

---

# UNIT 11: MANAGE THE CLASSROOM

---

---

In this unit you will learn about:

- **How to Learn About Your Learners.** What is useful information to know and ways to find it out.
- **What You Should Do With the Information You Learn.** How to use what you learn to be a more effective instructor.
- **Situations That Might Make Learners Feel “Left Out” or Uncomfortable and How to Avoid Those Situations.**
- **Behaviors That Might Be Disruptive.** What they are and how to handle them.
- **Working With Learners With Functional Limitations.** What those limitations might be and how to work with them.

[This page intentionally left blank]

## UNIT OVERVIEW

As discussed earlier, effective trainers are not just subject matter experts who spout out what they know and then leave.

Effective instructors have a relationship with the learners. They become a friend and a coach. They know:

- Where the learners are starting from
- How they are doing as the course progresses

They also use the information as they teach.

This unit examines how you can get to know your audience in a regular class and in a “fill-in” situation. It also looks at how you can use the information you learn.

### LEARNING OBJECTIVES

At the conclusion of this unit, you will be able to:

1. Describe ways for an instructor to get to know his or her learners in a regular *CERT Basic Training* class.
2. Explain what to do with the information learned.
3. Identify ways to work with younger learners.
4. State guidelines for responding appropriately to situations that might make a learner feel left out.
5. Describe seven kinds of behavior that might be disruptive in the classroom.
6. Discuss what motivates those behaviors and how instructors might respond.
7. Explain what kinds of accommodations may need to be made for some learners.

## LEARN ABOUT YOUR LEARNERS

Imagine that you are the lead instructor and you walk into a brand new CERT class. Twenty faces are staring at you as you welcome them to *CERT Basic Training*. You will be together once a week for the next 9 weeks.

You may want to know the following information about your class:

- Names
- Why they are here
- What they want to get out of the class
- What limitations they have
- What cultural backgrounds are represented
- If any of them will be a challenge to work with
- Who will be a help during activities
- How they are feeling

You can learn about your class by:

- Introductions
- Gathering expectations
- General conversations
- Observations
- Asking specific questions

Some of the ways an instructor gets to know the audience is through verbal communication.

## LEARN ABOUT YOUR LEARNERS (CONTINUED)

Another way to get to know your class is through non-verbal communication and body language.

Body language can tell you that a participant:

Is bored

Is confused

Feels apprehensive

Doesn't want to be here

Is excited about learning

Is physically uncomfortable (cold or hot)

### EXERCISE: BODY LANGUAGE ROLEPLAY

**Purpose:** This short exercise allows you to role play some of the behaviors you have seen while teaching

**Instructions:** As the volunteers demonstrate the behaviors, note features of the body language that can be observed.

**Debrief:** Remember to watch the people they are teaching. About 65% of communication is non-verbal: gestures, facial expressions, body stance.

Another thing that you need to know or be aware of is the cultural background of the people you will be training.

- Cultural sensitivity means that you are aware of cultures different than yours.
- Because of the differences in individual cultures, it is essential that you get to know the traditions and the culture of the people you are training and work with members of that culture to resolve any potential issues.

**LEARN ABOUT YOUR LEARNERS (CONTINUED)**

In advance of the training:

- Meet with a community representative involved in emergency preparedness to discuss local customs and potential cultural issues.
- Discuss with the representative the different topics that will be covered in the training and identify any culturally sensitive topics.
- Develop strategies for presenting such topics in ways that will engage, rather than offend, participants.
- Make note of specific phrases that might be culturally inappropriate to the target audience.
- Try to get a member of the community you are teaching to co-teach the class. If you cannot find someone to help you teach the class, invite someone from the community to attend your class and ask him or her to correct you if necessary.

