



Teach Like a Champion TECHNIQUES



BEHAVIOUR AND CULTURE - Getting Learners Ready to Learn

- 1) Threshold
- 2) Entry and Exit Routine
- 3) STAR
- 4) 100%
- 5) Strong Voice
- 6) Joy Factor

ACADEMIC ETHOS - Getting Teachers Ready to Teach

- 7) Objectives - Begin with the End in Mind
- 8) Exit Ticket
- 9) Double Plan - I/We/You
- 10) Do Now
- 11) Name the Steps

CULTURE OF ERROR and CHECKING FOR UNDERSTANDING

- 12) Culture of Error
- 13) Cold-Calling
- 14) No Opt-Out
- 15) Circulate
- 16) 3:30:30
- 17) Affirmative Checking
- 18) Targeted Questioning
- 19) Standardise the Format

BEHAVIOUR AND CULTURE: Getting Learners Ready to Learn

1 **THRESHOLD** (*this goes hand-in-hand with the Entry Routine*)

Meet and greet each learner before the lesson starts (either at the door or in the classroom). Make sure every individual knows that he/she has been seen and welcomed (by name, if possible).

Learners behave better and work harder when they believe their teacher notices (and likes) them.

If possible, stand in the doorway and greet learners as they enter the classroom. This shows that the teacher is in charge. It is also an opportunity to check homework and give attention to learners who need it.

2 **ENTRY/STARTING ROUTINE** (*this goes hand-in-hand with Threshold*)

Begin each lesson with a set routine, and insist that this is followed.

Example 1:

Learners line up outside. When they come in they immediately take out their exercise books, textbooks and DBE workbooks, and their stationery. They write the date in their exercise books and indicate that they are ready to begin the lesson. This has a set time limit.

Example 2:

If learners are already in the classroom when the lesson starts, they put away their books from the previous lesson, and take out what they need for this lesson. They complete the Do Now (see #10) and indicate that they are ready to begin the lesson. This has a set time limit.

EXIT ROUTINE

End each lesson with a set routine. This lets learners know that the teacher is in charge right up until the lesson ends.

Example:

After completing the Exit Ticket (see #8), get 100% attention. Give instructions for the homework and check that learners know what to do. Learners pack away their books and take out what they need for the next lesson. All borrowed stationery is handed back. Once the classroom is tidy, learners are dismissed.

3	<p>STAR (<i>also called a Listening Cue</i>)</p> <p> S Sit Up Straight S Sit Up Straight T Track the Speaker L Look and Listen A Arms Folded. Ask and Answer Questions A Ask and Answer Questions R Respect N Nod your Head T Track the Speaker </p> <p>This is used to get 100% attention. <i>Only speak when every learner is looking up and sitting still.</i></p> <p>If learners do not comply, use Strong Voice (see #5).</p> <p>STAR/SLANT can be a word or an action (eg. the teacher raising a hand). It lets learners know that they must stop whatever they are doing and pay attention to the teacher.</p> <p>Choose your listening cue and teach your learners how to respond. Then follow these steps to use it effectively:</p> <ol style="list-style-type: none"> 1) When you need learners to pay attention, give the listening cue ONCE. 2) Give them a short time to notice the cue, sit up, fold their arms and look at the speaker. 3) Praise those who respond quickly ('This group is listening beautifully. Which other group is ready?') 4) Use Strong Voice (see #5) if necessary. 5) Only speak when EVERYONE is looking up and sitting still (100%).
4	<p>100%</p> <p><i>Every learner pays attention. Every learner follows instructions. Every learner participates in lessons. Every learner works hard and does his/her best. Every learner hands in work. Every learner learns. The teacher only accepts 100% compliance. This is non-negotiable.</i></p> <p>This means the teacher must have very clear expectations, and communicate these to learners. Make it as easy as possible for learners to do what you are asking. Do not move on until you have 100%.</p> <p>STAR (see #3) and Strong Voice (see #5) can be used very effectively to achieve 100% compliance.</p>

5 **STRONG VOICE** (also called *Quiet Power*)

Use quiet power to establish authority and manage learner behaviour.

