IN FACT, YOU COULD JUST SAY WE'RE
WORKING ON BEING

AWESOME.

SAMPLE POSTERS

THIS IS NOT A CLASSROOM
ALTHOUGH TO THE UNTRAINED EYE
WE ADMIT IT MIGHT LOOK LIKE ONE.
THIS IS ACTUALLY OUR
TEAM HQ.
IT'S A LIVELY HUB OF
POSITIVITY, CREATIVITY,
MENTAL AGILITY,
AND BOUNCE-BACK-ABILITY.
WE'RE NOT JUST "DOING SCHOOL",
WE'RE SKILL-BUILDING IN HERE.
GET USED TO IT, FOLKS
BECAUSE ONE DAY THIS TEAM WILL BE

IN CHARGE.