



IH Barcelona Annual Conference February 2006 Disciplined classes: not just rules.

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On this handout I've included:

- 1. What I understand by disciplined classes.
- 2. Some systems I follow with my 7-year-olds to help me have disciplined classes.
- 3. A cause-effect flowchart to summarize where disciplined classes come from.

- 1. What I understand by disciplined classes.

DISCIPLINED CLASSES

A disciplined class is a class which offers the best conditions possible so that the students behave in such a way that they show the most positive attitude towards learning and share the responsibility for their learning with

To achieve what I consider a disciplined class I think about:

- My teaching.
 - The learning environment.
 - Each of the students in the group.
 - The group of students.
- 2. Some systems I follow with my 7-year-olds to help me have disciplined classes.

Here are some of the things I do with my 7 year olds to help me have disciplined classes. In the session at the IH conference I showed a video of my students actually doing these things. I hope this handout gives you an idea of how they work in the classroom. If you have any questions, please send me an e-mail and I'll be glad to reply.



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In the yellow boxes I've explained briefly what we do in class and in the blue boxes I give some reasons why we do them

| Classroom setup | |
|---|--|
| What do we do? | Why? |
| Have all different materials ready at hand. | Everything is in its place to create a safe, positive environment. It also encourages students to participate more and get involved. |
| A star chart | I create this system to teach students how to behave rather than to punish them. They decide if they deserve a star or not. It's a more democratic system. |
| Song chart | Students choose their favourite song. Democratic system. Visual aid. It increases students' autonomy & involvement |
| Routines chart | Shared responsibilities. Students take turns to give out materials, push the chairs against the wall at the end of class etc. Democratic and it also increases students' autonomy & involvement. |
| Rules poster | Clear expectations made public to all the students. |
| Classroom language signs | To increase students' autonomy. Unconscious learning. |

| Starting the lesson routines: Hello! Coats off! Hello. How are you? | |
|--|--|
| Say Hello! As they come in | Students come in in a line and we say Hello. Then the students say hello to everybody in the class and they ask each other how they are that day. It reminds them it's time for English and it's a way of teaching them manners. |
| Coats off! | Getting ready for the lesson. Classroom language (Here you are!) |

| What's your favourite song? routine | |
|---|---|
| Each day a student chooses their favourite song from the song chart | It's a democratic system as students get to choose their song. The pictures which illustrate the songs are a visual aid for more visual learners. I can also find out about students' preferences. |



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| Latecomers | |
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| They knock on the door and say “May I come in please?” and “Sorry, I’m late” when they come in. | Manners and politeness Respectful physical and emotional interaction Classroom language. |

| Instructions for oral activities | |
|--|--|
| Stages: Teacher-class student-student pairs | Communicate clearly by demonstrating the activity in front of the class rather than explaining what they have to do. |

| Instructions for book activities | |
|--|--|
| On the whiteboard first if possible. Show your book to students and explain the activity to the class before they open their books. | Communicate clearly by doing the activity on the whiteboard. If students have their books open they won’t be focusing on the activity. And therefore it’ll be more difficult to explain. |

| Giving out materials | |
|---|--|
| The students are in charge of the materials: books, pencils, rubbers, crayons etc | It increases students’ participation and involvement. Students and teacher share some of the responsibilities. Students use English when asking for things /giving out materials. (Can I have a/some _____, please? Here you are etc) |

| |
|-----------------------|
| Fast finishers |
|-----------------------|



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| | |
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| <p>I have activities ready for the students who finish an activity and are waiting for the rest.</p> | <p>It gives strong students the possibility of getting more practice and the slower students the time they need to complete the activity. It helps with transitions. It increases students' involvement. Fast finishers choose the activity they want to do among 3 or 4. This makes it more democratic and the teacher finds out about the students' preferences.</p> |
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| Star system | |
|---|---|
| <p>I have a chart with the students' names and at the end of the day they get a sticker if they performed and behaved well.</p> | <p>The class decide who gets a star, making this system more democratic The class also explain why the students deserve a star or not, helping students understand the behaviour expected of them. It's not a punishing system but a learning tool. It helps students understand the rules and the consequences of breaking them. After a few weeks it gives the students a sense of achievement when they can see how many star they got. It's a visual proof of good or bad behaviour not only for students but also for their parents.</p> |

| Goodbye | |
|--|---|
| <p>We sing a Goodbye song and they say goodbye</p> | <p>End class in a good tone, mood. It teaches the students manners as they say goodbye as they leave.</p> |

| Pushing chairs | |
|--|---|
| <p>Each day a student is in charge of pushing the chairs against the wall.</p> | <p>Students and teacher share responsibilities (rights and responsibilities) Politeness and respect for other students who use the room after our class. It increases students' commitment and involvement.</p> |



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- 3. A cause-effect flowchart to summarize where disciplined classes come from.

