From March until October this year, Flinder tutored children in:

- Maths
- Science
- Comprehension
- Word meanings
- and followed set homework sheets with instructions
As all teachers discover, however, there are also informal opportunities for learning, which need to be taken advantage of, just as they come about.

As he says, some of his greatest chances to help were at surprising moments.

What sort of surprising times? With what opportunities to teach?

- A boy Kenny, who had previously not been keen on help, was, on one occasion, unexpectedly the only Grade 6 child at Homework Club. Flinder was able to interest him in a game of chess played on a cylinder.

  As Flinder says:
  "Kenny really enjoyed the challenge of thinking in a different way from what he is used to; not to mention the individualised attention he had."

- In discussion of a homework task on special days, it became apparent that a boy from a Turkish family, in spite of attending a Catholic school, did not know what Christmas celebrates. Flinder was able to take advantage of this incidental chance to discuss religion.

  Flinder felt: that the boy:
  "enjoyed having the opportunity to reflect what he really thought about his own faith, and homework club gave him that unexpected opportunity,"

- Another boy, for whom English was a second language, had completed a beautifully written and thorough report on recycling, but Flinder could
see many grammatical mistakes, such as wrong verb forms. He was able to help improve the boy’s English syntax as an unexpected bonus.

**Lesson for teacher-to-be.**
So Flinder, a student teacher, learned first hand how teaching comes about sometimes through planned programs and sometimes through taking advantage of surprising opportunities.