**Effective Classroom Management in the Interdisciplinary Lesson**

1. **Use effective signals (encourage not threaten)**

*For attention:*

Call and response

Stop the music and say “freeze!”

Turn down the lights

Beat a drum in a descending pattern

5,6,7,8

 *To start class:*

Make a shape in self-space

 Begin dancing when you hear the music

 Who’s looking at me? Make a circle in five counts

*To keep students on track when they are working creatively:*

 One more minute!

 Play music in the background when they are working

 Show someone what you have so far

 Quick Q & A and kudos (one minute interuptus)

1. **Encourage appropriate movement**
* Teach “place” and “personal space”…slowly moving from self-space to general space
* Reinforce appropriate movement with positive feedback and give continual suggestions this
* Cueing and descriptions…tell students what their options are and what you want to see them try/explore
1. **Create rituals**

Begin and end the interdisciplinary dance class the same way each time you have class (predictability = safe, secure)

Examples:

 Name rhythm game

 Braindance

 Dance to the music being played

 Relaxation/focus exercises

 Pick your favorite movement and do it (to the door)

1. **Use “I see” statements to indicate desired behavior and provide ideas**

Example: I see dancers safely using the space,” “I see dancers listening to the music and changing their movements when the music changes,” “I see dancers working together with gentle connections.” The brain doesn’t comprehend the word “don’t”…so “I see” makes clear what you want and also want to avoid while staying in the positive.

1. **Model appropriate behavior (and energy!)**

Use students’ names. Respect and trust them in the movement class. Be a guide rather than a boss or a friend. Be generous with please and thank you, and telling students what you are proud of. Modeling in the creative movement classroom mainly requires one thing: move, move, move! Move with them often – alternate observing and moving as much as you can. Move near or between students who are less focused. The students will directly reflect the degree of your energy and enthusiasm. Have fun!

1. **Teach to the core, “ignore” negative behavior**

Use a wide, rather than narrow, focus in movement classes. Not every student will be on task or choose to dance, and the class can also be boisterous when students are on task. Teach to the midline. Connect with the core of your students. Dance near, or connect with (take a hand) of a student who is not participating appropriately. With safety issues, ask the student (quietly) to sit down and take a break before rejoining the class, but then make sure that they do if they can.

1. **Establish a safe and nurturing environment**

The physical space can be anything, but ideally colorful, clean and with temperature regulated. More important, however, is the emotional space. Be fun, firm and fair…a loving authority figure. Rules need to be clear, fair and abided by all.

1. **Help non-participants**

There are usually two types of non-participants:

 ~shy students who are nervous about moving

 ~students who demand attention through negative or manipulative behavior

Let shy students join in when they are ready, whether it take two minutes or two weeks. The more you can tell them what to expect in class (cueing, introductions, class plans) the more ready they will feel to join in. Fear of the unknown will dissipate.

Give positive feedback to students who are participating well and ignore the misbehaving ones, unless it involves a safety issue (then sit out). Remind students that the expectation is that everyone participates, and give students a choice without anger in your voice to “have fun dancing or please stand on the wall/by the door until you are ready to join us.” Make sure the choice is a viable one.

1. **Remember K – 2 developmental characteristics & stages**
* Keep groups small…working individually, with partners and groups of three or less is best
* Stay active…keep students moving and learning by doing, trying (gross motor focused)
* Be inventive and encourage it in students…creativity is high at this age and stage
* Dance for 30 minutes and change things up as you go
* Don’t ask students to compete, but instead notice what others did well, creatively, etc.
* Stay involved so your students do the same…students will mimic your energy and attention
* Be clear and specific in your directions…repeat as needed and in a diversity of ways
1. **Make students partners in teaching**
* Demonstrators (solo, with teacher, with peer)
* Volunteer
* Decision-maker
* Line leader, group leader, warm-up leader, discussion leader/moderator
* DJ (Freeze dance)
* “Q & A-ers”…asking students to ask, asking students to answer