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100% Effective Natural Hormone Treatment
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Impair Healthy Healing In People Over The Age Of 30!

The Ultimate Classroom Management Challenge: Teaching In The Hormone Zone

By Ruth Wells

Teachers, it's the ultimate challenge in classroom management, isn't it? If you find it challenging to

teach and counsel students suffering from "hormone poisoning," here are some great interventions to help your teens use their heads instead of their hormones. All of these delightfully different methods are taken from Youth Change's Solution Center; there are hundreds more there if you need them: On-the-Job Kissy-Face When kids debate your site's standards regulating romantic contact, inform them that the standards derive from the work world, not your personal preferences. Advise your youngsters that as soon as business work places commonly permit hugging, kissing, etc., you will too. So, in our part of the world, we tell kids that the very instant that our large employers like Nike, the State of Oregon, and Intel, start offering Coffee and Kiss breaks, we'll do it too.

Work a Little, Kiss a Little Ask students to name all the jobs they can successfully do and gaze longingly into someone's eyes while working; there may be none. Ask your youngsters to guess what happens to people who work a little, kiss a little. That Other Fire Will Have to Wait Have your students name the jobs or businesses they may one day wish to do. Ask them to identify the results of kissing, hugging, etc. while working these jobs. For example, what could result from a fire fighter, surgeon or air traffic controller being distracted by romantic activity at work? Have students answer that question humorously by determining what the distracted worker might say when asked to concentrate on work. Elicit silly answers, such as the fire fighter responds with "That other fire will have to wait."

Would You Ski in Class? Ask students if they would ever cook breakfast during your class or activity, or practice the clarinet, or ski? When they say "no," ask why. When they tell you that those activities don't belong in class, you can respond that neither do kissing, hugging, etc. Note that you are not commenting on whether the romantic activity is good or bad, but that class or group is the wrong time and place, just like it's the wrong time and place for skiing or making toast. Elbows to Fingertips A quick and easy-to-remember guideline for interpersonal contact at your site: Touch only from the elbows to fingertips, and then, only after asking and receiving permission.

Someone's Sister This intervention is designed for boys who view girls as mere toys. Ask the young man to describe how he'd react if someone took advantage of his sister (or mother or daughter.) Elicit answers that show that he wouldn't tolerate such behavior. Remind the young man that every girl is/will

be someone's sister, someone's daughter, someone's mother.

In Case of Hormone Overdose Years ago, families reliably taught their offspring what they needed to know about interpersonal behavior. Those skills are not always reliably taught at home these days. You may want to make it your job to teach what the family should have taught. Remember that telling youngsters "what not to do", may not be enough to change the problem behaviors. Be sure to teach them "what to do" instead. Be sure to cover these: Hand Control, Mouth Control, Distance Control and Clothes Control.

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.) See hundreds

more of her innovative, problem–stopping interventions at Youth Change's web site

<http://www.youthchg.com>

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Do You Know How Your Students Want To Learn?

By Brenda Townsend Hall

Learner power is the topic of this article. I wonder how many school directors think about asking their students how they want to learn. The idea of conducting a needs analysis to find out what students want to learn is nothing new, but I'm not sure if we are quite so used to trying to find out their preferred learning styles. I mention this because it strikes me that so many teachers come from the same mould, having qualified through courses based very much on progressive western views of educational practice. Typically, these teachers want lots of classroom activity, learner participation and have a view of the teacher as a facilitator rather than pedagogue. On the other hand, the students will probably feel comfortable if the teaching style is in keeping with what they are used to.

I can remember my own astonishment when teaching a group of 30 students in a French university only to discover that they didn't expect to be involved in activities that required them to actually speak.

They were used to being passive receptacles of information which they would record and then work on using reading and writing as the means of learning. Of course, I wanted to change all that but I realized that I could only introduce change by finding out what they expected, what they wanted and by negotiating with them possible better ways of effective language learning.

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It seems to me that we should conduct regular surveys of students to find out their views about how they think the classroom should be managed, what types of materials should be used and how they should be used, how work should be organized, what activities should be done in class, how the teacher should interact with students. The information gathered can be useful to teachers whose own ideas might be quite different. Once they know students' preferences they will be able to judge more clearly which aspects of their teaching style to modify and which aspects to try to introduce incrementally so as not to deter students.

Brenda Townsend Hall, a contributing editor to ESLeemployment, is a writer in the fields of English for business, cross-cultural awareness and business communications. Interested in receiving TEFL job listings weekly for free? To learn more visit

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