During the training:

- Avoid making assumptions about the beliefs or attitudes of the learners. Remember that not all members of a community may have the same cultural background.
- Talk to participants before class and during breaks about their traditions.
- Practice humility in regards to cultural issues.
- Do not make jokes or be flippant regarding such issues.
- Be aware of how your target audience may feel about certain topics such as trauma or coping with stressors.
- Encourage learners to discuss ways that people within their community may cope with such issues.

## **LEARN ABOUT YOUR LEARNERS (CONTINUED)**

Examples of sensitive topics:

- Some cultures dislike the term “disaster preparedness,” as they feel that it invites disaster. In this case, seek guidance to find another term(s) that will capture the positive aspects of the concept.
- In some cultures, discussing death is taboo. Treat this topic with reverence and respect participants’ cultural backgrounds.
- Physical contact is another potentially sensitive topic that you may encounter.

## **USE THE INFORMATION YOU LEARN**

### **SCENARIO**

So you know that you are supposed to communicate with your learners, both verbally and non-verbally. You have been checking in with people at the beginning of each session to see how they are doing and you have been talking to folks at breaks. You have been watching their body language. In the process you learn a lot about your learners, as individuals and as a group.

You can use the information learned about the class to:

- Teach to the level of the group (might need to start at a more basic or more advanced place)
- Adjust the training (might need to slow the pace)
- Motivate and encourage: smile, nod, make eye contact, be genuine, compliment, be patient
- Have a personal relationship with each learner: call them by name, ask if expectations are being met, tell them something about yourself

## **TEACHING FOR ALL AGES**

The learning environment has changed a great deal over the past 70-80 years. It is a good idea to think about the different learning needs and expectations of learners of different ages.

## TEACHING FOR ALL AGES (CONTINUED)

### VETERANS

Think about learners who were born in the 1920s and 1930s.

As high school and college students, what was their learning environment like?

- Classrooms with blackboards
- Lectures
- Demonstrations (science)
- Reading (books and notes from lectures)
- Rote memorization

What tools did they have to gain knowledge?

- Books
- Experts

### BOOMERS

Think about learners who were born in the mid-1940s to the mid-1960s.

As high school and college students, what was their learning environment like?

- Classrooms with blackboards
- Lectures
- Some smaller learning experiences (workshops, seminars) with more opportunity for discussion
- Some discovery learning (science labs)
- Reading (books and notes from lectures), filmstrips
- Rote memorization still expected

### TEACHING FOR ALL AGES (CONTINUED)

What new tools did they have to gain knowledge?

- Overhead transparencies (began to be widely used in early 1960s)
- Television
- Some film

#### GEN X OR THIRTY-SOMETHING

Think about learners who were born between 1965 and 1980.

As high school and college students, what was their learning environment like?

- Classrooms with blackboards/whiteboards
- Places with computers (library, lab, home)
- Participatory learning
- Exploration and hands-on
- Role-playing

What new tools did they have to gain knowledge?

- Videotapes
- Computer
- Video games
- PowerPoint and other presentations (Microsoft Office introduced in 1989)

## TEACHING FOR ALL AGES (CONTINUED)

### GEN Y OR MILLENNIAL

Think about learners who were born between 1980-2000.

As high school and college students, what is their learning environment like?

- It's everywhere
- It's multimedia

What new tools do they have to gain knowledge?

- Internet
- Web 2.0: wikis, blogs, podcasts, social networking
- Software
- Mobile devices

Some CERT trainers may relate more to Boomer or early Gen Y. However, many new CERT members may be Gen X or Gen Y.

Let's review some things that are important to remember when working with them:

- The computer and the Internet are a part of life. It's how they communicate, how they research things, how they stay connected.
- Staying connected is important and they expect responses to be quick. They don't like delays:  
e-mail is too slow; they prefer IM and texting.
- Doing is more important than knowing. They want to apply what they learn.
- They are perfectly happy with trial and error. They don't have to get it right the first time (think of a video game).
- Likewise they don't require linear learning (happy with simulations, games, collaboration).
- They are used to multitasking.
- They prefer typing and often have poor handwriting.

