

Classroom Behaviour Management

Upon arrival at the school there are several questions that need to be asked. 1. Ask your contact for the CRT booklet and the disciplinary procedures implemented, within the school as a whole and for particular noted students. If there are students with specific disciplinary problems, CRTs need to be provided with the correct procedures being used for that child and how their regular teacher addresses any issues.

2. Ask your CRT contact for the recess and lunch times as they differ between schools.

3. Ask if the class has specialist classes, do you deliver them or are they picked up and where the school would like you to teach at this time.

4. Ask about yard duty. It is important to check your yard duty times as there is always an area you will be required to cover and you will need to pick up your jacket, first aid pack etc.

Strategies to assist with challenging behaviours

Ensure classroom management begins before the students even enter the classroom. Respect can be conducted from the line up. If the students are not prepared to line up correctly before entering the room, they have already set a precedent for the day.

Upon the start of the day, it is important to outline what your expectations are and your disciplinary actions.

- Three warnings are a very common method of discipline used frequently amongst most of our schools.
- **FIRST WARNING** – Move offender immediately, preferably closer to you.
- **SECOND WARNING** – Name is noted. The purpose of this is to highlight positive behaviour by erasing the name after effort made.
- **THIRD WARNING** – Removal from activity and time to contemplate, which could be keeping in at recess or lunch. If teacher is on yard duty, student to walk around with them.

****Try to avoid sending out of the room, as this is not always looked upon favourably by the Principal and surrounding teachers****

End of day reward. This can be in the form of an outside game, inside game, story, computer time or art activity. This is highlighted at the beginning of the

day and offered as an incentive for work completed throughout the day. Those students who may have their names noted are excluded from the end of day reward.

If a lesson is not going as well as you would like – **DON'T** keep persisting. Stop and introduce a new activity. Sometimes the lesson can begin to spiral out of control and you can feel the management slipping, this is an indication to stop, regroup and introduce something different, even if it is not on a program left for you. Maintain control again and move on. This is why it is important to have a bag of tricks (extra lessons) with you at all times.

It does not matter what age group you are teaching. A story is always extremely well received. Reading to a group can extend to group discussion, brain storming and associated activities. These activities can be in the form of a drawing/acrostic poem/book blurb or construction etc.

Maths games are particularly well received. We will attach a list of games that WORK! and do not think you are not teaching if you are playing a spelling or tables game - quite the opposite. Many children are thoroughly engaged and receptive to the physical attributes associated with recall and memory based games.

A raised voice has often been associated with control. Please do not disregard the power of a look. As we have mentioned respect is gained upon your first interaction with the grade. An associated look reminds the class of your intentions, yelling highlights the lack of control response, which some students will love to witness and move on.

Talking to students can be a valuable technique but not necessarily effective if a lengthy discussion ensues. Please keep all instruction direct, easy to understand and reasonable. This leaves minimal room for misunderstandings and provides a valuable basis and boundaries for the whole day.



OUTDOOR GAMES

If employed as a P.E. teacher or allocated a time frame which includes sport, the most valuable piece of equipment is a whistle. There should always be one available in the P.E. department but if you are fully prepared with your own, you have jumped the first hurdle of being an effective sports teacher.

Do not try to use your voice in an outdoor situation as a disciplinary tool. All instruction is to be delivered with students standing in a line in FRONT of you not in a circle around you. The whistle is your voice, use it effectively. A

short, sharp blast indicates to immediately stop and freeze, all attention directed to the teacher.

Provide instruction and then send students out to their game or activity. Do not send students out into groups and then try to deliver the instructions of the game.

Picking teams should always be done by the teacher to avoid highlighting friendship groups and abilities. This is quickly and effectively done by alternatively naming each student 1 or 2, or crocodiles – kangaroos.

