

- Please make your own copy of any materials you need to edit -

Session Title	Promoting desirable behaviors in young learners through positive reinforcement.
Profile of Target Group	Any number of English Language Teachers of young learners with any amount of experience
Time	60-80 minutes
Resources	<ul style="list-style-type: none"> • Example situations (at the bottom of this document) • Webquests tasks (for printing). Use the following individual copies for online workshops - Task 1, Task 2, Task 3, Task 4. • Access to the internet and www.lessonflows.com • Trainees need access to mobile devices or laptops • Self-study task
Session learning outcome(s)	By the end of the session, participants will have had the opportunity to decide how best to respond to undesirable behaviors from young learners following input in the form of a webquest through lessonflows.com focusing on how to use classroom management systems and positive reinforcement to promote desirable behaviors.

Session Outline

Stage aim	Procedure	Interaction	Time
Signposting: to show direction for the session	<ul style="list-style-type: none"> • Introduce the topic • Signposting on the board: <ul style="list-style-type: none"> ○ Your experiences ○ How to use 'positive reinforcement' ○ Try it out! ○ Next steps 	o/c	2
Lead-in: to generate interest in the topic/establish purpose	<ul style="list-style-type: none"> • Pairs categorize situations into those they have experienced and those they have not • Early finished add their own examples • o/c: elicit some ideas from the class, then elicit possible responses from the whole group 	Pairs Plenary	5-8
Test 1: to establish what trainees currently do	<ul style="list-style-type: none"> • Give an anecdote of a student misbehaving in class (options below). 	o/c	5

	<ul style="list-style-type: none"> • Pairs discuss how the teacher might respond. • o/c: elicit two or three ideas and put them on the board. • <i>Cross off the first signpost</i> 	Pairs o/c	
Input: to provide instruction on CMSs & positive reinforcement	<ul style="list-style-type: none"> • Explain to the trainees that they will work in small groups to find answers to questions from an online teaching resource - www.lessonflows.com • Put the trainees in their groups and assign all of the webquest tasks. For large classes, you can assign the same task to multiple groups. Give them 10 minutes for this. • When everyone has finished, each group shares what they have learned with the whole class in the order they appear (Tasks 1-4). As they listen, have the trainees note down at least 1 idea they would like to use in the future. • Q&A: Allow the trainees to ask questions • <i>Cross off the second signpost</i> 	o/c Small groups Plenary	15-20
Test 2: for trainees to see how the new techniques are different to their previous suggestion	<ul style="list-style-type: none"> • New pairs or groups of 3s discuss how to use positive reinforcement to respond to the situation in the original anecdote. They can refer back to the website if needed. • Trainer monitors to ensure everyone is understanding the process and supports as necessary • (optional) If confusion or misunderstanding persists, hold a plenary to consolidate comprehension • Ask why the new suggestions may be better than those on the board from earlier 	Pairs or groups of 3s Plenary	5-8

Practice: for trainees to consider how the PR techniques can be used in different situations	<ul style="list-style-type: none"> ● Arrange trainees into new pairs or groups of 3 ● Using the examples in the lead-in and showing 1 at a time on the board, groups discuss how to respond using positive reinforcement. ● Trainer monitors and provides support and encouragement as needed. ● Elicit one or two examples 	<p>Pairs or groups of 3s</p> <p>Plenary</p>	15
(optional) Practice: For trainees to consider how these techniques can be used in different contexts	<ul style="list-style-type: none"> ● Groups of 4 discuss how positive reinforcement can be used in; <ul style="list-style-type: none"> ○ Large classes (large teams/rows, using the 'needle meter') ○ 1-2-1 classes ○ Online classes ○ Older teens classes ○ Very young learner classes 	Groups of 4	(10)
Feedback / Q&A	<ul style="list-style-type: none"> ● <i>Cross off the third signpost</i> ● Open the floor to questions and spontaneous discussion 	Plenary	5
Self-study / takeaway resources	<ul style="list-style-type: none"> ● Assign self-study task - at the bottom of https://lessonflows.com/classroom-management/ ● <i>Cross off the fourth signpost</i> 	o/c	2
Wrap up	<ul style="list-style-type: none"> ● Summarize what was done in the session ● Thank the trainees for participating 	o/c	2

Misbehaving student anecdote:

Option 1: “The students are conducting group work, but one group is not following instructions and completing the task, instead they are playing around and making noise”

Option 2: “The teacher is trying to set up an activity and one student keeps making funny noises and distracts the whole class.”

Example Situations:

Print one set for each group and cut them up:

A student refuses to complete a gap-fill exercise done in small groups

A student has refused to do homework more than once

A small group is making too much noise

A student repeatedly plays with their smartphone under their desk

Energy levels are too high and there is too much noise in class

A student brings and plays with toys in every lesson

Students keep using L1, in spite of having a 'Speak English' rule

Students are not speaking during group work

One student is picking on another student

It takes a long time to get students quiet and listening between activities