



# Creating A Climate For Learning



**By: Laura Mayne**  
**Greater New York Conference**  
**Brooklyn Seventh-day Adventist® School**  
**Brooklyn, New York**





# PURPOSE

Creating a climate for learning is probably the most important and the most difficult task a teacher faces, but it can be even more difficult for beginning teachers. Setting the appropriate tone in your classroom is vital to your success. In a well-managed classroom students are deeply involved with their work; they generally know exactly what is expected of them, there is relatively little wasted time, confusion, or disruption. The climate is work-oriented, but relaxed and pleasant.

Teachers must set clear guidelines to establish an excellent climate for learning. Some teachers have found that the guidelines are most effective when parents, teachers, and students are equally committed to them so outlining responsibilities for each party in a compacted contract and having everyone sign it at the start of the school year is a good practice.

In this unit you will find ideas, lessons, activities, forms, sample contracts, helpful strategies and reproducible that can assist in producing a magnificent climate for learning in the grades K - 12 classrooms.

# Objectives

1. To develop a calm orderly classroom environment.
2. To implement policies and procedures at the beginning of the school year that will establish expectations for the students.
3. To model and reinforce expected behavior in all activities.
4. To present effective teaching strategies that will boost appropriate behavior and enhance learning.
5. To use practices that will build a trusting relationship with students.
6. To motivate all students to follow directions immediately and stay on task.





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# FIRST DAY ACTIVITIES



The first few days are crucial in setting expectations for your room. This is your chance to help your students to know who you are as you learn who they are. Have your room ready. Place your name, grade or room number on or next to the door. With a smile on your face and outstretched hands greet your students at the door. You set the tone for the day by greeting each student personally as he or she enters the classroom. Use this opportunity to build rapport, deal **quietly** and **discreetly**, with problems like gum chewing, boisterous behavior, bad moods, or unwanted materials before they can erupt into public confrontations that threaten control and disrupt the class.

Lessons 1-5 of this unit are '**getting to know you**' lessons that will help you with the introduction process as you learn about each student and they learn more about their classmates. These lessons will help in laying the groundwork for a favorable working environment.



# WHO IS THAT CHILD?

Grade Pre K - K



## Objective:

Children will use their language and observation skills as they describe themselves and learn about one another.

## Preparation

Take a photo of each child. Make individual flip books by pasting each photo onto a separate construction paper square. Then attach the top of each square to a sheet of construction paper. Write "This is ..." above each photo and the child's name on the second sheet.

## Procedure

1. One at a time, show children their photos. Lift the top sheet and point out the child's name on the second sheet. Then ask them about themselves, and write their comments below their names.
  - What do you look like?
  - What do you like to do in school? At home?
2. Invite children to draw pictures on the sheets with their names. Let children draw themselves or something they like to do at home or school. Write any comments they wish to make about the pictures.
3. With each child, read the words, "This is" above the photo. Lift the sheet and point out the child's name written at the top of the page. Then read what the child said about himself or herself.
4. Collect all the sheets and staple them together to create a book. Read the book with children, encouraging them to name each child photographed before you lift the sheet and read the name. Share what each child said.
  - How are we different from one another?
  - How are we like one another?

Some children will need to dictate their comments.





# KNOWING ME

Grades 1 - 2

## Objective:

Children will play guessing games to discover more about each other at the beginning of the school year.

**Materials:** Chart paper, Who Am I activity sheet, pencils

## Procedure:

1. Copy the reproducible "Who Am I?"
2. Tell students they will be making riddles about themselves. Explain that a riddle is like a guessing game. Give an example of a riddle - for example: *Why do birds fly south? Because it's too far to walk.*
3. Fill in the categories on the chart paper using yourself as a model.
4. Give each child a copy of the activity sheet. Ask children to fill in their own papers secretly. (For younger children you may have to take dictation.)
5. When everyone is finished, collect the papers. Gather children in a group and explain that you'll be reading each riddle aloud without telling whose it is. One person can make one guess after you read each answer. By number five the identity will be obvious.
6. When you've shared each child's paper, ask: *What are some ways that you are like other students in the class? What are some ways you are not like any other student in the class?*
7. Display students' responses creatively on bulletin board.