A final thought: all generations can engage in all types of learning and all types of media. However, it is good to think about what people are used to and are comfortable with.

---

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER

UNIT 11: MANAGE THE CLASSROOM

---

WORKING WITH YOUNGER LEARNERS

GEN X OR THIRTY-SOMETHING

Characteristics	What do they want
Born between 1965 and 1980. Their parents were born shortly before or during World War II or in the 1950s when the war was a recent memory.	
<i>Independent and self-reliant:</i> Having grown up with both parents working/furthering their education, Xers are used to getting things done on their own. Hence, they tend to be independent problem-solvers and self-starters.	They want support and feedback, but they don't want to be controlled.
<i>Technologically literate:</i> They have grown up with and are familiar with computer technology.	They prefer the quick access of Internet, CD-roms, and the World Wide Web as their sources for locating information.
<i>Expect immediate gratification:</i> Generation Xers are conditioned to expect immediate gratification.	They crave stimulation and expect immediate answers and feedback.

---

**COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER**

**UNIT 11: MANAGE THE CLASSROOM**

---

<b>Characteristics</b>	<b>What do they want</b>
<p><i>Tend to be focused:</i> As learners, Generation Xers don't want to waste time.</p>	<p>They want their work to be meaningful to them. "They want to know why they must learn something before they take time to learn how" (Caudron 1997, p. 22).</p>
<p><i>Lifelong learners:</i> Generation Xers know that they must keep learning to be marketable. They do not expect to grow old working for the same company, so they view their job environments as places to grow.</p>	<p>They seek continuing education and training opportunities.</p>
<p><i>Ambitious:</i> They crave success on their own terms.</p>	<p>They are "flocking to technology start-ups, founding small businesses and even taking up causes--all in their own way" (Hornblower 1997, p. 58).</p>
<p><i>Fearless:</i> Many are involved in extreme sports such as bungee jumping and sky surfing. "Indeed, adversity, far from discouraging youths, has given them a harder, even ruthless edge" (ibid., p. 62).</p>	<p>Most believe "I have to take what I can get in this world because no one is going to give me anything" (ibid., p. 62).</p>

---

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER

UNIT 11: MANAGE THE CLASSROOM

---

**GEN Y OR MILLENNIAL**

<b>Characteristics</b>	<b>What do they want</b>
<p>Born between 1976-95 or 1985-2001 (depending on the source)</p> <p>Details: Bigger than Baby Boomer Generation; three times the size of Generation X; roughly 26% of the population</p>	
<p><i>Close relationship with parents:</i></p> <p>They admire their parents (33% name one or both parents as their hero, rather than a pop culture celebrity).</p>	<p>Social interaction is important.</p>
<p><i>A close sphere of influence:</i></p> <p>A more dangerous world has created an environment that is more sheltered and structured and where young people have been protected.</p> <p>The small sphere of influence has contributed to the creation of a generation that is, in general, more polite and considerate than their predecessors. They are less likely to call adults by their first names, but rather use the more formal Mr. or Mrs.</p>	<p>Respect and positive reinforcement are important to this group.</p>
<p><i>Attentive and respectful:</i></p> <p>This generation has been brought up to show respect for others. In a crowded world where there are larger numbers of people in classrooms and activities, civility becomes essential to getting along.</p>	<p>Like their Boomer parents, fairness is important to this group.</p>

