



ELTA Online Training

Presented by the New Taipei City
English Education Resource Center

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Classroom Management

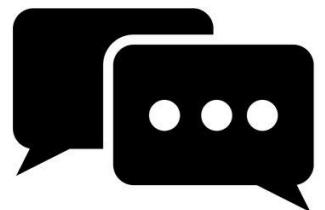


How to maintain *Classroom Management*--
keeping the classroom calm, organized, and ready
for learning.



“What do you think is the hardest part about managing a class?”

Write your thoughts in the chatbox.



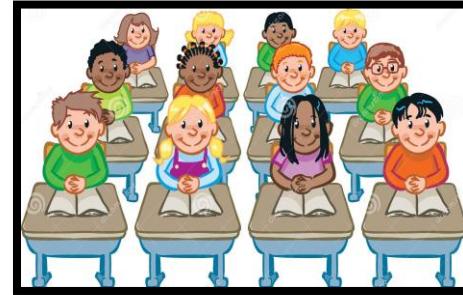


Some examples:

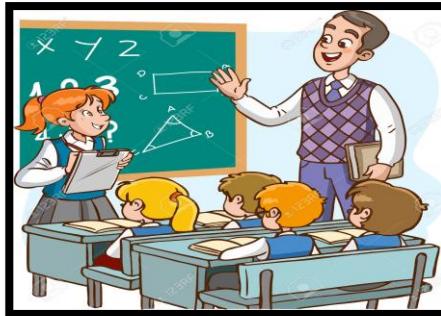
dealing with misbehavior



keeping students quiet



giving instructions



getting students' attention





is classroom management?

It means making sure the classroom is calm, organized, and a good place for learning.

- follow rules, stay focused, and treat each other with respect
- clear instructions, routines, and kindness to ensure continuity



There are many
classroom management strategies.

We'll consider 3:

1. Set Clear,
Simple Rules

CLASSROOM RULES



2. Give Simple,
Clear
Instructions



3. Use Positive
Reinforcement





1. Set Clear, Simple Rules

- Use 3–5 rules max
- Keep them positive: “*Walk, don’t run*” instead of “*No running*”
- Use visuals to help students understand

CLASSROOM RULES





2. Give Simple, Clear Instructions

- Break tasks into 3–5 easy steps
- Speak slowly and use gestures
- Check understanding with ICQs (Instruction Checking Questions), e.g., *“What do you do first?”*





3. Use Positive Reinforcement

- Encourage students to do the right thing
- Praise specifically: *“Good job sitting quietly!”*
- Use non-verbal praise: stickers, smiles, points





Remember

Clear instructions, simple routines, and kind relationships help keep the class calm and focused.

Students know what to do, feel safe, and are more willing to listen and join in.



Let's watch the following video.

3 classroom scenarios of a teacher using classroom management.

Scenario 1
Clear rules

Scenario 2
Short instructions

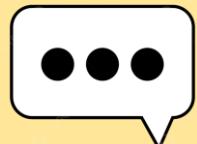
Scenario 3
Praise and reward

Think of the following questions:

1. How is the teacher managing the classroom?

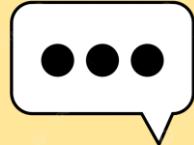
2. Why is he using these techniques?

Chatbox





Write in the Chatbox



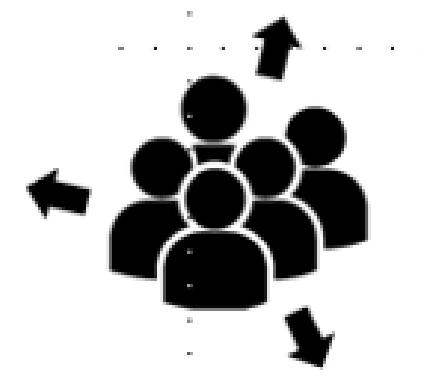
1. Which strategies did you notice?

2. Why did he use these strategies?



How these classroom management strategies help students:

- ✓ stay focused
- ✓ feel safe
- ✓ behave respectfully
- ✓ make the most of learning time



Breakout Room



Group Discussions in Breakout Rooms



Breakout Room Tasks (15 minutes)





Here's what you need to do in your groups.

- Work together to complete your group's task.
- Choose one person to take notes and one person to share your ideas when you return to the main room.
- Use the guiding questions to help your discussion.
- Be ready to share your output in 1–2 minutes.



Each group will report about 1 Example.

Group 1 will report on Example 1

Group 2 will report on Example 2

Group 3 will report on Example 3

Group 4 will report on Example 4

Group 5 will report on Example 5

Group 6 will report on Example 6

Do your group's example first.

Try to complete a few examples.

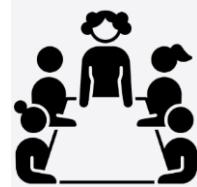


15 minutes



1

Appoint a Coordinator.



2

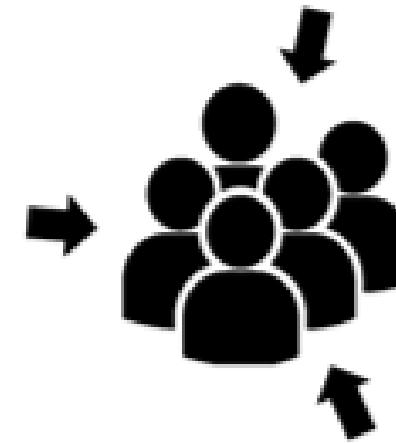
Appoint a Reporter.