# WHO AM I?



I am a \_\_\_\_ boy \_\_\_\_ girl. (Check one)

My favorite food is \_\_\_\_\_.

My hair is \_\_\_\_\_.

My eyes are \_\_\_\_\_.

My initials are \_\_\_\_\_.

Who am I? \_\_\_\_\_.





# GETTING TO KNOW YOU CELEBRATION

Grades 3-6

## Objectives:

- Students will get to know their classmates in a relaxed atmosphere.
- Students will begin the year with prayer and a positive experience.
- Teacher will informally gather first impressions of the students.

## Materials:

- Inexpensive fruit drink
- A few healthy snacks
- Copies of the "Getting to know You" Game



## Procedures

1. Tell the students that they are going to spend a few minutes learning about each other with a "Getting to Know You party."
2. Hand out the "Getting to Know You" game sheets and read the instructions aloud.
3. Tell students they will have ten minutes to gather as many initials from their classmates as they can.
4. Encourage students to speak to every person in the class before the game is over.
5. As the children play the game, observe the way the children interact and gather some first impressions.
6. After 10 minutes, tell the students to stop playing the game and sit down.
7. Hand out the snacks and drinks.
8. Discuss the similarities and differences everyone discovered while playing the game.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## “GETTING TO KNOW YOU” GAME

Try to find at least **ONE** classmate in the room who fits into the following categories. When you have that classmate put his/her initials in the correct box. The object is to get as many sets of initials in every box as you can.

I am an only child.	I have a pet.	I have a brother and a sister.	My favorite food is pizza.	I can repeat Psalm 23 from memory.
I was born in another country.	We celebrate birthdays in the same month.	I am able to swim.	I hate vegetables.	I can play a musical instrument.
I can make a basket from the free throw line.	I wear contact lenses.	I enjoy singing.	I like acting.	I like to use the computer.
I like to read.	I love Math.	I can speak another language.	I have been in a play.	I have been in a choir.



# FIRST DAY INTRODUCTIONS

Grades 5-12

## Objectives:

- Students work cooperatively with a classmate.
- Students learn about their classmates.
- Students take turn introducing their partner to the class.
- Students create personal brochures.

**Materials:** First Day Introduction Worksheet

## Procedures:

1. Each student selects a partner, preferably someone he or she is not familiar with.
2. Students interview each other using questions from "First Day Introduction Sheet."
3. Students record responses and take turns introducing each other, telling what they have learned about each other.
4. Students can create brochures about themselves for a "Getting to know you" bulletin board. Insert a personal digital picture onto the brochure.





# FIRST DAY INTRODUCTION WORKSHEET



Interviewer: \_\_\_\_\_

Interviewee: \_\_\_\_\_

Date: \_\_\_\_\_

Write your names at the top of this sheet. Record responses to the questions asked. Include additional information learned during the interview.

1. What country or town were you born in? \_\_\_\_\_

2. How long have you lived in this town or country? \_\_\_\_\_

3. What do you like best about your country or town? \_\_\_\_\_

\_\_\_\_\_

4. How many people are in your family? \_\_\_\_\_

5. Do you have any hobbies? If so, name them. \_\_\_\_\_

\_\_\_\_\_

6. What was the best thing you did all summer? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. What is your best subject in school? \_\_\_\_\_

8. What do you like most about school? \_\_\_\_\_



Introduction Worksheet continued

9. What do you like least about school? \_\_\_\_\_

10. What are your goals for this school year? \_\_\_\_\_

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# RULES



## Objective:

To teach students that rules are a part of life and that God who made us gave us rules to live by.

## Overview

Rules are expectations of appropriate behavior. They are used to set limits. If rules are not kept there are consequences. God himself gave us some rules to live by They are a guide for happiness and a Revelation of the will of God. (Romans 2:18) The God who made us knows how best we should operate to know maximum happiness. If we follow God's rules we will be rewarded. Revelations 22:14 says "Blessed are they that do his commandments, that they may have the right to the tree of life, and may enter in through the gates into the city." The following lessons and activities are provided to help students to understand that rules are a part of everyday life and can be found in every facet of life including the home, school, church and community.



