

# Professional Development Instructor Training Session

## CONTEXT

A common weakness in new kids & teens instructors is the ability to maintain student attention while transitioning between activities, so I designed these materials to guide 25 minutes of professional development training for our instructors. The goal is to improve the quality of instruction in our classes and help our teachers meet their professional development goals.



# Classroom Management: Smooth Transitions

# Outline

1. When do we transition?
2. Why can this create problems?
3. How do we transition?
  - a. 4 secrets for smooth transitions
4. When can we use this?



# 1. When do we transition?

Students entering class

Changing activities

Students exiting class



## 2. Why does this create problems?

Students need structure and instruction.

During transitions, they don't know what to do, so they try different things.

Some of these behaviors can be disruptive.

If we provide clear instruction during transitions, students will behave better.

# 3. How do we transition?

4 Secrets for Smooth Transitions

# 4 Secrets for Smooth Transitions

- **Clap** (“Eyes on me”)
  - Class 0, Rule 3: I clap, then you clap once and look at me.
- **In a moment, we will ...**
- Signal “**start**”
- **Observe**



# 4 Secrets for Smooth Transitions

- **Clap** (“Eyes on me”)
- **In a moment, we will ...**
  - Say **exactly** what they will do, step by step.
- Signal “**start**”
- **Observe**



# 4 Secrets for Smooth Transitions

- **Clap** (“Eyes on me”)
- **In a moment, we will ...**
- **Signal “start”**
  - Be careful - “Start” or “Go” could make energetic kids overly excited
  - One suggestion: “Flow” (In Spanish, “Fluye.”)
  - Use a gesture!
- **Observe**



# 4 Secrets for Smooth Transitions

- **Clap** (“Eyes on me”)
- **In a moment, we will ...**
- Signal “**start**”
- **Observe**
  - If students misbehave, calmly repeat. Wait for them to finish if possible. Begin again: “Clap.”
  - Don’t say what they did wrong or spend any extra time. Just clap, wait for their attention, then say, “That wasn’t right. Let’s do it again. In a moment we will...”
  - Repeat a maximum of 2-3 times each class. You may need to repeat in every class at the beginning, especially for younger students. Just be calm and honest.
    - “You still didn’t get it. We’ll try again tomorrow.”
  - Take a deep breath, smile, and repeat. It takes time in the beginning to build good routines, but it saves time in future classes.

## Example: Transition to a game.

1. Clap
2. “In a moment, we will play a game. You will close your book, then put away your book and your pencil in your bag. Then, we will all stand in a circle and play Simon Says.”
3. “Flow.” / “Fluye.”
4. Observe. Repeat if necessary.

# Example: Walking the students to the next class

1. Clap.
2. “In a moment, you will line up at the door. When you stand in line, you will face forward, stay in place, and put your hands together in front of you, like this. We will go table by table. This is table 1, this is table 2...”
  - Be **very** clear exactly which table is 1, 2, etc.
3. “Flow.” / “Fluye”
4. Observe. Repeat if necessary.

4. When could you use this technique  
in your classes?