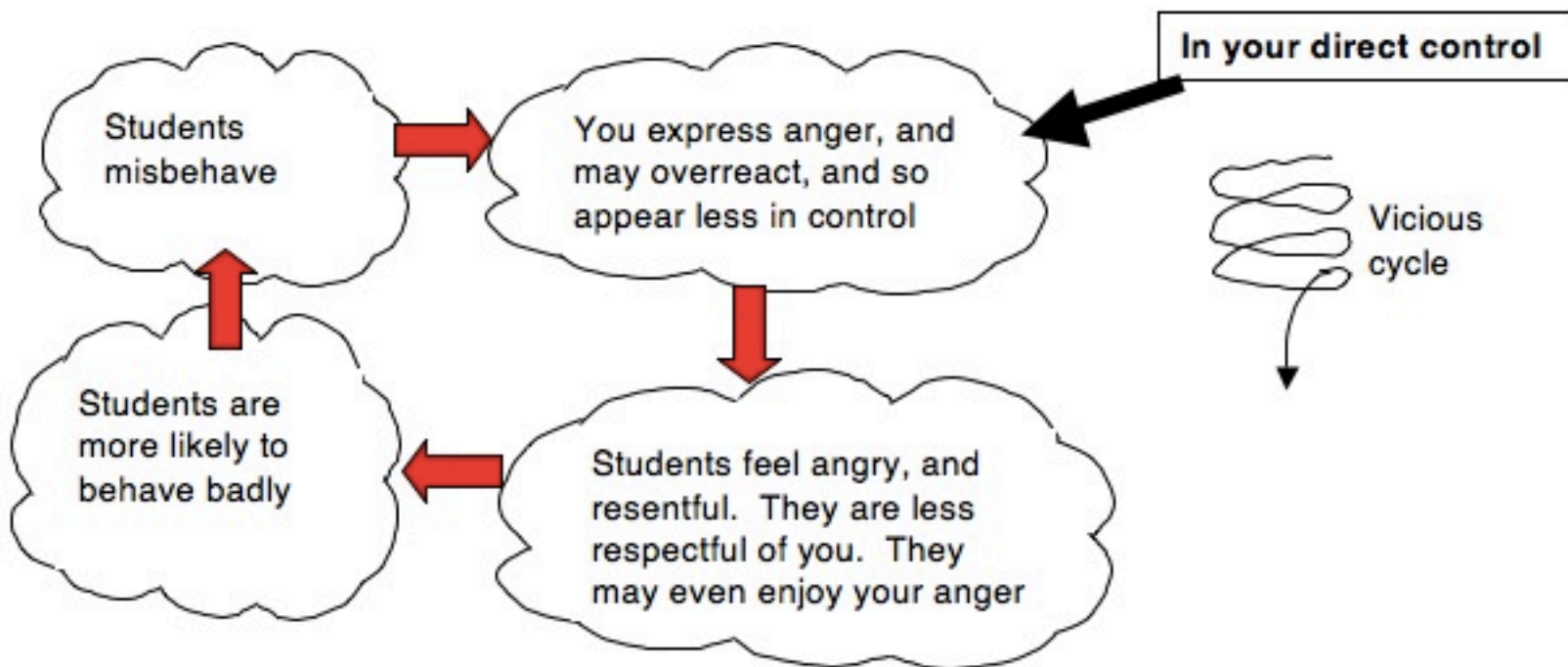


Emotional Objectivity

This approach attends to the following possible vicious cycle.



Many teachers take misbehaviour as a personal attack upon them and so get angry or depressed. But the students who misbehave in your classroom probably misbehave in everyone else's. What has worked better than anger in experiments is for the teacher to remain unemotional and matter of fact, especially when dealing with disruptions. This does not mean aloof or distant. You should be alert, businesslike, firm and unapologetic. But you must avoid showing anger or frustration even when you feel it. This makes you appear more in control, and makes you impossible to 'wind up'.