# RULE WRAPPING

Grade K



**Objective:** To teach and reinforce class rules.

## Procedure

1. Cut plain paper into small squares.
2. On each piece write a different class rule that you and your children have agreed on. For example: Walk in the classroom; talk in a quiet voice; take good care of the toys; clean up after play; and be kind to each other.
3. Fold squares and put each one in a gift-wrapped box. Pack the boxes into one corner of the room.
4. Have students take turns picking up a gift, unwrapping it, then removing the paper and handing it to the teacher. (Have students do a rhythmic clap while the gift is being unwrapped and chant "open it, open it" until the gift is unwrapped.)
5. Take the paper from the student and read the rule on it for the class. Have the students repeat the rule.
6. Lead the class into a discussion about what the rule means and why it is important to have such a rule.
7. Repeat the rhythmic clap and choose a new rule gift.






# CHEERY HANDS

Grade K

## Objective:

To reinforce rules taught after observing children fighting, hitting or pushing.

## Procedure:

1. Begin rhythmic clapping to get students' attention.
2. Have students hold hands and sit in a circle. Then sing 'We Are His Hands.' (Words are included in Unit.)
3. Explain to students that *cheery hands* make others happy and *sad hands* are hands that hurt others and make them sad.
4. Talk with children about ways to use cheery hands like waving, cooking, eating, writing, coloring, drawing, painting, rocking a baby.
5. Have students think of ways to use sad hands like pushing or shoving, hitting others, ripping someone's work.
6. Ask children which kind of hand they would prefer to be around, a cheery hand or a sad hand?
7. Cut hand shapes out of paper. Draw cheery faces on half of the shapes and sad faces on the other half.
8. Place the hand shapes on the desks in front of the students face down. Let each child turn over a hand. If a cheery face is showing have them name a way to use hands nicely. If a sad face is showing, let them tell a way that hand can hurt others.







# WE ARE HIS HANDS



## Verse 1

We are His hands to touch the world around us.  
We are His feet to go where He may lead.

## Chorus

And we are His love burning in the darkness  
We are His love shining in the night.

## Verse 2

We are His love to see the need in others.  
We are His voice to tell of His return.

## Chorus

And we are His love burning in the darkness  
We are His love shining in the night.



# CREATING RULES

Grades 1-4



## Objective:

To teach basic class rules.

## Procedure:

1. Talk to students about their favorite sports and game shows.
2. Select one game show and one sport. Discuss what the players need to know in order to participate successfully in each sport.
3. To be successful in these events the players must know the rules. Rules are standards of behavior. They tell you what appropriate behavior is.
4. Talk about some basic school rules and why they are important. For example keep hands and objects to yourself, bring all books and materials to class.
5. Have students share some rules that could be adopted for the class. List them on the chalk board.
6. Present your rules to the class. Include one from the students' list. Post rules on a wall in the classroom.
7. Present students with a "Create a Rule Worksheet." Have them create rules for the pictures on the worksheet.



Name \_\_\_\_\_

Date \_\_\_\_\_

# CREATE A RULE WORK SHEET

Create a rule for each picture. Write it in the space below the picture.





# WHY SHOULD YOU HAVE RULES?

Grades 5-12

## Objectives:

- To present expectations of appropriate behavior
- To teach students that not following rules has consequences
- To establish a work-oriented atmosphere
- To provide a safe and protected environment for all students

**Material:** Screen, white board or wall space, a computer, an LCD projector. Prepared PowerPoint slides provided with unit.

## Procedure

1. Ask students to define *rules*.
2. Discuss why rules are needed.
3. Ask students to give specific examples of general school rules.
4. Choose two general rules like "Be Polite" and "Respect Others." Ask students to explain what these rules mean to them.
5. Present five rules for the class/room. Divide students into five groups. Assign one of the rules to each group. Ask each group to list consequences or penalties that they believe are appropriate for disobeying rules.
6. Discuss the consequences each group listed. Then share consequences that you have for the rules.
7. Post class rules in an appropriate place for students to see and review when necessary.
8. Share the "Golden Rule" to end lesson. Matthew 7:12





# WE THE PEOPLE . . .

## Of This Classroom Have Certain Individual Rights:

1. I have the right to be happy and to be treated fairly in this room. No one will make fun of me or hurt my feelings. I will be given the same consideration and respect as others.
2. I have the right to be safe in this room. No one will push, hit, kick, or punch me.
3. I have a right to hear and to be heard in this room.  
No one will shout, yell, or make loud noises at inappropriate times.
4. I have a right to learn in this room.  
No one will keep me from succeeding in my studies.
5. I have the right to be myself in this room.  
No one will judge me or treat me unfairly because of my color, gender, background, or ideas.