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER

UNIT 11: MANAGE THE CLASSROOM

Characteristics	What do they want
<p><i>Programmed and team oriented:</i> Some believe that many Gen Yers have "lost the sense of pure play." They expect everything to be planned for them and do not expect to have as much freedom or responsibility for structuring their educational lives.</p>	<p>They need a lot of structure as students. Generation Yers want materials presented in a well-organized and rational way. They want clear goals, targets, and purpose. They want to know where they are going with their learning — and why. They want to know precisely what is required of them, when work is due, and very specific information about expectations.</p>
<p><i>May have poor conflict resolution and interpersonal skills:</i> Having spent a large percentage of time in structured activities, they are accustomed to having a lot of adult supervision.</p>	<p>They want lots of feedback. This allows them to know when they are headed in the right direction and when they are getting off track. Frequent attention from teachers is welcome.</p>
<p><i>Pressured to succeed:</i> The Boomers, parents of the Gen Y generation, were pressured themselves to succeed and they transferred that pressure to their children. In addition, just as Boomers have lived in a world where there is increasing competition for resources, Gen Y has done the same. Yet at the same time, Gen Y is open, eager, and responsive.</p>	<p>They want relevance in what they are learning. They will also want to "skip" steps in learning if there are areas of the information that they have already mastered, and they will avoid repetition and rote practice once they feel they have mastered the information.</p>
<p><i>Involved:</i> This is a generation of activists — young people who believe they can make a difference. They are socially conscious and interested in politics and social issues.</p>	<p>They like to be useful and helpful.</p>

