

Classroom Management Part 2

Building Rapport



Feelings matter most





Which picture perfectly describes what you're feeling right now?



Why is it important to make others feel comfortable and loved?

It makes us **feel** valued and cherished because being **appreciated** is how we recognize that we're **important** to **others** and that our presence does **make** a difference in **someone's** life.



How many times have you thanked someone today?

How many times do we say thank you in a day?

Alternative Ways to Say "Thank You!"



How to Praise Children With Purpose:

- *celebrate their uniqueness
- * recognize their effort
- * make it about them, not you
- * don't label them



What makes you feel comfortable in a classroom?

1. Get Your Smile On...
2. Give Off A Confident Vibe...
3. Dish Out The Compliments...
4. Slow Your Roll...
5. Have Open Body Language...
6. Show That You are Listening...
7. Make Them Feel At Home...



Why is it important to have a conducive learning environment?

A positive **classroom environment** helps improve attention, reduce anxiety, and supports emotional and behavioural regulation of students. When educators foster a positive **learning** culture; **learners** are more likely to acquire **higher motivation** that leads to **wonderful learning outcomes**.



COMPLIMENTS



Give me 5 compliments that
you would like to receive in a
seminar.



Send a compliment to your students. How do they react?

<https://www.youtube.com/watch?v=g8hOFpNEmRI>





47 Encouraging PHRASES FOR KIDS

CLICK SEE OUR FULL LIST

INSPIRE

1. I can see you're really trying!



2. Keep on trying!

3. You almost got it!

4. I can see you tried hard.

5. I appreciate your help.

6. How do you feel about that?

7. I'm glad you enjoy learning!

8. I'll bet you knew you could do it!

9. You make my job easy.

10. You're really giving that your best!

SUPPORT

11. You're the bright spot in my day.

12. You've just about got it.

13. You're really improving.

14. You're getting better!

15. Now you have it.



16. Now you've figured it out!

17. That's really creative.

18. Thanks for helping make this a good day!

19. Nice going!

20. That's the way to do it.



Would you?

"Thank you

for being

so  observant

and spotting

our mistake"



Be Creative



Words of Encouragement

Subtitle



Why is encouragement important in the classroom?

Tangible forms of encouragement give students a visual reminder that they have the power to learn and succeed. They are especially effective when used sparingly or in moderation after students achieve learning milestones in the classroom.



How do you encourage students with words?

1. Tell me about what you are doing.
2. Your ideas are so creative.
3. I can see that you are trying so hard.
4. It is fun spending time together isn't it.
5. Your desire to learn makes me so proud of you.
6. I love your enthusiasm with this task.
7. I can see that you are working so hard on this.



How do you tell students they are wrong?

- “How did you get that?” This question often elicits thinking from the students to say more about how they arrived at their answers.
- “Let's try a different approach.” ...
- “You're getting there.” (and anything like this) ...
- “This needs work.”



Saying somebody is wrong

When you hear somebody say something that you know is wrong, you want to tell them. Here are ten polite and less polite ways of telling them they are wrong.

10 expressions to Use In Speaking And Writing:

1. I'm afraid that's not quite right.
2. Actually, I think you'll find that...
3. I'm afraid you're mistaken.
4. I don't think you're right about...
5. Actually, I don't think...
6. No, you've got it wrong.
7. No, that's all wrong.
8. Rubbish! / You're talking rubbish.
9. Where did you hear that?
10. If you check your facts, you'll find...



To Use These Phrases In Your English:

1. Phrases 1 and 2 are fairly polite. If you really want to be polite you could make an apology first e.g. 'I'm sorry to disagree, but...'
2. Phrases 3 and 4 are a little stronger and a little less polite
3. You follow phrase 4 with a noun phrase or a gerund.
4. Phrases 6 and 7 are very strong. You may upset the person you are talking to so you should be really sure about your own facts before you say one of these.
5. Phrases 8 and 9 are actually quite rude. Even people who know each other quite well may not say these phrases to each other.
6. Phrase 10 is followed by a sentence or clause with the correct information



Do you agree that encouragement
is more powerful than praise?
Why?



How is encouragement more appropriate than praise?

Many child care providers try to help children feel confident by **praising** them.

But **encouragement** is actually **more** effective **than praise** in building children's confidence. But overusing **praise** can actually lower children's self-esteem and make them **more** competitive and less cooperative.



Although it might seem as though praising children can only be a good thing, there are possible problems:

- Praise focuses on the product and sets up a goal of perfection.
- Praise can make children dependent on the approval and judgments of others and undermine children's ability to evaluate their own efforts.
- Praise compares children to others and forces them to see their own worth in relation to the work of others.
- Praise puts pressure on children—if I tell a child how good a job s/he has done, that child then might feel the need to always measure up to that standard in an effort to please me.
- Dependence on praise can lead to avoidance of difficult work or fear of taking risks.



Encouragement, however, has many benefits:

- Encouragement focuses on the process more than the product, helping children evaluate their own efforts towards their goals.
- Encouragement creates a learning environment where it's safe to take risks and make mistakes.
- Encouragement accepts children as they are, which helps all children build self-confidence.
- Encouragement allows children to define their own limits and reach beyond the limits of praise.



THE END

Nothing can change
your mood from sad to
glad more quickly than
gratitude.



1. Watch the video clip
2. Choose a scene/activity/behaviour
3. Describe the scene/activity/behaviour and their relationships to the setting in which the observation occurred.
4. Report in observable terms all of the student's verbal and nonverbal behaviours

TASK: Describe your response/s to this activity/behaviour.

You may consider the following questions:

What is the effect of the behavior on the classroom atmosphere?

How does the behavior affect progress on the activity or the assigned task? •

What encourages or discourages the behavior?

<https://www.youtube.com/watch?v=XMhIUo2a1iE>

