

Classroom management tips and tricks

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Warmer

Concentration

This is	(3 claps)
Concentration	(3 claps)
No repeats	(3 claps)
Or hesitations	(3 claps)
I'll go first	(3 claps)
And I'll go second	(3 claps)
The topic is	(3 claps)

Vocab review
 Play in two teams
 One student per team
 Take turns
 First one to hesitate/repeat
 loses
 All students clap the rhythm

Classroom management tips and tricks

In this session

1. Beginnings
2. Something to look forward to
3. Offering choices
4. SPN
5. Scale of 1-5
6. Roles and responsibilities
7. Use of L2
8. Behaviour problems
9. Communicating disappointment
10. Endings

1. Beginnings

How is the start of the lesson important from in terms of classroom management?

What start-of-lesson activities do your students enjoy?

1. Beginnings

How is the start of the lesson important from in terms of classroom management?

attention / lesson aims / signposting / setting the tone /
togetherness / continuity

What start-of-lesson activities do your students enjoy?

brainteasers / quizzes / songs / games / memory task /
settling or stirring?

2. Something to look forward to

Find something (a task or activity) that your students will like

Plan to include it in the **latter** part of your lesson

Tell the students about your plans

Rationale:

- Motivates students to focus
- Teaches 'delayed gratification'
- Helps with discipline (can be withheld)

Brainstorm
ideas for tasks
and activities to
use in this way

3. Offering choices

Look for ways to build *choices* into the fabric of the lesson.

This can be done by:

- offering a menu of alternatives
- using open prompts and questions
- allowing students to tackle a certain number of questions (e.g. *Answer any six of the ten questions*)
- allowing students to choose which answer from the workbook they want to provide (e.g. *Which number do you want?*)

3. Offering choices

Work with a partner

- Brainstorm other ways of offering students choices

OR

- Think of different ways of using coffee stirrers for classroom management



4. SPN

Speak, pass, or nominate

Give students three options when reporting back after pair work:

1. Speak
2. Pass
3. Nominate your partner

Do it right:

- Accept all answers. Move on if they pass
- Give nominated students the option of passing
- Be positive and respectful

5. Scale of 1-5

Making questions more open-ended

- Encourage students to guess the answer to WH questions
- Provide them with a scale of 1-5 and appropriate language
- Sometimes getting the answer is less important than having a go

1. I have no idea. Let's say...
2. I don't know. I'll go for...
3. I'm not sure. It might be...
4. I have a feeling it's...
5. I'm (pretty) sure it's...

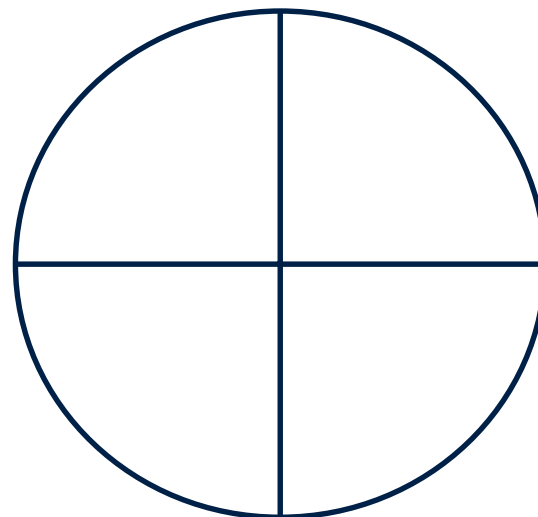
What is the only flag in the world without any red, white, or blue?



6. Roles and responsibilities

- What extra roles and responsibilities do you give your students? Write four examples in your notebook
- Bingo: Listen to your colleagues' ideas and check them off if you have the same

attendance / time / tech / vocab /
board / homework / class rep /



Roles as rewards

Special roles

What do you think their role is?

- Chairman of the Board
gets to clean the board 😊
- Super Mouse
operates the laptop/tech
- Polar Bear Lookout
enters/leaves the room first

7. Use of L2

- Find time and space for Hungarian in the lesson
- Regulate how and when it is used – don't try to ban it
- Use appropriate signals (e.g. reversible flag)

When does Hungarian come in handy?

grammar explanation / vocabulary / housekeeping / discipline
communication / letting off steam

Work in groups of three

Share your opinions and experiences

8. Behaviour problems

For unexceptional cases...

- Focus on what you can control (your actions, your thoughts, your decisions)
- Be consistent and fair; play the long game
- Withhold rewards instead of punishing; *do no harm*

Something to try when a good kid is having a bad day:

Are you thirsty?

= a chance to press the reset button

9. Communicating disappointment

- Students need honest feedback in order to improve
- Sometimes things are not OK
- Make sure students know what the problem is...
- ...and how the situation can be improved
- Give rewards for a reason
- Ensure rewards have been earned
- Withhold activities if necessary
- Focus on actions/attitudes/behaviour – not people
- Expect things to get better 😊

10. Endings

- Bring the class together for an end-of-lesson task or activity
- Get the class to decide who can be the first one to leave
- Notice who is the last one to leave

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Slides here:

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