



## CLASSROOM MANAGEMENT AND TIPS

Classroom management can be concerning for many volunteers. We have outlined some helpful effective classroom management techniques that you can apply. Below are some basic techniques all volunteers can and should use to help connect with students and take charge of the classroom and activities.

- Tell students upfront what you will be talking about and the goal of the lesson each week. Write learning goals on the board. "This is where we are headed today."
- Connect with students. Use students' names. Name tags or table tents can be especially helpful. Be aware of recent or upcoming events in the school that your students will be engaged in: a big dance, a sporting event, etc. You taking the time to be aware of what is going on in their world help make a connection.
- Not everyone is going to be a star pupil and that is OK.
- Set a positive tone. Let students know that you are a volunteer and why you have chosen to take time out of your schedule to spend with them.
- Expect respect. Don't talk over the students; your silence is an attention getter. Students may "test" you. It is natural. Volunteers need to stand firm and not take the "test" personally. Show the students respect.
- Walk around. Moving closer to a student who is talking or distracted will motivate them to re-engage in the activity. Make your movement around the room natural; don't get stuck behind a podium.

- Give clear and immediate feedback. Acknowledge the good behavior you see, "Thank you Jennifer and Jon for engaging in this topic."
- Facilitating discussions. The curriculum involves a lot of discussion opportunity, in both large and small group settings. Use open-ended questions. These are questions that can be answered with a variety of multi-word responses, rather than a quick "yes" or "no"; encouraging students' original ideas and personal insights. You might try these:
  - "Tell me what you know about taxes in this country."
  - "What do you think of the stock market?"
  - "Why might you want to invest for retirement early?"
- Be empathic. By creating a safe space for discussion, students feel safe and confident that they can share. "I hadn't considered that before, Benjamin, thanks for sharing your thoughts." Ask the class: "What do you think of what was just said?" or "Does everyone agree with Derek's idea?"
- Be unbiased. Instead of affirming or disagreeing with a comment made by a student, turn it over to the class for additional comments and feedback. "Does everyone agree with that? Why or why not?", "Is that the whole story? Can anyone add to Gloria's thoughts?"
- Provide paired sharing opportunities. Pose the question to the class, then ask the students to each "turn and talk" to a person to their left or right. After giving everyone a few minutes to share in their pairs, call the group back together and invite whomever you like to tell the class what their partner said. This structure can build students' confidence to speak in front of the class.
- Be patient. Use the technique of counting to ten, silently, before reframing a question. Avoid answering your own questions, instead restate the question. If you have many hands in the air, waiting to answer a question, occasionally pause before you call on anyone.

Please know that you don't have to do all the talking; in fact you should not be doing all the talking! While it may be tempting to constantly talk, the goal is to engage students in conversation so that they can learn from one another, while being guided by the volunteer.

Positive reinforcement is a strategy that builds self-esteem and promotes positive behavior. It is a strategy used in many classrooms, and other settings beyond school. Be authentic. Be truthful with students about the behavior, maintain eye contact, smile, and don't use false flattery. "You should be proud of yourselves; today you've done a great job sharing lots of interesting ideas."

- o Be specific. Comments like "Good job" or "Great job" are vague. Instead, consider "Thank you all for being quiet and listening while Victor presents his group's marketing idea."
- o Bring in treats to the classroom. It is important to discuss the option of bringing treats into the classroom with the teacher beforehand, as there may be allergy concerns or restrictions.
- o Be flexible. The lesson may need to be modified to meet the needs of the students.
- o Show respect for all backgrounds and beliefs. Demonstrate that you value everyone's thinking. Actively listen. Talk about things you have learned from people different from yourself. Share business and personal experiences of travel to and work with different cultures.