# MATHEMATICS RULES

## Order of Operations

**P**lease

**E**xcuse

**M**y **D**ear

**A**unt **S**ally

**Parentheses** **Exponents**

**Multiply** or **Divide**

**Add** or **Subtract**

$$3 + 6 \times (5 + 4) \div 3 - 7$$

When you have more than one operation in a math problem, you must solve it following the correct **order of operations**:

Rule 1: First copy the problem correctly.

Rule 2: Then go through each level of operations

(Parentheses, Exponents, Multiply, Divide, Add, Subtract)

Rule 3: Do the operations **within each level from left to right**.

Rule 4: Write the answer directly below the operation sign.

Rule 5: Bring down the other numbers (be careful not to re-use any).

Rule 6: Continue until all operations are completed.

Step 1:  $3 + 6 \times (5 + 4) \div 3 - 7 = 3 + 6 \times 9 \div 3 - 7$  Parentheses

Step 2:  $3 + 6 \times 9 \div 3 - 7 = 3 + 54 \div 3 - 7$  Multiplication

Step 3:  $3 + 54 \div 3 - 7 = 3 + 18 - 7$  Division

Step 4:  $3 + 18 - 7 = 21 - 7$  Addition

Step 5:  $21 - 7 = 14$  Subtraction





# SPELLING RULES



## Spelling Plural Nouns

1. Most words add **s** to the root forms without any change (stick - sticks).
2. Words ending in **sh, ch, ss, x, and z**, usually add **es** to form the Plural. (church - churches) (box - boxes) (brush - brushes) (Class - classes) (buzz - buzzes)
3. Words ending in a consonant and **y** change the **y** to **i** and add **es**. (baby - babies)
4. Some words ending in **f** change the **f** to **v** and add **es** (leaf - leaves)
5. Some singular words have different words for their plural form. (man - men) (mouse - mice) (goose - geese)
6. Some nouns ending in **o** take **s** as the plural, while others take **es**. (photo - photos) (hero - heroes)
7. Some nouns do not change at all. (cod - cod) (deer - deer) (fish - fish) (sheep - sheep)
8. Some nouns are traditionally plural, but are also used for singular forms. (crossroads - crossroads) (dice - dice) (species - species)
9. Some nouns end in **-us** and take **i** for the plural. (fungus - fungi)



# FIRE SAFETY RULES

- ✓ Listen carefully to directions.
- ✓ Quietly line up.
- ✓ Walk carefully and quickly out of the building to your assigned place.
- ✓ Stay with your class at all times.
- ✓ Wait with your teacher until it is safe to return to your classroom.







# OUR CLASSROOM CONTRACT

**As a parent/guardian of this school I will endeavor to:**

- Show respect and support for my child, the teachers, and the school.
- Support the school's discipline policy.
- Provide a quiet, well-lit place for study and supervise the completion of homework.
- Attend parent-teacher conferences.
- Talk with my child each day about his or her school activities.
- Monitor my child's TV and Internet viewing, telephone usage.
- Read with my child for at least 10 minutes each day and let my child see me read.

**As a student of this school, I will:**

- Always try to do my best work.
- Be kind and helpful to my classmates.
- Show respect for myself, my school, and other people.
- Obey classroom, school, and bus rules.
- Show respect for property by not stealing or vandalizing.
- Come to school on time, prepared with my homework and my supplies.
- Believe that I can and will learn.
- Spend at least 15 minutes each day studying or reading at home.
- Talk with my parents each day about my school activities.





