

BEHAVIOUR MANAGEMENT STRATEGIES

Write down five behaviour management strategies that you have seen or experienced and that you like:

- 1.
- 2.
- 3.
- 4.
- 5.

Write down some strategies that you have seen (or experienced) that you don't like:

- 1.
- 2.
- 3.
- 4.
- 5.

Share these with your group and develop a list of good and not so good discipline strategies. Write these on your 'Post-it' notes.

What am I ?

I grow in the ground.
I am crunchy if eaten raw.
I am orange.

What am I ?

I am large.
I am green on the outside.
I am pink on the inside.

What am I ?

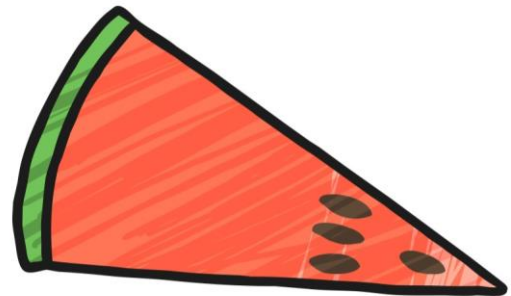
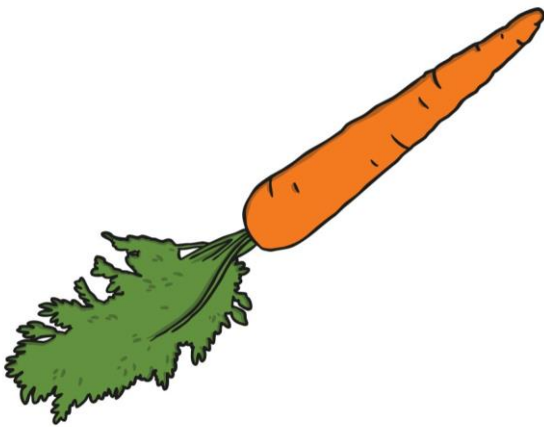
I grow in the ground.
I am crunchy if eaten raw.
I am orange.

[twinkl.co.uk](https://www.twinkl.co.uk)

What am I ?

I am large.
I am green on the outside.
I am pink on the inside.

[twinkl.co.uk](https://www.twinkl.co.uk)



Fold the card in middle so answer is on the back.

What am I ?

I am used in salads.

I am crunchy.

I am long and have green skin.

What am I ?

I grow in bunches.

I can be red or green.

I am small and sweet.

What am I ?

I am used in salads.

I am crunchy.

I am long and have green skin.

[twinkl.co.uk](https://www.twinkl.co.uk)

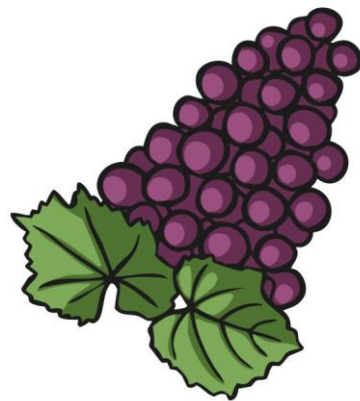
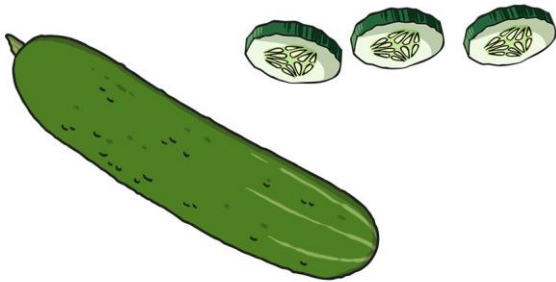
What am I ?

I grow in bunches.

I can be red or green.

I am small and sweet.

[twinkl.co.uk](https://www.twinkl.co.uk)



Fold the card in middle so answer is on the back.

What am I ?

I am small.

I taste sweet.

I am blue.

What am I ?

I grow in a pod.

I am small and round.

I am green.

What am I ?

I am small.

I taste sweet.

I am blue.

[twinkl.co.uk](https://www.twinkl.co.uk)

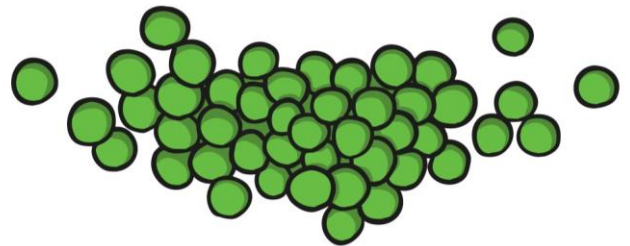
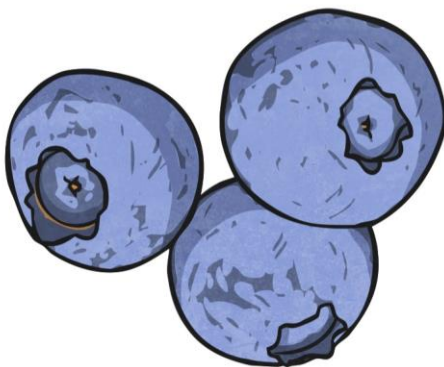
What am I ?

