Behaviour management: Group activities

The following list suggests four activities for when you have the opportunity of working with your trainees as a group. The topics covered are:

Impact of classroom layout on pupil behaviour

Sources of help

Developing Strategies for Behaviour Management in the ICT room

Group working

These are supported with research routes for your own preparation, activity worksheets and mini-case studies. Each activity could be developed into a session lasting an hour to an hour and a half. The links with each activity lead to resources and/or web pages that the tutor may find useful in his/her own preparation and as working materials for trainees.

This complete page may be downloaded in Microsoft Word or pdf format.

Download Word document: traineegroupactivities.doc (66K)

Download Abrobat document: traineegroupactivities.pdf (313K)

Activity 1: Impact of classroom layout on pupil behaviour
Objective: For trainees to understand the need to adapt teaching styles not just to the characteristics of the class but also to their environment of the ICT room (Q31)

The resource for this activity comprises pages 10-15 from a BECTA booklet giving guidance on room layout published in 2001. This booklet is no longer available in its full form, but these pages remain useful for generating discussion on room layout.

Download Acrobat document: BmgtActivity1.pdf (212K

This activity is intended to focus trainees' minds on how the classroom layout can impact on pupil behaviour, and more importantly the fact that very often the teacher in a computer room may have no control over that layout. The teacher accordingly has to devise strategies to deal with issues that they perceive arise from the inflexibility of the room layout.

You may find it useful to refer to the section in this website on layout and software as part of your preparation for this seminar activity.

Activities

Review and discussion of the 9 computer room layouts in the extract from the BECTA booklet
Exchange of ideas linked to personal experiences
Discussion on strategies for dealing with problems arising from room layout

Activity 2: Sources of help
Objective: To raise trainees' awareness that poor behaviour can be the result of, and addressed through, factors not directly linked with the ICT environment. (Q10, Q31)

The resource for this activity comprises a list of websites that deal with behaviour management issues.

Download Word document: BMgtActivity2.doc (46K)
Download pdf document: BMgtActivity2.pdf (293K)

This list includes research and support for behaviour directly linked to ICT and of a generic nature. Many of the behavioural problems encountered in the ICT room may well arise as a result of issues not linked directly to the fact that the lesson happens to be in the ICT room, and in any event the trainees in any subject need to share ideas of good practice in behaviour and classroom management.

Activities

Trainees to be assigned from the list one or two websites/articles for review
Feedback to the group
Trainees to identify one new strategy that they will trial
Follow up activity – trainees to feedback their experiences with individual or group review and evaluation

Activity 3: Developing Strategies for Behaviour Management in the ICT room

Objective: To enable trainees to develop strategies and set targets for achieving an improvement in classroom behaviour (Q19, Q26(b), Q30, Q31)

The resource for this activity comprises

three short case studies of classroom situations

strategies that the teachers in the case studies applied to improve the situation

discussion points.

Download Word document: BMgtActivity3.doc (47K)
Download Acrobat document: BMgtActivity3.pdf (301K)

The very nature of classroom activities in the ICT room – the temptations for pupils to stray off task, the difficulties of giving one-to-one support in large classes, the occasional necessity to deal with technical problems, the problems of finding effective tasks that differentiate in order to be sufficiently challenging for the more able and yet are accessible to the weaker pupils – makes it extremely likely that all trainees at some stage will have encountered behavioural problems of different levels of severity.

Activities

Review the case studies – tutors may find it useful first to present the case studies to trainees without the strategies eventually adopted by the classroom teachers.

Trainees to suggest strategies to improve the situation in each case study

Group review and discussion on the behavioural issues raised in the case study and the strategies that the teachers actually employed

Trainees to contribute own experiences, and solutions, if any

Prepare a list of ten tips for good classroom and behavioural management

Set personal targets

Follow up - trainees to feedback on their progress towards their targets with individual or group review and evaluation

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Activity 4: Group working

Objectives:

to raise awareness in trainees

of the need to plan group work carefully,

that pupils may show different levels of competence from those in their other subjects

of the impact that dominant personalities may have on groupings (Q10, Q20, Q25(d))

The resource for this activity comprises a trainee worksheet.

Download Word document: BMgtActivity4.doc (42K)
Download Acrobat document: BMgtActivity4.pdf (324K)

Where computers need to be shared, or group activities are to take place, significant planning must be given as to how those groups or pairings should be made up. Ability groupings in ICT lessons is a particularly interesting area to explore as there may not always be correlation between academic and ICT ability in the pupils. Furthermore, the stronger pupil in terms of academic and/or ICT ability is likely to be the more dominant and want to manage the mouse which presents accessibility, understanding and teacher assessment problems for the partner(s).

Activities

1. Group discussion to identify the appropriateness of the grouping models to ICT activities. The discussion should show awareness that consideration needs to be given to impact on pupils with special needs, including the gifted and talented. It should also consider whether the type of classroom task being undertaken has an impact on the grouping model.   A snowball discussion technique could be used – 2/3 minutes formulating thoughts individually in silence, 2/3 minutes discussion with a partner exchanging ideas, then pairs join to make groups of four for further pooling of ideas and so on until the discussion involves the whole group

2. Trainees to develop one grouping model that they will trial at the next appropriate opportunity. They should justify their decision for the grouping model they have chosen.

Follow up - trainees to feedback on the grouping model they have trialled with individual or group review and evaluation