

TEACHING



With
Love
&
Logic



*Taking Control
of the Classroom*

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Teaching with Love and Logic: Taking Control of the Classroom

(an overview)

What is *Teaching with Love and Logic*?

- A positive approach to communication with students.
- An approach where control and decision making are shared concepts in the classroom.
- The use of empathy with consequences.
- A way to improve students behaviour and achievement
- An approach that allows for student responsibility

Why use this approach?

We want to use it because “Great educators are experimenters. They read and attend workshops looking for special techniques to experiment with in their schools. When they find a potentially helpful technique, they play with the concept” (Fay and Funk, p. 8).

We want to use it because ...

- we want to treat children with respect and dignity.
- we want to build positive relationships with students.
- it allows us to get to know our students personally.
- it allows us to offer students choices (2 acceptable choices).
- it allows us to show students that they learn from their own decisions.
- it saves time and reduces teacher anger at students.

The 3 Basic Rules to Love and Logic (Fay and Funk, p. 26)

1. Use enforceable limits (p. 27).
2. Provide choices within limits (pp. 28-35).
3. Apply consequences with empathy (pp.35-37).

Note that with the 2 acceptable choices, if the student does not choose one within a set amount of time (usually 10 seconds), then the teacher chooses for the child. With this students learn that the consequence of not choosing an option is that the teacher will choose one.

For offering choices ...

Fay and Funk recommend saying something like:

- "You can either play in the block area or the home living area. It is your choice. You decide."
- "Would you rather sit and read or work on your project?"
- "What would be best for you to play kick ball or to watch the others?"
- "Feel free to sit in the chair by me or remain quiet in your seat."

... and with this comes the use of ...

"enforceable statements" rather than angry, negative comments:

- "I will begin when everyone is quiet" instead of saying "I'm not going to start until you are quiet."
- "I know you have something important to say, and I listen to students who raise their hand and are called on to participate" rather than, "Raise your hand if you want to talk and wait to be called on."
- "You may join us outside as soon as you complete your work" rather than, "Do your work or you can't go outside!" (

The Four Key Principles of Love and Logic

1. The Enhancement of Self-Concept

Self-concept is important to student performance - students think of themselves what others think of them -

2. Shared Control

Gain control by giving some of it away - allow students some control (within limits) of the decision making otherwise they will spend their time trying to gain that control.

3. Consequences with Empathy

4. Shared Thinking

The Four Key Principles of Love and Logic Cont'd

3. Consequences with Empathy

Empathy enhances the power of consequences when it is genuine - when students realize that they are being understood it tugs at their heart and they begin to internalize the situation; growth and learning occurs.

4. Shared Thinking

Allow students the opportunity to exert mental energy - ask questions that are challenging and offer the opportunity for students to show that they are capable.

