

Calling out calling out!

Recap:

What are the most important parts of **behaviour management** to think about?

1) C.....n

2) S...n....s

3) T.... U. t....

4) R.....n

5) P..r....ts

[Calling out calling out:
MCA4a and b – A Chemical
Orthodoxy](#)

Mr W is about to start a lesson on leaf structure, and wants to recap photosynthesis.

He asks “Who can tell me what are the products of photosynthesis?”

Danny **calls out** “glucose and oxygen“. Mr W says “**Yes that’s correct**...today we are going to look at...”

Discuss:

What are the main issues with this technique?

What happens?

Behaviour confrontation:

Students who call out once, call out again.

Adam Boxer: 'Almost every time that I observe this happening, at some point later in the lesson the teacher has a go at a student calling out.'

Inclusion:

In a classroom dominated by students calling out, quiet students or students who want to “do the right thing” **have their voices neglected and excluded.**

Assessment:

When Mr W says “yes that’s correct” and moves on, he is assuming that the rest of the class understands this content. This is a bad assumption, as **he is extrapolating from one student to thirty.**

The student who calls out the answer almost definitely knows it. We learn nothing from the fact that this student knows it – of course he does. But **what about the others?**

What to do?

Mini whiteboards

Turn and talk

Both the above can be followed by **cold calling** using probing and bouncing questions around the class.