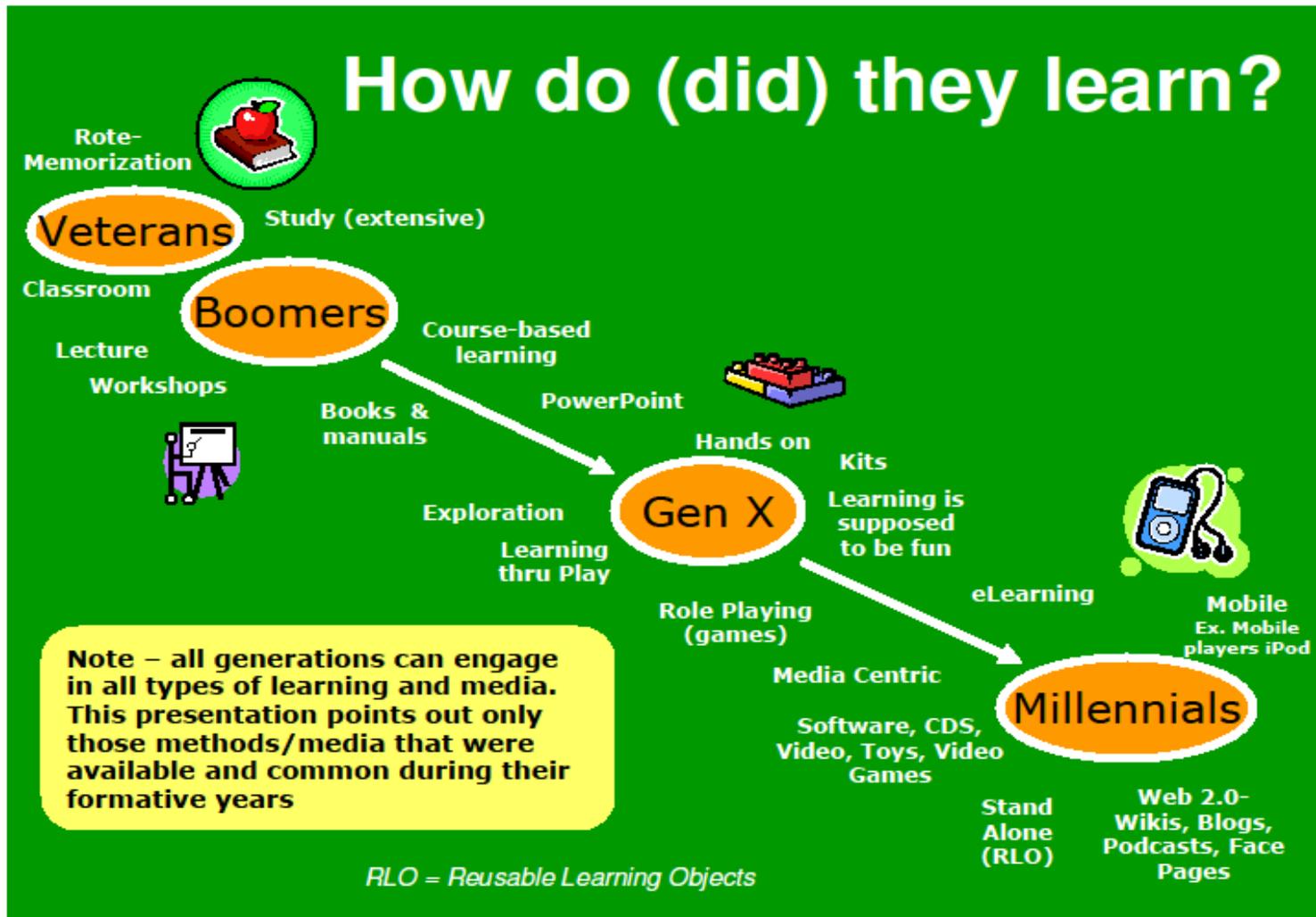
---

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER

UNIT 11: MANAGE THE CLASSROOM

---

<b>Characteristics</b>	<b>What do they want</b>
<p><i>Egalitarian, diverse, inclusive:</i> They definitely do not prefer hierarchy. One in five has an immigrant parent. They are very accepting of all.</p>	<p>They prefer to work in teams or groups.</p>
<p><i>Demanding of themselves and others, impatient, stressed:</i> Members of this group set the bar high for themselves, and they, like their Boomer parents, expect success. They sometimes "expect" to get good grades and are upset when this does not happen.</p>	<p>They want to know precisely what they need to do to meet the requirements of the class. This is not a lack of intellectual curiosity, but a desire to be efficient.</p>
<p><i>Multi-tasker:</i> This generation can easily manage to listen to music, work on the computer, and watch television at the same time.</p>	<p>They want opportunities to be creative in how they approach and fulfill requirements.  This group is the most visual of all learning groups.</p>



Source: <http://nkilkenny.wordpress.com/creative-commons/>

## DIFFICULT SITUATIONS

There are some situations in a classroom that can become a bit sensitive. This unit reminds participants to watch out for these situations and offers some guidelines.

Situations that may make a learner feel left out include:

Instructor ignores some learners

Instructor has some favorite learners

Some learners don't feel able to do the exercises due to physical limitations

Some learners don't feel comfortable doing some of the exercises (touching)

Instructor uses inappropriate language or makes inappropriate jokes

Learners feel that other learners "take charge" too much during group activities/exercises

## GUIDELINES FOR APPROPRIATE BEHAVIOR

Guidelines for appropriate ways for an instructor to behave include:

### **WATCH YOUR LANGUAGE.**

There is no place in CERT for jokes or comments about race, religion, gender, ethnicity, or personal issues that would be of a hurtful nature to an individual.

Avoid references or comments about any issues not relevant to CERT that could be controversial, e.g., political issues.

Watch acronyms. Only use an acronym after you have explained the term at least once.

## GUIDELINES FOR APPROPRIATE ACTION (CONTINUED)

### BE CONSISTENT.

Address questions and comments to everyone. Don't give additional attention to any one learner.

Handle situations in the same way each time.

Also watch for learners who withdraw when another participant appears to "take over" during group activities/exercises. Be sure to encourage every learner to participate. Manage any learners who tend to exclude or overlook others.

### GET TO KNOW THE LEARNERS.

Talk with them before and after class. Find out who might have limitations in doing exercises.

### DEAL WITH TOUCHING APPROPRIATELY.

Any time that touching is involved, explicitly explain what you are about to do and ask permission.

Remember that one of the outcomes of the *CERT Basic Training* should be that CERT members have less discomfort with touching people they are trying to help. Throughout the *Basic Training* course, instructors must model appropriate behavior to help participants feel more comfortable about touching victims.