3

Start your Task.





Return to the Main Room.



Groups report their findings
in the Main Room.

Group 1

Group 2

Group 3

Group 4

Group 5

Group 6



Question and Answer
Session.



Breakout Room Tasks





Tasks Include:

- ✓ Writing rules
- ✓ Creating instruction steps
- ✓ Using visuals
- ✓ Planning calm responses
- ✓ Making praise lists
- ✓ Designing a reward system

Room 1: Make Simple, Clear Classroom Rules

Task:

Talk about young English language students (Grade 1–3). Together, make 4–5 short, clear, and **positive rules**. Think about problems like shouting, moving around, or not listening. Try to **add a simple reason** after each rule (e.g., “Raise your hand – so we don’t all talk at once”).

Output:

Share your rules and reasons. Write them as if you are putting them on a classroom poster.

Room 2: Practice Giving Step-by-Step Instructions

Task:

Choose a simple class activity (e.g., a drawing task, group matching game, or cutting and pasting shapes).

Write down the instructions you would give in **5 steps or fewer**.

Make sure the steps are:

- Short
- In order
- Easy for low-level English learners to understand

Output:

One person will give the instructions out loud to the whole class when you return. Others can guess the task!

Room 3: Use Visuals and Gestures to Help Understanding

Task:

Talk about 3 difficult instructions or behavior rules that might be **hard for low level English students to understand** (e.g., get into pairs, push in your chair, or turn your desk to make a group).

Decide what **pictures, objects, or hand signals** you could use to help students understand the instructions.

Explain why these visuals would maintain classroom control.

Output:

Show (or describe) the 3 visual ideas and explain **why** they help with classroom management.

Room 4: Calm Ways to Handle Misbehavior

Task:

Discuss three common classroom problems (e.g., students shouting, not sitting down, or not participating).

Write a short script or role-play for how a teacher can respond in a **calm, kind, and firm** way.

Use **simple English**—and include a reminder of the rule along with instructions on what students should do instead.

Output:

Act out or read your short teacher responses to the whole group.

Room 5: Create a Praise and Encouragement Toolkit

Task:

Make a list of **5 praise phrases** teachers can say to support good behavior or effort.

Then, think of **1 non-verbal way** to show praise (e.g., thumbs up, smile, sticker on the board).

Each praise phrase should match a specific behavior (e.g., “Thank you for sitting quietly!”).

Output:

Read out your 5 praise phrases and describe your non-verbal reward idea.

Room 6: Design a Simple Reward System for the Week

Task:

Plan a **classroom reward system** that helps students behave well for 1 week.

Include:

- What students earn (stickers, stars, team points?)
- How they earn it (what behaviors?)
- What the final reward is (small prize, fun activity?)

Output:

Explain your system in 1–2 minutes. Use simple steps so other teachers can try it also.

A sample of possible responses



Room 1: Simple, Clear Classroom Rules

Sample Rules & Reasons (Poster Style):

1. **Raise your hand** – so we don't all talk at once.
2. **Sit nicely** – so everyone can see and listen.
3. **Use quiet voices** – so we can hear the teacher.
4. **Be kind to others** – so we all feel happy and safe.
5. **Keep your hands to yourself** – so no one gets hurt.

Room 2: Step-by-Step Instructions

Chosen Activity: Drawing a fruit basket

Sample Instructions:

1. Take out your pencil and crayons.
2. Look at the fruit on the board.
3. Draw three fruits in your basket.
4. Color the fruits.
5. Show your work to the teacher.

During reporting back, one student reads the instructions, and others guess: "*Drawing fruits!*"

Room 3: Visuals and Gestures

Problem Situations:

- Get into pairs.
- Push in your chair.
- Turn your desk to make a group.

Sample Visual Supports and Gestures:

- Use a **picture of a child sitting quietly**.
- Point to your lips for "quiet".
- Use hands to show a line and walk fingers along.

Explanation:

"These pictures and gestures help students who don't understand words. They can see what the teacher wants."



Room 4: Calm Responses to Misbehavior

Scenario 1: A student is shouting.

Sample Teacher Response (in calm tone):

“Please use a quiet voice. We listen with our ears.”

Scenario 2: A student is walking around.

Sample Response:

“Remember our rule: Sit nicely. Please go back to your seat.”

The group reads or acts out one short scene.

Room 5: Praise and Encouragement

Sample Praise Phrases:

1. “Good job listening!”
2. “I like how you’re sitting.”
3. “Thank you for waiting your turn.”
4. “You followed all the steps!”
5. “That was great teamwork!”

Non-Verbal Praise Idea:

- Smile and give a **thumbs up**
- Put a **star sticker** on their paper

Room 6: Weekly Reward System

System Description:

- Students earn **star stickers** for good listening, being kind, finishing work.
- 5 stars = 1 small prize (like a pencil or sticker).
- Class earns **10 stars together** = Friday game time.

Explanation Summary:

“This helps students try hard every day. It works for individuals and the whole class.”