## Our Classroom Contract Continued ...

### As a teacher of this school, I will:

- Show respect for each child and for his or her family.
- Make efficient use of learning time.
- Provide a safe and comfortable environment that's conducive to learning.
- Help each child grow to his or her fullest potential.
- Provide meaningful and appropriate homework activities.
- Provide necessary assistance to parents so that they can help with assignments.
- Enforce school and classroom rules fairly and consistently.
- Supply students and parents with clear evaluations of progress and achievement.
- Use special activities in the classroom to make learning enjoyable.
- Demonstrate professional behavior and a positive attitude.

Let us pray and ask to God to help us carry out this contract.



Signed:

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher signature

\_\_\_\_\_  
Date



# DISCIPLINARY REPORT

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Teacher

Grade \_\_\_\_\_

Date \_\_\_\_\_

Your child's teacher/supervisor submitted the following disciplinary report. Kindly request a conference with the teacher, supervisor and/or principal regarding the infraction (s).

## Infraction (s)

- Disturbs class
- Does not cooperate
- Disrespectful to teacher
- Fighting
- Unacceptable Language
- Damages school property
- Left school grounds
- Dress code violation
- Chronic tardiness
- Unexcused absence
- Drug possession
- Absence from assigned location
- Weapon possession
- Name calling
- Other \_\_\_\_\_

## Action (s) Taken

- Consultation with student
- Verbal warning
- After-school detention
- Suspension # of days \_\_\_\_\_
- In-school suspension
- Damages assessed
- Reimbursement for damage
- Verbal contact with parent
- Excluded from some privileges
- Changed seating arrangements
- Assigned specific duties
- Arrange for conference with*
- Parent  Student  Counselor
- Teacher  Principal  School Board
- Probation # of days \_\_\_\_\_
- Expulsion Review

Principal's Signature \_\_\_\_\_





# PREVENTATIVE MANAGEMENT STRATEGIES

Grades K - 12



You are in front of the class teaching a new concept to the students when you notice that students in the front of the room are talking and not paying attention. What do you do? Do you deal with the behavior or do you continue instruction?

If you want to maximize the time available for instruction you need to make sure all your students know how they are expected to behave during the first few days and weeks of school. Teach the appropriate behavior and monitor it. Also keep students actively engaged throughout the lesson to prevent disruptive behavior.

## 1. Management before Instruction

Make sure all students are paying attention and not disrupting. Monitor their behavior.

## 2. Do not wait for students to be Quiet

Waiting for students to be quiet wastes time. Use an "attention-getting signal" (Lee Canter). Teach the behavior that is required when the signal is given. The students will then:

- Freeze
- Look at the teacher
- Listen to the teacher



### 3. Use a signal that will get everyone's attention

Signals could include:

- Clapping rhythmically: *"When you hear me clapping, join in with me. When I stop clapping, you stop, look at me and listen"*
- Ringing of bell
- Giving hand signals, such as one hand in the air and the other with one finger on lip (the "Shh" signal)
- Flashing of lights

### 4. Expect complete compliance

All of your students must freeze and give you their attention when you use your signal. Remember to tell behavior after the attention-getting signal, particularly in the first few days of school. Always correct students who are off task or disruptive.

### 5. Use eye contact to get students' attention

Look directly at the students who have difficulty complying when you give the signal.



Adapted from: Canter, Lee (2006) *Classroom Management for Academic Success*, Solution Tree. Bloomington: IN



# PREVENTION, PREVENTION, PREVENTION

The following techniques can help to prevent small problems from escalating into big ones:

- Establishing eye contact with students
- Moving around the room and increasing proximity to restless students
- Sending a silent signal
- Giving a quiet reminder
- Re-directing a student's attention
- Beginning a new activity
- Offering a choice
- Using humor
- Providing positive reinforcement
- Waiting quietly until everyone is on task
- Asking a directed question





# MANAGING NEGATIVE BEHAVIOR

Grades K - 2

## Objective:

To provide ideas that will help you manage difficult behavior challenges

### Room Arrangement

1. Provide students with adequate space around desks. This will prevent the hitting or touching of other students while seated.
2. Keep all items not in immediate use in cabinets or closets. It is said that the more items available for an angry child to throw, the more rewarding and potentially harmful the tantrum becomes.
3. Keep scissors, knives, and other potential weapons out of students' reach.
4. If necessary, arrange furniture to provide students with visual barriers while doing independent work.
5. Make areas of the room activity-specific. For example, desks for work, rug for play, large tables for group discussion, and the time-out corner for cooling off and thinking. This helps the students develop constructive classroom behavior habits and reduces confusion over what behavior is expected at a given place and time.
6. Remove everything from the room that is not needed.
7. Make furniture and materials accessible to students in order to increase productivity and decrease anger and frustration.
8. Actively enforce the rule that there will be no hurting of each other.



