

## **EDU 204 Introduction to Education Controlling Games Students Play**

### **Origins of Student Classroom Games**

\*\* Why do students play games?

- to find out what the rules really mean
- to discover their own capacity to risk danger
- to discover what kind of person the teacher is

\*\*\* Excellent classroom management seeks to channel such student energies (self-reliance and learning) rather than destroy them.

### **General Principles for Controlling Student Games**

\*\* Wait until games become quite obvious.

\*\*\* When you stop a game is not nearly so important as whether you stop it.

\*\* To stop the game, apply two fundamental principles of excellent classroom management: focus and sequence.

\*\* The first step in stopping game playing is to make sure your lesson content is interesting.

\*\* Simply labeling the game as such may be enough to stop it.

### **Common Student Games**

\*\* “Who, Me?”

\*\*\* The trick is to stop the pattern, not each episode.

\*\* Responses:?

\*\* “I have an excuse.”

\*\* The teacher must distinguish between reasons and excuses.

\*\* Don't be harsh, but don't give the student an easy 'out.'

\*\* The student wins when the teacher continues to play the game or show irritation.

\*\* Responses: ?

\*\* Irrelevant

\*\* In general, your most effective procedure for dealing with functional irrelevancies has two components.

- protect the student
- protect the lesson by returning to the topic without delay

\*\* Game playing students work diligently to divert the teacher.

- treat the student comment as if it were a reasonable and functional routine.
- if that fails, shift the topic and admonish the student if necessary

\*\* “Hey, Look at Me”

\*\* A student may determine to entertain others at the expense of their learning and his own learning.

- smile briefly and give a content-oriented direction
- if behavior continues, move to the student, and teach from that position, ask to speak with student in private if necessary
- have a private conference with the student

\*\* Shocking Behavior

\*\* Students may use deliberately foul or aggressive language, sexual comments and postures, challenging body postures to intimidate and overpower the teacher.

\*\* Prepare for the game ahead of time.

- assume no problems
- ignore and postpone
- neutralize
- silence

\*\* I Gotta Go!

\*\* Legitimate requests deserve reasonable and caring responses.

\*\* The teacher's response to the first student is only one of several who will make similar requests so they may play the game also.

\*\* This game is best stopped before it begins.

\*\* If you establish reasonable policies and procedures, preferably with student input and participation, most need for game playing disappears.

\*\* When the game occurs, avoid confronting the target student or distracting other students' attention. You acknowledge the student's unspoken need and focus the student on the task.

\*\* Time for the Bell

\*\* Such questions are used to disrupt the lesson, irritate the teacher, and call attention to themselves.

\*\* Stop the game in two steps...1) answer the student and go on with the lesson and 2) talk with the student in private.

\*\* Helpless

\*\* "I can't" is a legitimate learning behavior and one responds with assistance.

\*\* Sometimes you ask diagnostic questions and help to solve the problem.

\*\* Sometimes you offer options

\*\* Sometimes this may be a 'cop-out'.

\*\* Treat the question as if it were legitimate.

\*\* Respond with a 'knowing smile.'

\*\* Follow up with a 'knowing smile' and response indicating such.

\*\* Why do we have to do this?

\*\* Why don't we ever have any fun?

\*\* It's Your fault

\*\* Teach Me If You Can

\*\* You Can't Make Me

\*\* Teacher's Gone