The point of formalizing "ask permission" is to actually get CERT members to become more comfortable with touching someone else. The trainer's job is to help address CERT members' discomfort with touching strangers, and asking permission is a method of creating a heightened comfort level for the CERT rescuer as well as for the survivor.

## BEING A BRAIN-FRIENDLY INSTRUCTOR

Remember that in Unit 5 you learned about the importance of creating a positive learning environment. You need to teach to various learning styles (auditory, visual, and tactile) and you need to use techniques that maximize learning, such as repetition, motivation, and reinforcement.

### BEING A BRAIN-FRIENDLY INSTRUCTOR (CONTINUED)

This unit has been exploring another of the ways that you create a positive learning environment: by managing the classroom. You do this:

- By learning about your learners
- By controlling sensitive situations

Another way to create a positive learning environment is by being a brain-friendly instructor. To be a brain-friendly instructor you need to know how information is received and processed.

1. The brain is taking in visual, auditory, and motor information all of the time.
2. When a piece of information is new, novel, or challenging, the brain lobe taking in the information relays a stronger impulse to the relay station called the “hippocampus.”
3. This information is then processed for value, type of information, etc., and it is packaged up and sent to a long-term storage area, e.g., visual information is stored in the occipital lobe, sound memories are stored in the auditory cortex.
4. However, the hippocampus has very limited storage.
  - a. Imagine you have a water glass and a large jug of water.
  - b. You start to pour water into the glass and of course the glass begins to fill.
  - c. You continue pouring.
  - d. What happens? The water overflows.
  - e. What happens to the overflow? It’s lost forever.
5. The same is true of the hippocampus.
  - a. Just like the lost water, information trying to enter an already full hippocampus is never processed, so learning transfer will not happen.
6. As an instructor, you have to give the hippocampus time to process, package, and send information to storage before you give it more input.

### BEING A BRAIN-FRIENDLY INSTRUCTOR (CONTINUED)

So how do you keep the hippocampus from getting too full?

Follow this rule of thumb:

1. Break large content chunks into smaller chunks.
2. Present 5-10 minutes of content.
3. Then let learners “play” with the content (talk about it, ask/answer questions about it, do an activity with it).
4. During the “play” time the hippocampus processes the information.
5. Then repeat the process.

Another thing you can do is to think about building blocks.

1. Pre-expose learners to ideas and concepts.
2. This starts the learning process and gives the hippocampus pegs that it can hang new information onto.
3. The hippocampus can process information faster if it has already created the pegs.

Can anyone think of an example of this from the *CERT Basic Training* course?

- The concept of sizeup is introduced and explained in Unit 2 (Fire) and then used again in Units 3, 4, and 5.
- The concept of individual safety is introduced in Unit 1 and then reinforced throughout the course.

## POTENTIALLY DISRUPTIVE BEHAVIORS

Instructors need to think about non-traditional learners. Perhaps they have a different agenda than that laid out in the Instructor Guide. Perhaps they have mental or physical limitations. In every situation, the instructor needs to integrate them smoothly into the training class.

Disruptive behavior may include:

- Side conversationalist (whispering to someone)
- Non-participator (isn't an active member in the class)
- Expert (always must add something to the discussion; may argue with the instructor)
- The "dart thrower" (shoots down other people's comments)
- The "hare" (always tries to jump ahead)
- Noisemaker (taps a pencil, rustles papers)
- Class clown (makes a joke out of everything; tries to be the center of attention)

Disruptive behavior may cause others in the class to:

- Have trouble concentrating
- Have difficulty hearing instructor
- Feel less motivated
- Feel angry or irritated
- Feel left out
- Participate less

## POTENTIALLY DISRUPTIVE BEHAVIORS (CONTINUED)

### EXERCISE: ADDRESSING DISRUPTIVE BEHAVIORS

**Purpose:** Participants work in small groups to identify what motivates disruptive behaviors and how instructors should respond to the behaviors.