How to GAIN Authority, Control and Respect How to LOSE Authority, Control and Respect

- ✓ Only speak when **all** learners are paying attention
- ✓ Keep emotions under control
- ✓ Speak simply and clearly - and sometimes quietly
- ✓ Use facial expressions and body language
- ✓ Set clear boundaries and reinforce them consistently
- ✓ Address problems subtly and quickly
- ✗ Keep focused on the lesson Speak when learners are not listening
- ✗ Lose your temper
- ✗ Shout
- ✗ Hit
- ✗ Ignore bad behaviour
- ✗ Turn discipline into a conversation
- ✗ Draw attention away from the lesson by focusing on learner misbehaviour

Use subtle methods first:

- Look - Make it obvious to learners that you are watching them (all of them!)
- Wait - Stand still and say nothing until the behaviour is corrected.
- Positive Praise - Praise positive behaviour. This encourages other learners to do the same thing.
- Facial Expressions - Use your eyes, eyebrows etc. to let learners know they need to correct their behaviour.
- Body Language - Use hand gestures to correct behaviour, move closer to the learner or tap on his/her desk.
- Square Up - Use your full height. Stand up straight, relax your shoulders and raise your chin slightly.

If this doesn't work, **use words sparingly** (Economy of Language):

- Short Statements - "I'm waiting." "Eyes on me."
- Quick Correction - "Mbali, eyes on me." "Linda, focus." "That's not how we behave."
- Simple Instructions - "Put that magazine away. Open your book and do activity 3."

If behaviour is serious, address it away from the rest of the class. Make sure everyone has work to do, then take the learner/learners aside and speak privately. Keep the conversation short and focused. Deal with the problem (only talk about what is most important). Make it clear what behaviour is expected instead, and what the consequences will be if the problem continues.

6 **JOY FACTOR**

We learn best through play, so plan to have some fun. Enjoyable lessons are memorable lessons (and they are much less stressful).

If you really want a concept to stick, make it fun. Use a song, dance, story, rhyme, picture or joke. Colours, actions and funny sounds also make things easier to learn and remember.

7 OBJECTIVES - Begin with the End in Mind *(this goes hand-in-hand with the Exit Ticket)*

Each lesson should have a clear, observable **OBJECTIVE**. This is a statement of **what** learners must be able to do (**SKILL**) and **how** they should do it (**METHOD**).

A good Objective can be 'tested' with an Exit Ticket (see #8). This means that there is visible EVIDENCE of what learners can do.

Use the same words you would use in a test or exam (solve, answer, match, name, explain, draw, give reasons etc.)

Examples:

- By the end of the lesson learners will be able to multiply any two digit numbers using the given steps.
- By the end of the lesson LWBAT retell/summarise a simple story using a frame.

8 EXIT TICKET *(this goes hand-in-hand with the Objective)*

This is a short 'test' to see which learners achieved the Objective. It is written evidence of learning. The results are used to plan for the next lesson.

- The activity matches the Objective.
- It is done 5 minutes before the end of the lesson. No extra time is given, even if some learners have not finished.
- Answers can be written on pieces of paper (this makes ‘marking’ much easier), or in books.
- Learners work on their own (like they would for a test).
- Everyone hands in a paper/book (even if the answers are wrong/incomplete/not done).
- Papers/books are ‘marked’ by dividing them into three piles:
 1. Those who understood
 2. Those who did not understand
 3. Those who need more practice
- The results are analysed and used to plan for the next lesson.

Examples:

Objective: *LWBAT* multiply any two digit numbers using the given steps.

Objective: *LWBAT* retell/summarise a simple story using a frame.

9 DOUBLE PLAN

When planning a lesson, think about the teacher AND learner activities. Ask yourself, “What will they do while I am doing this?” (See the extra notes on Lesson Planning and the Lesson Planning Template.) Plan all activities for both the teacher AND the learner. Structure these activities as follows:

10 DO NOW (*use as part of the Entry Routine*)

This is a short individual written activity that learners do as soon as they come into the classroom (part of the Entry Routine). It gets them thinking about something they will need to know for the lesson.

