

FutureBehaviour



The **50** Minute Behaviour Course

10 minutes each day for 5 days

Day 1	Creating your vision	3
Day 2	Choosing your words carefully	4
Day 3	Practice makes perfect	5
Day 4	Fair rewards	6
Day 5	Stop wasting words	7

Small steps are better steps.

Take just one task each day.

Day 1 Creating your vision

I want you to visualise exactly how you'd like behaviour in your classroom to look. Start with the beginning of your day, when your class come through the door. What do you really want it to look like?

Use the table to write what you want one or two classroom scenarios to look like.

Scenario	How you want it to look

Why this is essential

We don't create new situations by complaining about our current one. We need to visualise the behaviour we want before we communicate it to the class.

Day 2 Choosing your words carefully

Take yesterday's visualisations of your perfect scenarios and write down the words you could use to describe the way you want it to look.

A couple of pointers:

- Describe them positively i.e. in terms of what you do want, not what you don't want
- Keep them simple and clear

Every instruction you give should be as clear as drawing a chalk line down the middle of your classroom and asking your class to stand on one side of it. Vague instructions are no use to anyone.

Scenario	Specific instructions

Why this is essential

If you don't know how you want things to look in the classroom, you can bet the children won't know either.

Day 3 Practice makes perfect

Now you've got some specific words to use, it's time to tell the children.

Talk your class through the words. Just take one scenario. I'd suggest a simple one, like lining up or starting a lesson. Tell them what you want it to look like using the words you decided on yesterday. Get them to practice. Explain *why* you want them to do it. Thank them for doing it. Practise some more. Keep using the very same words.

There is a temptation to get straight to the learning and not spend enough time going through things that will save hours of teaching time. Fight this temptation.

Why this is essential

There are two reason children don't follow instructions:

1. They don't know what the instructions are
2. They choose not to follow them

Most children in our classes want to do the right thing. We just need to let them know what to do.

We need to be certain that children know what our success criteria is. They need to know where our boundaries are and why we've got them. Our relationships with them are based on this.

Day 4 Fair rewards

Yesterday, you told your class about your vision for a few bits of the day. Today we're going to help those children who find it a little harder to follow instructions.

Draw 10 circles on the board. Make them big enough for everyone to see. Every time your class follow the instructions for your vision, fill in a circle. If you have some children that find this difficult, tell them (privately) that you'll fill in a circle (or circles) if they follow your simple instruction straight away. When all the circles are filled in, play a quick game, watch a silly YouTube video or go out to play 5 minutes early. Make sure you fill your circles quickly (i.e. within an hour) to start with. You'll soon find that your class are supporting the improvement of behaviour of your most challenging pupils. Keep doing this but make the treats a little bit harder to get.

Why this is essential

We want the class to support pupils who find it more difficult to do the right thing. If we give individual rewards to pupils then we do the opposite. Giving Bobby a Mars Bar for not throwing chairs that day doesn't make any sense.

Day 5 Stop wasting words

Asking children how many times we've told them, doesn't help to stop them doing it again.

Try to spend a day (or an hour) only using words that **positively communicate your behavioural expectations**. By not wasting your words you get more time for building relationships and teaching.

Why this is essential

"If you don't ration your intervention, what you say evaporates." Alex Ferguson

Apologies

I mentioned a [chalk line](#) earlier but I haven't told you what to do when students choose to stand on the wrong side of this metaphorical line. Why not? Well, because I can't do it in 50 minutes. Sorry. This little course is just the first and essential step that focusses mainly on drawing the chalk line and less on encouraging children to choose the right side of it. This second bit is a bit more complex.

So now, why not sign up for my [regular behaviour advice](#) by email and all you need to know will be delivered to your inbox.

Or you could always just ask. Find me here:

[@futurebehaviour](#)

greg@futurebehaviour.co.uk

www.facebook.com/futurebehaviour