Rotational activities are a sure way of keeping students engaged and involved in a sports session. Look at the equipment available and set up a circuit of between five and eight activities. A leader can be selected for each group and upon the blast of a whistle, equipment is collected and set up for the next group and a line made pointing towards the next activity. Points are rewarded for the first team to achieve this. Activities can be organised with or without equipment.

Circuit activities

Large rope skipping group. Individual skipping ropes.

Goal targets. Throwing vortex/basketball/Frisbee/tennis ball/soft ball into a bin.

Line tiggly. Two students are selected as taggers. Students are not allowed off the lines. They need to tag a student who then joins their team to try and collect as many people as possible.

Tennis tapping. Tennis rackets/Cricket bats/waffle bats. Small underarm throws to the batter need to be tapped back for a catch.

Hoola Hoops. Using different body parts. Ankles/arms/waist.

Relays. Mixed actions for each leg of the relay. Jumping, skipping, side stepping, throwing a ball, dribbling a ball, rolling a ball around the waist, egg and spoon, small ball under kneck no hands. The list is endless.

Scoop ball. Plastic scoops and small balls are used to throw to one another.

Hockey dribbling. Using cones or in a relay situation. Set out an obstacle course to manipulate the ball around.

Basketball dribbling from one end to the other resulting in an attempt for goal.

Kick to kick with a soccer or football.

Surprise passing. Two people standing approximately 3 metres apart, varying different passes of a netball or basketball. High, low, on ground, to the side, overhead, bounce etc.

Bean Bag tossing. Into a target, bin, to a partner.

Full proof games.

A repertoire of games is essential as they are always well received and a pleasure to teach. You can find any of the following games on google.

Always start the lesson with a warm up. Tiggy games are especially good for this. All the old ones work really well. Eg Scarecrow, hospital, three man, ball tiggy (always use a soft indoor ball for this)

Then ask the students to stretch. Rule of thumb is to start at the bottom and work your way up. Eg. Ankles, calves, quadriceps, hamstrings, gluteus, back, side, arms, shoulders and then neck.

Time to introduce the game. Reminder: stand or sit everyone in FRONT of you. Explain the rules, pick the teams and hand out colour bands. Remember to have all equipment ready at the start of the lesson. Students can always assist with this, also with pack up.

Dodge ball

A great alternative to this is to use large gym balls, they can be kicked and thrown, but are very soft. This game can be played with large numbers, so fantastic if you have combined grades and not sure what to do with them. Minimal equipment needed.

Split your teams in half. One team stands around the perimeter of a set boundary. Eg 1/3 of a netball court. The other half is in the middle. If a child gets hit they then join the throwing team.

Hints: Students are not allowed to have two throws in a row, they need to pass it on. This allows all children to have a turn. Use more than one ball to keep the momentum going. Try different sized balls. Always soft. If a child has a very accurate, hard throw, restrict them by making them throw either underarm or non- preferred hand.

Kickball

Once again, two teams are selected by the teacher. This can be played several different ways. Each innings changes after every student has a turn. You can play as many innings as you like.

- Three bases. Once the ball is kicked, student is to run to the first base, if they have time they can run on further. All bases must be touched by their foot and if a player catches the ball on the base before the player gets there. They must tag them with the ball, if they are attempting to run more than one base, this is on an unforced run. If they are forced to run eg Home to first base, the base player only needs to be holding the ball to get the kicker out. Only one player is allowed on a base at one time. The players can go out from a catch, run out, or tagging.
- Wickets. Two wickets are set up at approximately 5-10mts apart. The kicker stays in until they are either run out, caught or bowled. Upon kicking the ball they then run to the wicket and back. This is classed as one run. Each player accumulates as many runs as they can for their team. Teams then swap over. Innings finish upon last kicker.
- Cricket – Kick ball. Played on a cricket pitch. Two players are in at one time and is played in a similar way to cricket in that once bowled the kicker must kick the ball away and run to the end of the pitch, swapping with an alternative kicker. Players can go out by being caught, stumped or bowled. Extremely efficient kickers can be retired to allow all students to have a fair turn.