I grow in a pod.

I am small and round.

I am green.

[twinkl.co.uk](https://www.twinkl.co.uk)



Fold the card in middle so answer is on the back.

What am I ?

I grow on trees.
I have a stone inside me
I have fuzzy skin.
I taste sweet.

What am I ?

I grow on trees.
I have purple or red skin.
I have a stone inside.
I am soft to eat.

What am I ?

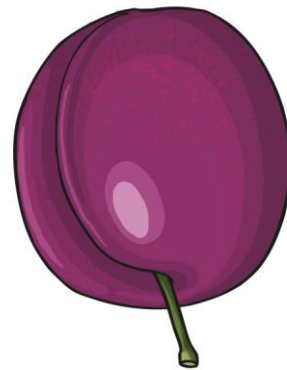
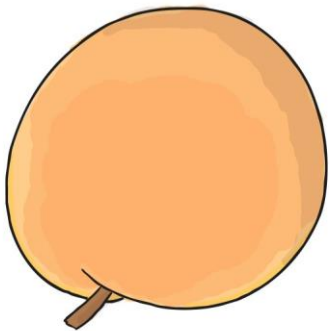
I grow on trees.
I have a stone inside me.
I have fuzzy skin.
I taste sweet.

[twinkl.co.uk](https://www.twinkl.co.uk)

What am I ?

I grow on trees.
I have purple or red skin.
I have a stone inside.
I am soft to eat.

[twinkl.co.uk](https://www.twinkl.co.uk)



Fold the card in middle so answer is on the back.

What am I ?

I am green.
I am cooked to eat.
I look like a little tree.

What am I ?

I am round and red.
I have seeds on the inside.
I can be cooked or eaten raw.
I am soft to eat.

What am I ?

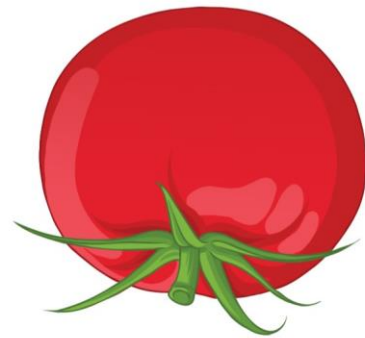
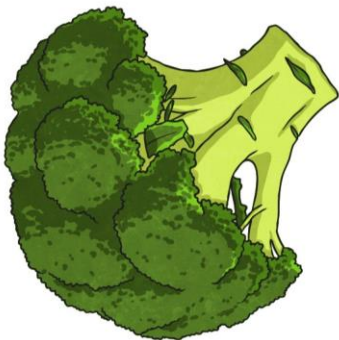
I am green.
I am cooked to eat.
I look like a little tree.

[twinkl.co.uk](https://www.twinkl.co.uk)

What am I ?

I am round and red.
I have seeds on the inside.
I can be cooked or eaten raw.
I am soft to eat.

[twinkl.co.uk](https://www.twinkl.co.uk)



Fold the card in middle so answer is on the back.

What am I ?

I come in stalks.
I am green and long.
I am crunchy.

What am I ?

I come in stalks.
I am green and long.
I am crunchy.

[twinkl.co.uk](https://www.twinkl.co.uk)



COMMUNITY LANGUAGES TEACHING PROGRAM - LESSON PLAN

GROUP: (Who is in the class? How many? How old? What level of competence?) **Stage 1 – ages 6-7**

DATE:

LESSON AIM / FOCUS

LEARNING OUTCOME: (what will students learn? Why does it matter?) At the end of this lesson learners will be able to:

1. **express likes and dislikes (focus on fruit)**
2. **describe different fruit**

TOPIC:

people ,animals and fruits= in Africa

KEY CONCEPT: (What is the main idea?)

experiencing surprises

LANGUAGE FEATURES: (What vocabulary/grammar/pronunciation/ writing convention is taught)

1. **adjectives for description**
2. **questions and yes/ no answers**

SUCCESS CRITERIA: (How will I know students have achieved the learning outcome successfully? What does this learning look like? Link success criteria to learning outcomes and refer to these during the lesson)
Students are able to:

RESOURCES : (books, equipment, etc): (What do I need for this lesson?)

