

Transforming Behaviors

Lesson 2: Secondary Ed



NEW APPROACHES TO
CLASSROOM MANAGEMENT



Passions and Visions



- Why are we here?...

Today's class is organized as follows



- **Student profiles**
- **Prior assessments**
- **Scenes**
- **Role playing exercises**
- **New Approaches**
- **Transformations**

ZOEE



Profile



- Caucasian
- Middle-low income
- Average test scores

Prior Assessment



- “Drama Queen”

Scene 1



- *[Students have been asked to remember a dream, and describe it in detail. We are preparing to add details to our personal narrative writing, and this exercise is meant to get them thinking.]*
- Zoe tells the class that she had a dream about killing herself.

Ideas?



- Imagine you are Zoe's teacher.
- How would you handle this situation?

Roleplaying



- Katz as *Zoe*
- Volunteer will read from next slide as *Teacher*

New Approach



- **Make sure student is safe.**
 - “That’s a very powerful topic to share with the class, Zoe. Are you sure you’re ready to reveal this to everyone?”
- **Connect back to the lesson.**
 - “Okay, well this lesson is about adding details. What did the cliff look like?”
 - “Was it overlooking the ocean?”
 - “Did it have jagged rocks or smooth rocks?”
 - “Was it day or night?”
 - “What was the temperature outside?”
 - “Were you aware of the sounds around you?”
- **Follow up after class.**

Transformation 1



- Zoe was able to talk about her feelings in a functional way that *added* to the lesson.
- This approach defused most of the tension in the room and set a precedence for the level of sensitivity required for the class.

Scene 2



- *[Zoe has one hour left to finish her movie. She's emotionally guarded and doesn't feel supported by her teachers or peers. You're in the computer lab helping her complete her project].*
- **Note: Several people have informed you that “she's just trying to get attention” and not to “buy into her story.”**

Ideas?



- Imagine you are Zoe's teacher.
- How would you handle this situation?

New Approach



- Full transparency
 - Teacher: “So, everyone thinks you’re just *pretending* to be depressed to get attention...”
 - Zoe: “I *am* trying to get attention! I’m trying to get **as much attention as possible, so someone will actually help me!**”
- Responding to expressed need
 - Teacher: “Well then let’s see if we can find some really depressing pictures to go with your movie... Oh, look at this one; it’s totally morbid.”
 - Zoe: “It’s perfect! Let’s find more!”
- Building empathy and trust through shared experience
 - *Zoe and I worked up until the last minute. We were both so excited to complete her project and both left with a feeling of success.*

Transformation 2



I've been *seen, heard,*
and *acknowledged* for
my pain; now I can
move forward.





- Show Zoe's Movie: **“My Dream”**
- <http://www.ontasc.com/student-movies.html>

Discussion



MEGAN



Profile



- Caucasian
- Middle class
- Average test scores

Prior Assessment



- “Shy”
- “Social anxiety”

The Scene



- *[The class has been asked to free-write about a challenge in their life].*
- Megan is clearly triggered by the exercise and refuses to write. You are concerned that if she doesn't begin the process, she may not have a topic for her digital storytelling project and, subsequently, will fall behind.

Prior Assessment



Is this information helpful?

- “*Shy*”
- “*Social anxiety*”

Ideas?



- Imagine you are Meagan's teacher.
- How would you handle this situation?

New Approach



- Sentence starters

- Meeting students where they are:

- ✦ “I don’t want to write because...”
 - “...*because this exercise is stupid.*”
- ✦ “This exercise is stupid because...”
 - “...*because you’re just pretending to care.*”
- ✦ “If I really cared, I’d know that...”
 - “...*you’d know that I’m really sad about society.*”
- ✦ “What makes you sad about society?...”
 - ✦ * * *

The Transformation



- After this question, Megan began to write and she didn't *stop* writing for the duration of class.
- Megan received outstanding student reviews for her movie, and began opening up in social situations.
- Show Megan's digital story: “**Creativity**”
- <http://www.ontasc.com/student-movies.html>

Discussion



ACE



Profile



- First Nations
- Low-income
- Low test scores

Prior Assessment



- “Reluctant learner”

The Scene



- *[The class is writing personal narratives about something important to them].*
- Ace has not been able to choose a writing topic for the last three classes. He's constantly fidgeting, making side comments, and glancing around nervously.
- You ask him to step out in the hall to talk in private.
- Note: Ace has a 'cool guy' exterior, but he's really sensitive. It's clear that he's uncomfortable with the conversation before it even starts.

What do we know about Ace so far?...



- Before you engage with Ace, what do you remember about him? What's relevant?
- What strategies could you use?
- Finally, what judgments are you willing to let go of?
 - Note: This is a Jedi question.

Ideas?



- Imagine you are Ace's teacher.
- How would you handle this situation?

Role Play!



- Katz as Ace
- One participant as *The Teacher*

Role Play cont'd



We need two volunteers to read from the next slide

New Approach



- **Observation**

- Teacher: “So, Ace, I noticed you like to *move*. Do you play sports... do you like to dance?”
- Ace: “Yeah, it’s my favorite thing to do.”

- **Dialogue**

- Teacher: “What kind of dance do you do?”
- Ace: “I do traditional Native American tribal dancing.”
- Teacher: “Wow! You should write about *that*!”
- Ace: “I don’t like to write... I’m not good at it.”
- Teacher: “You’re not good at it, huh?”
- Ace: “No. I don’t get the words right.”

- **Be flexible and adaptable**

- Teacher: “Maybe you could dictate it to me, like a spoken word piece, and I could write it down.”
- Ace: “What’s spoken word?”

New Approach Cont'd



- Teacher: “It’s like poetry, but with less rules. More... free flow”
- Ace: “I LOVE STUFF LIKE THAT!”
- **Recognizing passion**
 - Teacher: “Do you think you can write a free flow about dancing right now?”
 - Ace: “Oh, totally. That’s easy.”
- **Validation**
 - Teacher: You don’t like to be confined, do you, Ace?”
 - *[Ace just smiles and walks back into class].*

The Transformation



- When we went back inside, Ace *unloaded* his free flow poem in 20 minutes, writing furiously up until the very last minute of class.

--

Show MLK Performance of “**THE DANCER**”

<https://www.youtube.com/watch?v=EQj4j5Mk6HA>

Discussion



Classroom management



- What is the secret to classroom management?

Student Engagement!



But wait, how do we engage students again?



- Observe
- Connect
- Respond
- Reassess
- [Repeat]