Alternatives:

Catching the ball and throwing it. Hitting the ball with a rounders bat, tennis racket, cricket bat, softball bat or any hitting equipment.

Bombadeer

A favourite. Two teams face each other on each side of a court. The aim is to hit opposition players with a ball (similar to dodgeball) in order to hit the targets at the end of the court. These targets are generally 3 oversized cones. If a student is hit they stand in a line on the side and can re-enter the game if one of their players on their team catches a ball thrown. The aim is to eliminate as many players as possible and hit down the targets. This game can go on for ever. Too keep players involved if they are sitting out for too long. They can be made to do a variety of things such as four laps, 20 sit ups, 20 push ups and then re-enter the game.

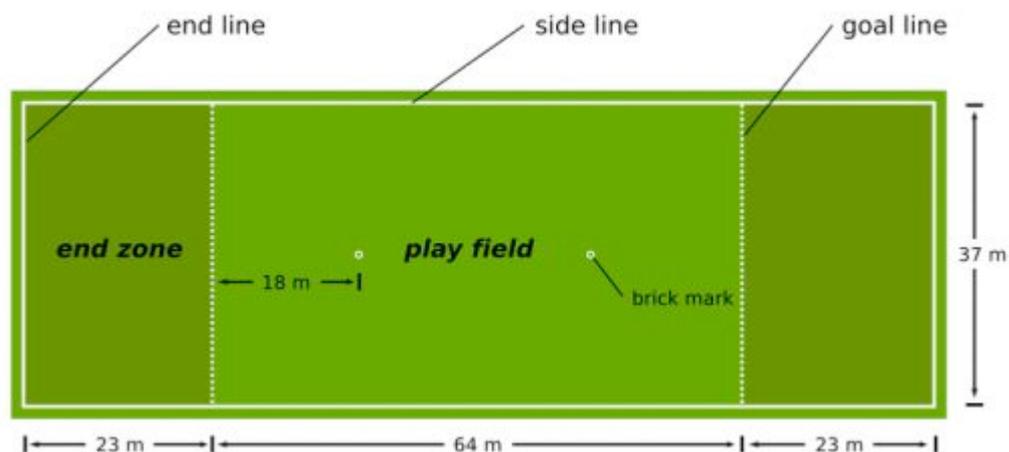
Numbered Basketball/Soccer/Netball

Appropriate sport rules apply in each game such as not stepping with the ball in netball. No hands in soccer unless throwing in. Dribbling and non-tackling

for basketball. Teams are split into two. Each team is evenly spread along the long side line of a court. Each team has its players numbered. It is easier when there are even numbers of players. If not, one player will have to have two numbers. Eg. Number the players down the right hand side 1 -14 then the players on the left hand side 1-14. Players should be evenly matched with the same number as you will be calling this number out to compete against each other to score a goal. Make it clear which team is scoring at a particular end. Either a soccer net or basketball ring. Call out 2 or 3 numbers, throw the ball into the air from the middle and the six players will compete to score a goal. If they have been in the middle too long and haven't scored just blow the whistle and call three new numbers. You can send in as many numbers as you want. ALL IN is always fun for the last call. Players on the side can also be used to keep them in the game at all times. Rules would be that they need to pass it out three times to their players on the side and each player on the court has to touch it before scoring a goal.

Ultimate Frisbee.

This is a game that consists of seven players for each team. Players can be rotated on and off after each point is scored.



The game is started by the defence end throwing the frisbee into the offence. They then need to move it through the field into the end zone. If it is caught in the end zone it is considered a goal. Players cannot step when in possession of the frisbee. They have ten seconds to dispose of it and the defensive player can count this to officiate time being held. It is a non contact game and turnover occurs when a frisbee is thrown out of bounds, dropped, blocked, intercepted or held for too long.