Book: Handa's Surprise

WHAT WILL THE TEACHER DO? WHAT WILL STUDENTS DO?	TIME
<p>STEP 1: INTRODUCTION (a beginning which introduces the topic, your Big Book/ resource and the language to be taught which engages the students)</p>	10 minutes
<p>STEP 2: BODY (2 or more linked activities to develop the concept and practice relevant language features from your Big Book/ resource. Make sure you have communicative tasks here).</p>	25 minutes

STEP 3: CONCLUSION (<i>new language and concept is reinforced and applied through one or more activities</i>)	20 minutes
STEP 4: ASSESSMENT (<i>What have the students produced ? How many have met the success criteria? </i>)	
STEP 5.EVALUATION/ REFLECTION (<i>How will you evaluate if each lesson is successful? How well did I teach the language? Have the students understood the concept? What would I change about this lesson? What will I teach next lesson?</i>)	

Read Lily's interview below and answer the following questions.

- How similar is Lily's story to your own experiences of teaching in the community language school?
- How has your community language school tried to adapt its teaching approach to take into account how students learn in the day school?
- What are the challenges for you in teaching your students?
- What have you tried that has been successful?

We have to keep up with the times

Lily has been teaching in the Chinese language school for five years. She graduated as a teacher in China but works in a travel agency in Sydney. She teaches kindergarten, high school and a class of adults on Saturdays each week. She explained how her teaching has to be different in the Chinese school.

In China we were probably the same as you (to 'older' interviewer). Children would just sit there and the teachers did all the chalk and they just answer questions given by teacher. I think activity- based learning or activity is better for them. The best way is to put all teaching methods together: this time use this, next time others. If you use the same teaching method forever students feel bored.

She explained that their student enrolment had changed in the 30 years the school had been running. From overseas-born Cantonese students, the majority were now ABC (Australian- born Chinese) with 20% overseas-born and another 10% non-background Australians learning Chinese. Chinese is the students' second language. The school had shifted from teaching Cantonese to 50/50 Mandarin/Cantonese. There were no textbooks, but materials were made by the school and the teachers.

I drew some cartoon books for my entry-level class. Kids' thinking has changed and we can't be restricted by the teaching materials. We teach them some nursery rhymes I collected these songs from Youtube. There is a foreigner teacher on Youtube teaching Chinese language. It is the era of computers so we have to keep pace with the times. This has been a breakthrough for my older students. I let students use their computers to finish their Chinese homework. They do have an app like a dictionary on their mobile. They can look up the dictionary, when they have words that they

don't know or they don't remember how to write it. They use computers better than me. The principal is an IT expert. We give students a topic. They search information, make discussion, conversations and presentations. I have to download my materials.

A theme in the interviews with Lily was the need to be flexible. The school teaches Chinese through painting, calligraphy, dance and music for the older beginner students to keep up their interest. She explained that with the rise in prestige of Chinese, students were much more willing to come to class. She recounted how the principal had told them that the main thing was for students to be interested in learning Chinese, not just passing tests. In her adult class she had a woman who wanted to be a flight attendant along with an electrician who wanted to use some Chinese with clients.

A 24-year-old girl, she was going to take exams to apply the flight attendants, so I taught her some oral Chinese which used in flight. She only needed to learn how to speak and read. This guy was an electrician and needed Chinese for the workplace. I only taught him speaking and listening.

Lily said that she stayed in the school because of the students and the other teachers. It was not weekend voluntary work for her but her 'second job'.

After you have answered the questions individually share your responses with your group.

Class 1

The teacher came into the room. Students were talking but he turned and wrote the sequence of the day's activities on the board for the class to follow.

Unfortunately he hadn't got the photocopying done on time to have the worksheets ready for the next lesson in sequence. He had a good, friendly relationship with the students. He set them working on the textbook and sent one of the students to get the admin assistant to do the photocopying. He generally got on well with the class as he placed few demands on the students and avoided confrontations.

Class 2

The class is a hive of activity with students working industriously in small groups and then in walks Mrs Williams. She has come to speak with the class teacher.

The class stands and awaits Mrs Williams' command to be seated, 'It is about time you lot got your act together. It is a shame Tracey felt the urge to talk. I'll see you at lunchtime, Tracey perhaps you won't be as eager to talk'. She then turns to another student, 'Your mother was up here last week and we talked about your behaviour. I am sure she would be disappointed if I had to tell her that you were being disrespectful. Now sit up straight when I talk to you'.

Class 3

The teacher walked into the classroom. Children were talking but she walked around the class reminding the students to get their books out and get ready for the class. As the noise disappeared she stood at the front, looking around the class until there was silence, 'It's good to see everyone paying attention so well and I can see that you all have your books out with your homework done'.