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## Teaching Using G.R.O.W.T.H

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No Abstract

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## Teaching Using G.R.O.W.T.H.

Educational principles should be evident in every lesson plan. However, it becomes a challenge to focus on these esoteric constructs as well as the intense content mandated by a nursing curriculum. These basic tenants of education can be summarized and readily recalled and applied through use of the acronym, G.R.O.W.T.H. The letters in this acronym represent the following steps:

**G**-gain interest

**R**-review

**O**-objectives

**W**-words of wisdom

**T**-test

**H**-homework

### **G**-Gain Interest

Gain interest refers to a brief "warm-up" period, the purpose of which is to ease into class and engage the students. Share an interesting anecdotal story that relates to the objectives. Bring in a newspaper article, or ask an opinion. A warm-up should capture the attention of the class and convey to them how the material will be relevant.

### **R**-Review

After gaining attention, a brief review of material from the previous class is in order. Students can be called upon with specific questions. A short quiz can be given and the answers reviewed immediately afterward. It's a good opportunity to clarify concepts and connect the material from the past lesson to this one.

Review is a very important step to ascertain if the class is prepared to build on the material. It also helps solidify the interconnectedness of concepts. Conclude this section of class by suggesting how the material just reviewed will be relevant to the content now to be covered.

### **O**-Objectives

This component of class time is brief but important. Take a minute to tell the audience what you are planning to cover in the class time and the agenda for the period. One strategy is to summarize the major objectives and write them on the board prior to class. This step clarifies the intention and purpose for the class and lets students know what to anticipate. This helps them to mentally prepare and organize for the session.

### **W-Words of Wisdom**

The next part of the classroom presentation involves communication of whatever content is deemed necessary to meet class objectives. Creativity, individuality, as well as learning style preferences will direct the approach.

### **T-Test**

"Test" refers not to a formal pen and paper type of exam, rather to some type of application exercise, which will reinforce concepts covered in the material and stimulate critical thinking. Activities might involve identification and critique of assumptions, discussion of ethical issues, role-playing, debate, use of case studies, or gaming. If students can readily perceive the relevance of the material they are studying, the concepts will be integrated more easily and with greater permanence. Adding the application component to class time also affords the instructor the opportunity to test for understanding, and it breaks the monotony of class for both instructor and student.

### **H-Homework**

After the application exercise, it is important to summarize the events of the session and remind students about what to expect for next time. A brief but relevant homework assignment will help them prepare for the next class as well as reinforce concepts

### **Conclusion**

Use of the six steps represented by the mnemonic "G.R.O.W.T.H." will organize the approach to classroom instruction, encourage the application of basic education principles. The natural result is enhanced integration, retention, and application of concepts, which is the ultimate goal of instruction.