Examples:

Lesson Topic: Measurement

Objective: LWBAT find the mass of different household objects using a kitchen and bathroom scale.

Lesson Topic: Animals

Objective: LWBAT categorise wild and domestic animals using a table.

11	<p>NAME THE STEPS (<i>Break it Down</i>)</p> <p>Complex tasks are broken down into smaller steps. Learners master each step before moving on to the next.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Addition of 3 Digit Numbers Using Expanded Notation: <ol style="list-style-type: none"> (1) Break down (simplify) the numbers using number values. (2) Group all the Hundreds, Tens and Ones (Units) together. (3) Add the Hundreds, Add the Tens and Add the Ones (Units). (4) Add all these totals together. • Summarising a Story: <ol style="list-style-type: none"> (1) Identify the MAIN CHARACTER and the SETTING of the story. (2) Identify the FIRST event, the LAST event and the MAIN event, and plot these on the graph. (3) Identify the one or two things that lead up to the main event, and one or two things that happen afterwards, and plot these on the graph. (4) Identify the MESSAGE (theme) of the story.
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CULTURE OF ERROR and CHECK FOR UNDERSTANDING (CFU)

12	<p>CULTURE OF ERROR</p> <p><i>Learners must feel comfortable making mistakes. This is how they learn.</i></p> <p>Encourage learners to take risks in class by praising real effort and using errors as a useful learning tool. When a classroom has a positive Culture of Error learners feel comfortable asking questions, seeking help and admitting when they do not understand something.</p> <p>To build a Culture of Error:</p> <ul style="list-style-type: none"> • Normalise Error - Make it clear that mistakes are a normal, acceptable, necessary part of learning. • Praise Risk-Taking - Even if an answer is incorrect, praise the learner for trying. • Hold the Answer - Don't be too quick to give away an answer - make learners think for themselves. • Manage Your Tell - Always respond positively to learners, no matter how frustrated you might feel.
	<p>CHECK FOR UNDERSTANDING (<i>getting immediate feedback from learners</i>)</p> <p><i>Use CFU techniques to see how much learners understand during the lesson (do not wait until you have marked their books/assessments to realise that they did not understand the work).</i></p> <p>There are many different ways to do this. See nos.13-19.</p>
13	<p>COLD-CALLING (<i>this goes hand-in-hand with No Opt-Out</i>)</p> <p><i>The teacher calls on a specific learner to answer a question, even if his/her hand is not up.</i></p> <p>Individual voices are heard rather than having the whole class 'chorus' together.</p> <p>If learners do not know who will be called on, they are more likely to keep paying attention.</p> <p>Cold-Calling can be random or targeted.</p>