**Instructions:** Follow the steps below.

1. Return to the list developed in response to the question on Slide 11-30, What kinds of behaviors have you seen that indicate a learner might not be fully engaged in the class?
2. Break into small groups.
3. Within your group, discuss:
  - a. What might be motivating these behaviors
  - b. How an instructor should respond to the behavior
4. Regroup and report out.

Review handout.

## WORKING WITH LEARNERS WITH FUNCTIONAL LIMITATIONS

### SCENARIO #1

What if you have a group of mostly older people? What difficulties should you anticipate that they might have?

A group of older people may have difficulties in the following areas:

- Auditory
- Visual
- Bending
- Grasping
- Strength

What kinds of accommodations will you want to make?

- Don't make assumptions about their limitations.
- Arrange the classroom so that participants who choose to may sit as close as possible to front/instructor.
- Use a microphone if possible.
- Provide a copy of the *CERT Basic Training* course Participant Manual in the low-vision format for any participant who requests it (available at the National CERT Web site: <http://www.fema.gov/cert>). The Participant Manual is also available in Braille and in screen-reader format. Contact [cert@dhs.gov](mailto:cert@dhs.gov) for information.
- Emphasize that all participants (not just the older people) must pay attention to their limitations and that there are functions for every person on a CERT.
- In exercises that may require physical agility, etc., encourage all participants to try everything. For those with any physical challenges, also suggest important functions that will be manageable, e.g., acting as group leader, acting as safety officer, keeping documentation.

## WORKING WITH LEARNERS WITH FUNCTIONAL LIMITATIONS (CONTINUED)

### SCENARIO #2

What if someone arrives at the first class in a wheelchair? Do you automatically assume that this person can't be a CERT member?

How would you respond?

Don't make assumptions about their limitations.

Ensure that classroom setup has clearance for wheelchairs.

Emphasize that all participants must pay attention to their limitations and that there are functions for every person on a CERT.

- In exercises that may require physical agility, etc., encourage all participants to try everything. For those with any physical challenges, also suggest important functions that will be manageable, e.g., acting as group leader, acting as safety officer, keeping documentation.

### **UNIT SUMMARY**

There are a number of ways, both verbal and non-verbal, that people can tell you about themselves. Learn to read the cues and listen to them so you can present training that is effective.

This unit has provided guidelines for sensitive situations in the classroom. It has also reviewed the issue of asking permission to touch.

Finally, this unit examined how to handle challenges from learners:

- Behaviors that might disrupt the class
  - Side conversationalist
  - Non-participator
  - Expert
  - Dart thrower
  - Hare
  - Noisemaker
  - Class clown
- Learners with limitations

There are a range of techniques that instructors can use to respond to any of these situations.



[This page intentionally left blank]

## **APPENDIX**

[This page intentionally left blank]

