

# Diversity training for classroom teaching

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The second more liberal way allows learners to form discussion groups and come up with their own set of rules. As Clauss- Ehlers (2006; 136) states, learners will be more likely to follow the rules, since they are the ones who created them. Conversely, these rules may be too lenient and leave out important aspects, in addition to taking up more time on the lesson plan. In the third method, the teacher comes up with the rules, shares them with the learners, and the latter make valuable contributions to the rules. This negotiation method ensures that learners feel a sense of ownership and belonging, and are, therefore, more likely to adhere to the rules (Avis, Fisher, & Thompson, 2010; 138).

Personally, I would employ the third method in my classroom. I set the rules, and then we discuss with the learners and make necessary amendments. This would ensure proper class management and sufficient learner motivation.