14	<p>NO OPT-OUT (<i>this goes hand-in-hand with Cold-Calling</i>)</p> <p><i>If a learner is called on, he/she MUST provide the answer - even if help is given. “I don’t know” is not an excuse.</i></p> <p>If the learner can’t answer:</p> <ul style="list-style-type: none"> • He/she can have more time to think • The teacher can help or give a clue • Another learner can help, give a clue, or whisper the answer in his/her ear • The group can help, but the original learner must give the final answer
15	<p>CIRCULATE (<i>this can be used with 3:30:30 and Affirmative Checking</i>)</p> <p><i>Walk around the classroom during the lesson, especially during oral and written activities. As you walk, pay attention to what learners are doing. This is a very useful way to check for understanding and identify problem areas.</i></p> <p>Ensure that every learner / group of learners receives attention of some kind. It is important for learners to know that they are seen, heard and noticed.</p>
16	<p>3:30:30 (<i>this can be used with Circulate and Affirmative Checking</i>)</p> <p><i>Divide written activities into three steps:</i></p> <ol style="list-style-type: none"> 1) 3: Take 3 minutes to explain the activity and allow learners to get themselves ready. 2) 30: For the first 30 seconds of the activity, observe the class as a whole. Check that everyone is on task. 3) 30: For the next 30 seconds, circulate around the classroom to check for understanding. <p>Repeat steps 2 and 3 until the timed activity is complete.</p>
17	<p>AFFIRMATIVE CHECKING (<i>this can be used with Circulate and 3:30:30</i>)</p> <p><i>Learners must complete two or three questions correctly BEFORE they are allowed to move on to their independent work.</i></p> <p>The ‘practice’ answers are checked, and when it is clear that the learner understands the work he/she can begin the formal exercise.</p> <p>Remember:</p> <p>It is better for a learner to do a few questions properly than to complete the activity but get everything wrong.</p>
18	<p>TARGETED QUESTIONING</p> <p><i>To get an idea of how much everyone understands, ‘sample’ the class by asking specific learners different questions:</i></p> <ol style="list-style-type: none"> (1) Ask a slower learner a question to test basic understanding. (2) Ask an average learner a question that is related to the Objective. (3) Ask a more competent learner a question that is challenging. <p>Example:</p> <p>Objective: LWBAT answer questions about a picture, using the correct vocabulary (visual literacy).</p> <p>Targeted Questions:</p> <ol style="list-style-type: none"> (1) Slower learner: How many <i>people</i> can you see in the picture? (testing basic vocabulary) (2) Average learner: What are the two boys in striped shirts doing? (testing vocabulary and interpretation) (3) Competent learner: Why do you think the little girl is crying? (testing advanced interpretation)

19	STANDARDISE THE FORMAT <i>To make it easier to check learners' work quickly, have them all do it the same way.</i> <ul style="list-style-type: none"> • Give them a pre-printed worksheet with a specific space to write their answers. • Show them exactly how you want them to set out their work (draw an example on the board). • Give clear instructions for everyone to follow (100%).
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100% LEARNER ENGAGEMENT

20	CLEAR INSTRUCTIONS <i>Follow these steps to give instructions clearly:</i> <ol style="list-style-type: none"> 1) Plan ahead (<i>know exactly WHAT you want learners to do and HOW you want them to do it</i>) 2) Get 100% attention (<i>use STAR and Strong Voice. Only speak when EVERYONE is looking and listening</i>) 3) Give the instructions step-by-step (<i>use simple words</i>) 4) Demonstrate (<i>do an example</i>) 5) Check For Understanding / CFU (<i>using Cold-Calling, ask specific questions to test learners' understanding</i>) 6) Clean Start (<i>say, "Pens up. 3,2,1, Go!" to get everyone to start together</i>)
21	ALL WRITE <i>Every learner writes in every lesson; create opportunities for them to practise as much as possible.</i> <ul style="list-style-type: none"> • When asking questions, everyone can write answers on a piece of paper or in their books (instead of having only a few learners answer orally) • If one learner is writing on the chalkboard, the others can do the same thing on paper/in books. • If the teacher is writing on the chalkboard, learners can write on paper or worksheets, or in their books. • When working in pairs or small groups, everyone writes (not just a scribe). • During a pair or group discussion, everyone writes down something that was said.
22	TURN AND TALK <i>Learners are given a short time to discuss something specific with a partner. Afterwards they are asked to report on what their partner/group said (use Cold-Calling).</i> This can be very quick ("Can you name all nine provinces? Turn and Talk") or much longer ("What do you see in the picture? Turn and Talk.") When time is up use STAR to get 100% attention again.

23	<p>SHOW ME</p> <p><i>This is like a quiz. Learners answer simple questions on paper. When the teacher says, “1,2,3, Show Me!” they hold up their papers to show their answers.</i></p> <p>Answers must be big and clear enough for the teacher to see from far away. This makes it easy to check everyone’s answers quickly and identify who understands the work and who does not.</p>
24	<p>CONTROL THE GAME (<i>Popcorn Reading</i>)</p> <p><i>When reading a text together as a class, learners take turns to read short sections.</i></p> <p>This is much more effective than having everyone read together.</p> <p>To keep the pace moving and highlight important points, the teacher reads some parts.</p> <p>This method works well with Cold-Calling as learners are motivated to keep paying attention.</p>