Silent Ball

This can be played either outdoor or indoors. It is particularly good for an end of day, after pack up activity. Students can pick an area in the room and they must not move from this spot. They must pass the ball to another student within 2 secs. They cannot throw back to the person who threw it to them. If

they drop the ball, or speak, make a noise they must sit down where they are. If the pass is a bad throw, the thrower must sit down. In order to increase difficulty towards the end of the game, set limitations such as throwing with non-preferred hand, 1 sec to get rid of ball, stand on one leg, one arm behind back, all of the above.

INDOOR GAMES

It's always a great idea to have a reward for the winner at the end of a game, whether it's a sticker or lolly (check for allergies).

Balloon Maths:

This is a very fun, co-operative game.

1. Put the students into groups of 4 or 5.
2. Each group forms a circle and they hold hands.
3. Give each group a balloon.
4. As a group they have to keep the balloon in the air, but when it touches a part of someone's body they have to either count or keep a sum going. For example the first kid says "2", then next kid says " $+ 3 = 5$ ", then next kid then says " $+ 4 = 9$ " etc. Of course if the kids can handle it subtraction, multiplication etc. is also OK.

Very simple but very fun. The game is good in building up team work and co-operation. But if you need to you could also introduce a little competition by seeing how long each group can keep the balloon in the air for, and remembering to reset the clock if they get stuck!

Multiplication Bingo:

Have students draw up a 3x3 grid on their jotter pads or in their books. They are to choose 9 answers of a chosen timetable (or you can choose two time tables eg 8 and 9 times tables) to put into each of the 9 squares. You call out the problem i.e 3×9 , 4×8 , 12×9 in random order. The first student to have all the squares crossed out is the winner. Be sure to check they have all the correct answers.

Buzz:

Have students stand in a circle. Choose a timetable and someone to start. The students count by ones around the circle but when it's their turn and their number is a factor of the chosen timetable they have to say BUZZ. For example, if you choose 3 times tables, it would go around the circle like this ... 1, 2, buzz, 4, 5, buzz, 7, 8, buzz etc. If they say the number instead of BUZZ they are out and sit down. If they say the wrong number they are also out and sit down. I prefer a quick game and give the students only 5 seconds to answer, if they don't answer in time they are out.

Something Bad about Something Good:

This game allows students to think about the bad qualities of a favourite thing.

1. Without any discussion, ask everyone to think about a favourite thing. It can be person, place or thing.
2. Have them now think of its bad qualities. What are the things it cannot do, its limitations?
3. Choose a student to describe their favourite thing in an unfavourable way without telling the class what it is. Encourage the students to make their things sound as awful as they can without lying. For example, if the thing is a balloon the player may say "You can't sit on it. You have to be careful it doesn't explode. It doesn't last long, and it is impossible to keep in a room full of porcupines."
4. If everyone can't guess the thing and the player has run out of bad things, suggest giving one 'good' clue. The first person to guess what it is gets the next change to describe something.

Hangman

Children of all ages love this game, especially if they are in control of the word. Try different variations such as drawing a butterfly, spider or scary monster instead of a hangman.

Celebrity Heads

This is one of the easiest games to do and always well received. A post-it note/masking tape and a pen is all that is needed. Write a name and place it on the forehead of a student. You can have up to three students sitting out the front, competing for the first person to guess. The students each ask a question that is only allowed a YES or NO answer. If they get it correct, the student can keep asking questions until they get it incorrect or guess who they are, then the next person has a turn asking a question. Eg, Am I female? Am I a famous singer? Am I a teacher at this school?

Four Corners

Give each corner a number. The "it" person puts their head down. Everyone else goes into a corner. The "it" person says a number and everyone in that corner is out. Keep doing this until 4 people are left. Then each person goes to corner and stays there. The "it" person says a number until there is only one person left. For example 2, 4, 1 and the person in corner 3 is now the new "it" person. They need to be really quiet when moving around so that the "it" person doesn't know which corner they are in.