

Classical Myth and Legend in a Developing Classroom

INTRODUCTION

The main objectives of my original research project were to teach six successful classical studies lessons in a limited resources environment. I wanted to investigate the potential of teaching this subject with limited resources that first inspired me in my primary school years in a classroom where the students would not normally have access to this subject.



My scholarship was based in the Bwindi district of rural southwest Uganda. Here, over 90% of the population live on less than a dollar a day, fertility rates exceed 8 children per woman and there is a shortfall of qualified teachers, resulting in class sizes of up to 70 children.

AIMS

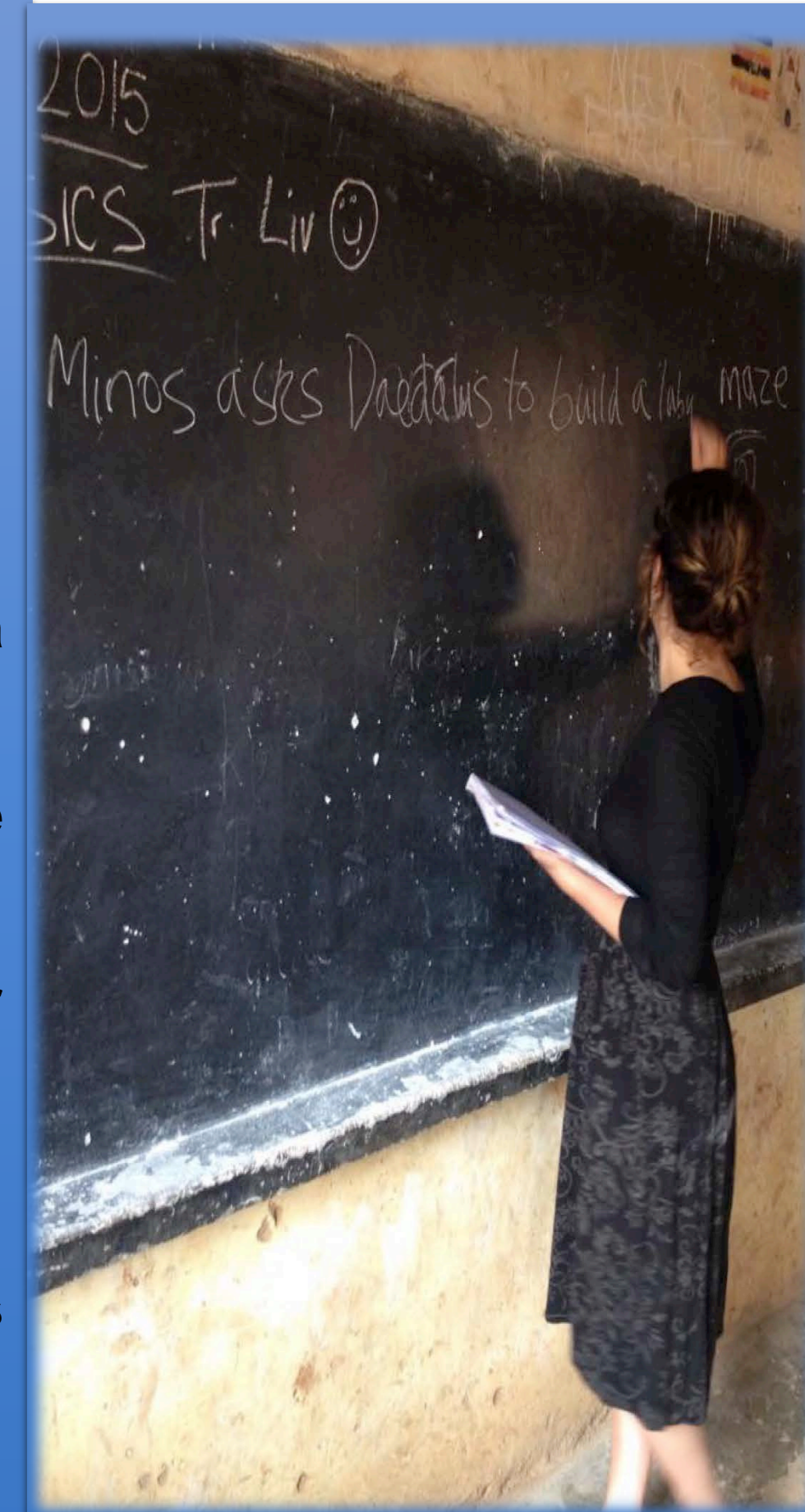
My lessons were SMART to suit my aims:

- **Specific:** My lessons had clear learning objectives, goals, and outcomes.
- **Measurable:** My lessons included regular tests, quizzes, and interactive learning.
- **Achievable:** I had Limited Resources Teacher Training.
- **Realistic:** I planned in advance so I was able to adapt the content of my lessons when needed. I also had time for self-reflection and regular feedback from my supervisor in Kunungu.
- **Time bound:** I had time to do one lesson each teaching week and necessary planning.

METHODS

I researched and applied numerous appropriate limited resources teaching techniques:

- How the traditional blackboard is set up and the usual structure of lessons:
Starter – to connect previous lessons, establish current knowledge and define goals
Main – to take up the largest part of the lesson teaching new content.
Plenary – used to check understanding.
The use of learning objectives and how they are coded into: 1. All 2. Most 3. Few
- How to engage the students using visual auditory and kinaesthetic learning styles, and using as much Rukiga (local language) as possible to retain attention.
- The importance of contextualising my lessons to make my chosen topics meaningful and relatable so that the students could see where they linked to the real world.
- Behaviour management: culturally appropriate praise and rewards, to effective different effective sanctions for bad behaviour (where caning is the usual local punishment).
- Different types of questioning and when to use them: recall, thinking, creative and facilitating questions
- Dealing with differentiation in learners (slow and fast). In my class the age range was between 6 – 14 years so this was extremely useful.
- Understanding the importance of feedback to the students and my own self assessment.



RESULTS

PERSONAL

My main achievements and key outcomes during my scholarship were the skills that I gained and response I received. I became a much more confident and creative teacher with the use of hands on teaching, which will prove to be invaluable experience with my future ambition of becoming a Classical Studies teacher. With a greater understanding of the culture, I have learnt how to be adaptable and go out of my comfort zone, and this allowed me to become effective in a limited resources environment. I have also enhanced other transferable skills during this tenure, such as: planning, organising, problem solving and time management. What is more this experience has inspired me to write my own children's literature surrounding Greek Myth. I now feel prepared and well equipped to apply for PGCE courses.

STUDENTS

Lots of my students told me they loved the stories and wanted to know more about the Ancient Greeks and different myths which made me feel like I had managed to achieve what I set out to do: teach the magic of the myths with only a piece of chalk, a blackboard, and a book. My love of Classical Studies began to flourish when I learnt about these myths in primary school and played a part in my future career choices and direction in life, and now through this scholarship I have been able to deliver a similar experience, to students who would never usually have the opportunity to learn about this subject.

