

Workshop- How to talk so kids listen and listen so kids talk by Ms. Anjali Hardikar



Part – 1 Emotional Hurt

The resource person began the workshop by making the teachers brain storm about physical hurt and emotional hurt. The importance we give to the emotional bruise of the others and the various approaches, we follow, of tackling these situations in daily life. In view of this she laid stress on the fact that the teachers are never sure on how their words can be interpreted by the child and also that the child might not be adept in identifying emotions. So it is imperative that children at young age are taught identification of range of emotions and learn to share them.

To substantiate, an activity ‘React to the given Situation’ was conducted where teachers got a hands on experience. It concluded with the mantra of bringing the ‘positive emotions to the class.’

Part – 2 Why Kids Misbehave?

An intense discussion was held on the reasons for the misbehavior of the students. The reasons were jotted down and contemplated upon. The resource person gave a useful insight that we should not forget that a misbehaved child is a discouraged child. We as teachers should choose the battles we have to fight.

An interesting classroom strategy for knowing the emotional state of the child on the daily basis was shared. The children after being able to identifying emotions should have the opportunity to display, tick or identify what they are feeling when they come to school and when they leave.

Part – 3 How to Handle and Respond to Misbehaviour?

The resource person said that it is vital that we as teachers should be very careful and not use labels, bribing, sarcasm and comparison as a way of managing misbehaviour of the students.

The workshop helped the teachers know the Dos and Don'ts of behavioural management in the class making it a positive and productive class. To bring in more clarity many classroom situations were role played and possible ways of handling the situations were discussed.

Our roles as educators should be of: acceptance, independence, label feelings, non – judgmental listening, wishes in fantasy, rewire and describe the situation, share information, state the expectation, share your feelings, statements and choices.

According to the resource person, a teacher should follow the following ABC... of classroom management:

A – Acceptance

B – Belief

C – Confidentiality

Part – 4 How to talk it out?

She reiterated the fact that the most of the behavioural problems can be handled by not over stressing upon them. She stated that a stress free class evokes positive emotions and enhances the attention span of the children.

The resource person asked the teachers to share the real time problems faced in the class. One of the problems was taken up with proper enactment by one of the faculty member and actually handling by the resource person.

She gave in a very inspiring and positive demonstration of how to talk to the children. A video related to it was shown.

Part – 5 Punishments

The teachers were divided into various groups and each group was handed out a case study of a child. As a group the teachers were given time to think about and present:

The initial steps you will take.

How to communicate with the child ?

Goals that you will set for the child and yourself.

Part – 6 Reflective Activity

Every teacher reflected on the things that were in their control and the things that were not in their control. The teachers also drew illustrations of their takeaways from the workshop.

In the end she summed up the workshop by reinforcing the fact that the connection between the teacher and the student is the key to a happy classroom.