---

**COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER****UNIT 11: MANAGE THE CLASSROOM**

---

**TECHNIQUES FOR DEALING WITH CHALLENGING LEARNERS**

<b>Dealing with</b>	<b>Possible Reasons for Behavior</b>	<b>How to Deal With It</b>
Side Conversationalists	<ul style="list-style-type: none"><li>▪ May be sharing information about the topic that hasn't yet been discussed</li><li>▪ May be bored</li><li>▪ May be talking about personal things unrelated to training</li></ul>	<ul style="list-style-type: none"><li>• Set guidelines about behavior.</li><li>• Talk privately at break.</li><li>• Make eye contact.</li><li>• Move closer.</li><li>• Comment about the difficulty of others hearing or concentrating.</li><li>• Confront behavior as a last resort.</li></ul>
Non-Participative Learners	<ul style="list-style-type: none"><li>▪ May be shy or unsure</li><li>▪ May be thinking before speaking</li><li>▪ May be distracted by outside problems</li><li>▪ May not understand what's going on</li><li>▪ May feel superior; know-it-all</li><li>▪ May be bored</li></ul>	<ul style="list-style-type: none"><li>• Look for a sign that they know an answer and ask them to respond.</li><li>• Direct questions to them if you are sure they know the answer or have related experience to respond.</li><li>• Compliment them the first time they respond. Be sincere!</li><li>• Don't embarrass or put them on the spot.</li><li>• Seek feedback at the break.</li></ul>
The "Expert"	<ul style="list-style-type: none"><li>▪ May be well informed and anxious to share information</li><li>▪ May be naturally talkative</li><li>▪ May feel defensive</li></ul>	<ul style="list-style-type: none"><li>• Acknowledge the response and redirect the question and discussion to involve others.</li><li>• Avoid eye contact.</li><li>• Impose time limits on the response.</li><li>• Acknowledge the comment and involve others: "Al, that was an interesting insight. Barbara, what are your views on this issue?"</li><li>• Talk privately with the learner. Ask for his or her help in encouraging silent participants to open up.</li><li>• Don't demean or put down.</li></ul>

---

**COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER****UNIT 11: MANAGE THE CLASSROOM**

---

**TECHNIQUES FOR DEALING WITH CHALLENGING LEARNERS, CONTINUED**

<b>Dealing with</b>	<b>Possible Reasons for Behavior</b>	<b>How to Deal With It</b>
The “Dart Thrower” (shoots down other people’s comments)	<ul style="list-style-type: none"><li>▪ May have a personal clash</li><li>▪ May be feeling left out</li><li>▪ May have been “shot down” before in training</li></ul>	<ul style="list-style-type: none"><li>• Set ground rules about disagreeing with a point/statement.</li><li>• Differentiate between personal attacks and differing points of view.</li><li>• Remind learners about respect.</li><li>• Don’t be defensive.</li><li>• Take a break to discuss behavior.</li></ul>
The “Hare” (always tries to jump ahead)	<ul style="list-style-type: none"><li>• May be in a hurry to finish</li><li>• May be bored with the topic</li><li>• May really be more interested in the upcoming material</li></ul>	<ul style="list-style-type: none"><li>• Stress the importance of the current topic.</li><li>• Ask for input on the current topic.</li><li>• Ensure them that their concerns will be addressed.</li><li>• Remain calm.</li></ul>
The “Noise Maker”	<ul style="list-style-type: none"><li>• May be subconsciously unaware</li><li>• May be bored</li><li>• May need a break</li></ul>	<ul style="list-style-type: none"><li>• Make eye contact.</li><li>• Move in for close proximity.</li><li>• Take a 5-minute break and speak with the learner.</li></ul>
Class Clown	<ul style="list-style-type: none"><li>• Wants attention</li><li>• Bored with material</li><li>• Doesn’t understand material or what’s going on</li></ul>	<ul style="list-style-type: none"><li>• Relate the humorous comment to the related topic, if possible.</li><li>• Thank the learner for adding a light touch.</li><li>• Request comments related to the topic so the class can stay on track.</li><li>• Discuss the behavior privately.</li><li>• Use small groups.</li><li>• Switch to group activity.</li><li>• Use close proximity.</li></ul>

**TECHNIQUES FOR DEALING WITH CHALLENGING LEARNERS, CONTINUED**

Dealing with	Possible Reasons for Behavior	How to Deal With It
Conflicts Between Learners	<ul style="list-style-type: none"><li>• May have past history that you are unaware of</li><li>• May have different ideas, values, beliefs, or perceptions</li><li>• May have personality differences</li></ul>	<ul style="list-style-type: none"><li>• Recognize differences of opinion as both positive and healthy.</li><li>• Emphasize points of agreement.</li><li>• Minimize points of disagreement.</li><li>• Try to get them to agree to disagree.</li><li>• Don't criticize either learner.</li><li>• Take a break to resolve privately.</li></ul>

[This page intentionally left blank]