

SESSION: Encouraging Participation and Classroom Management

Date: 13 November 2016

Time: (1 hour)

Learning Outcomes: By the end of this session participants will be able to:

- Understand what “classroom management” and “classroom engagement” means, and why these two concepts are important
- Have strategies to manage a classroom as well as engage all of the students in their class

Preparation:

First, Have all students write their names on a piece of paper and put it into a bag. Use this to call on students throughout the session.

Second, start with an early bird –Writing prompt: what do you know about: write terms “management” “behavior” and “engagement on board.

Step 1: Defining “Classroom Management” and “Classroom Engagement” ----- 10 mins

In small groups, have students create definitions of “management” and “engagement”. Ask students questions –

1. What is “Classroom management”? What is “Classroom engagement”?
2. What are the similarities and differences between these terms? How are they related?

Classroom management – Conducting class, making sure students behave, organizing students so that there is no misbehavior

Classroom engagement – Making sure all students participate, making classroom active, making sure everyone is involved

Relationship - often classroom management is a lot easier when students are engaged, students will not misbehave when they are participating

Step 2: Strategies to Manage Your Classroom and Getting Everyone Engaged! ----- 20 mins

TIPS FOR MANAGING A CLASSROOM:

1. Learn your students’ names!
2. Fun just for fun is not learning. Does your activity have a purpose?
 - a. I’m thinking of a number between 1-100. What number is it?
 - b. Was this game useful?
3. Always come into class with a plan and agenda. If you don’t know what you’re doing, then your students will be able to tell!
 - a. @ beginning of class, ask 1 students to prepare a 2 minute lesson on Comorian Weddings in Anjouan. Have this student present here. Then call on someone at random (ASSAD) to present on the spot about Grand Comore wedding.
 - b. What presentation worked better?

4. Use “Early bird” activities in the beginning of class and ask students for “Exit Tickets” at the end of a class or activity.
5. Use distinctive signals to get students’ attention and make sure they understand classroom commands like “listen” “write” “be quiet” etc.
 - a. Simon Says with classroom commands, hand signals and words, then say word and have them do the hand signal
6. Make use of “recaps” and ask questions – make sure the students understand the lesson before moving on
 - a. Ask recap questions – do you have any questions so far?
7. Provide sufficient wait time.
 - a. Ask Questions, don’t give wait time! Then give wait time
 - i. What is wait time?
 - ii. How much wait time should we give students?
 - iii. Why do we give wait time?
 - iv. Did I just give you wait time?
8. Make sure your lesson is at the right level for the students. If it is too easy, they will be bored. Too difficult and they won’t be able to follow it!

TIPS FOR CLASSROOM ENGAGEMENT

1. Make sure you are calling on everyone! Often, 3-4 students can do all the participating in the class.
2. Never make a student feel embarrassed or say a student is wrong for answering. Try to encourage and appreciate all students’ answers.
3. Have a sack with each student’s name. Then, before you ask a question you can pull out from the sack the name of the student to be called on. This allows you to have a blend of student participation. You can (a) call on a student, (b) pick a name, or (c) call on a student who volunteers a contribution. Be sure to let students know this is what you will be doing!
4. For students who are reluctant to speak, tell them that you want to hear their good ideas that you will call on them and that you will give them advance warning. For example, “Fanta, I want you to read your answer to number four; but first, Kossi, what’s the difference between ‘I have seen him this month,’ and ‘I saw him last month.’”
5. For less advanced students you can ask less complex questions: “Ricardo, is it true that the third pig built his house of bricks?” For more advanced students you can ask more complex questions: “Compare what each pig’s house was made of and what the result was?” In general, Yes/No questions are easier to respond to than “Wh” questions and often “Why?” questions are the most difficult of all.
 - a. Was this lesson difficult?
 - b. What was the most difficult part about this lesson?

Step 4: Practice -----30 mins

Scenarios: After explaining management/engagement, present scenarios to class. Ask what the problem is and different ways to address it. Write on the board and write a few suggestions as answers. Some problems we face in the classroom are:

- Students behaving poorly, acting up, disrupting the class (management)
- Students talking over the teacher (management)
- Students, shy, do not want to speak (engagement)
- Students not paying attention, not listening (management/engagement)
- Students come to class late every day (management)
- Students refuse to do the work/practice English (engagement)

Activity: Think/Pair/Share

Give students a discussion question. “How does our classroom management/engagement change with students of different levels? Students of different ages?”

Students think about the question alone for 1 minute. Students share in pairs for 1 minute. Pairs combine into groups of 4 and share for 1 minute. Whole class shares together for 1 minute.

At the end: What is the purpose of this activity? How does this fit in with management/engagement ideas?

Exit Ticket: What is one strategy that you will use in your classroom?

Extension:

Classroom Management Reflection

Participants will reflect to better understand their own concerns about managing classrooms and determine that ways they may already know to manage classrooms.

1. Ask trainees to discuss their anxieties about starting to teach.
 - What kinds of teaching situations do they feel well prepared for?
 - The least well prepared for?
 - What are the consequences of letting a class get out of control?
 - What kinds of practices or routines do you already know for managing classrooms and learning?