# CLASSROOM DISTRACTIONS



Grades 1 - 8

## Objective:

Students will learn and practice appropriate classroom behavior.

**Material:** See sample classroom contract that is provided in the rules section of this unit.

1. Discuss and write a "group" contract accepting acceptable classroom rules and procedures by the end of the first week of school.
2. Periodically review the rules and procedures of the classroom until the students can successfully adhere to them.
3. Use simple verbal reprimands when the misbehavior occurs. Make sure that they are to the point, moderate in tone, and private. (For example, "Please stop talking and complete your assignment.")
4. Praise the entire class frequently.(For example, "Thank you for working quietly.")
5. Provide an individualized contract for students who continually exhibit unacceptable behavior (for example, frequently out of seat), pinpointing desired behavior. If goal is reached, provide student with a designated reward.
6. Intervene as soon as possible in order to prevent the misbehavior from occurring. (For example, say "Sally, may I help you with your assignment?" when the student begins to show signs of frustration).
7. Use facial expressions to convey to the student that the misbehavior was not totally overlooked. Move around the room frequently, to avert potential behavioral problems.





# THE STUDENT WHO ARGUES

Grades 1 - 12

## Objective:

To help the teacher deal with the student who becomes argumentative upon confrontation

1. Never confront the student in a group situation.
2. Do not use an accusatory tone upon approaching the student.
3. Evaluate the situation that led to the confrontation.
4. Never back the student into a corner.
5. Never make threats that cannot be carried out.
6. Allow your emotions to cool before approaching the student.
7. Maintain the appearance of control at all times. Use clear, firm voice.
8. Give the child an opportunity to explain himself/herself.
9. Try doing role reversal. Explore what led to the confrontation. Avoid repeating these circumstances. If you made an error, admit it.





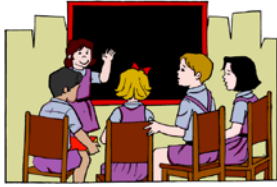
# DEPENDENT STUDENTS

Grades 1 - 8

## Objective:

To provide techniques to help you cope with the child who demands constant attention.

1. Give this child a special job to show that you care about and have confidence in him/her.
2. Make this child a captain or leader whenever possible.
3. Provide a wide variety of classroom experiences.
4. Implement a buddy system for the child.
5. Check with parents. See what is motivating the dependency.
6. Assign this child simple, easy tasks that allow for success.
7. Provide self-correcting tasks so that the child may see his/her own errors.
8. Videotape your class in action and let the student actually see how he/she interacts in class.



# RESPECT

Grades 5 -12

## Objective:

To teach students to show respect for adults, peers, their belongings and the property of others.

1. Practice the 3 R's: Respect, Responsibility, and Reciprocity.
2. Role-play situations where there is lack of respect. Follow up with discussion and alternative actions.
3. Clearly state the reasons for respecting other people's property. Acknowledge those who demonstrate respect for other's property so that their peers can model their behavior.
4. Show videos dealing with respect, and then discuss them.
5. Don't make unrealistic requests, dictate rules without explanations, or give an ultimatum that presents students with a boundary they might be tempted to cross because they feel it is unreasonable.
6. Listen to each student. Never assume that you know what the student is going to say to explain his/her actions.
7. Show students that as the teacher who is in charge of the class, you show respect and they are expected to give respect in return.
8. Never make idle, sarcastic threats.



# TRANSITIONS



**Grades K - 12**

As you go through each day, your students will need to switch from one activity to another while they are still in their seats. Sometimes students use transitional time to socialize, wander around the room and become disruptive. Successful transitions are essential to a well-managed classroom. Teach students desirable behavior that will create an excellent learning environment. The next five lessons will help you teach appropriate behavior for:

- ❖ Leaving the classroom
- ❖ After recess or lunch
- ❖ Assembly / Chapel
- ❖ Walking in line
- ❖ Emergency drills



# LEAVING THE CLASSROOM

## Behaviors to Teach

When told to get ready to line up, students will:

- Follow directions to get ready to leave.
- Gather materials they will need without talking.
- Push in chairs correctly and walk to the end of the line.
- Stand in a straight line without touching anyone.
- Wait to be dismissed from the classroom.



## Preventative Procedures

1. Allocate adequate time before lining up.
2. Give directions for lining up while standing at the door.
3. In the beginning, do not have all of the students line up at once. Pick one table or row to line up at a time. Increase the number of students lining up by calling for more rows until the entire group is lined up.
4. Model lining up for students who tend to be disruptive during transitions.
5. Lining up students can be one of the most disruptive activities you will ask students to do. Do not allow yourself to be distracted during this activity. Monitor the entire transition, and do not forget to instruct students as they follow the steps given.
6. Some students will rush to be in front of the line. Have them go back to their seats and wait for your signal again.
7. Assign the carrying of equipment, gadgets and material for designated activities to students. These students are responsible for returning them back to the appropriate places after each use.

Adapted from: Canter, Lee (2006) *Classroom Management for Academic*

*Success*, Bloomington, IN: Solution Tree.



# AFTER RECESS OR LUNCH

## Behaviors to Teach

When returning to class after recess or lunch students will:

- Put away belongings and walk to their seat.
- Start assignment on the board without talking.

## Preventative Procedures

1. Teach students how you want them to enter the classroom.
2. Have an assignment on the board for students to work on as they enter the classroom.
3. Silent reading for 5 - 10 minutes is also a good transitional activity.
4. Some teachers play quiet music when students enter.
5. Stand at the door and lead the students in. This will allow you to monitor them as they enter the room.
6. As students enter the classroom, avoid engaging in conversation with students that can distract you from monitoring behavior.
7. Deal with problems that develop during recess or lunch at a later time, unless a student is obviously hurt, tell him or her to write down what the other side did and hand the note to you. Another way to handle recess or lunch problem is to post a box inside the classroom door. Encourage students to write notes about issues or concerns raised while they were out of the class. Have students place these notes in the box as they come into the room. These measures will lessen frequent tattling after recess or lunch.
8. Set a time limit for entering the classroom after recess or lunch.

Adapted from: Canter, Lee (2006) *Classroom Management for Academic Success*, Bloomington, IN: Solution Tree.



# ASSEMBLY / CHAPEL

## Behaviors to Teach

When attending assemblies or chapel students will:

- Sit in their seats.
- Follow the directions given.
- Clap or respond only when it is appropriate.
- Participate when instructed to do so.



## Preventative Procedures

1. Know where your class is expected to sit ahead of time.
2. Take younger students to the assembly location ahead of time. This will give them a preview of what to expect.
3. Tell students exactly how to file into their seats. For example, "Walk down the row until you reach the first available seat, and sit down. Sit in the order in which you were lined up."
4. Let students know you are monitoring their behavior. Take a writing pad to record names of students who choose to misbehave, and follow up with them when you return to class.
5. Have the noncompliant student sit with you.

Adapted from: Canter, Lee (2006) *Classroom Management for Academic Success*, Bloomington, IN: Solution Tree.



# WALKING IN LINE

## Behaviors to Teach

When given the "go" signal, students will:

- Walk directly behind the person in front of them.
- Keep their hands to themselves and proceed without talking.

## Preventative Procedures

1. Teach students how to line up first before teaching them how to walk in a line as a group. Allow extra time so you can make sure you have the students practice walking appropriately.
2. Assign a line leader and someone who can turn off the lights or shut doors after the class has exited. Make it clear that no one should walk in front of the line leader or behind the person who closes the door and shuts the lights off.
3. Place yourself where you can easily monitor student behavior.
4. Let students know you are monitoring how they are walking.
5. Keep track of students who choose to receive consequences. Record the names and deal with it later.
6. Have students who have difficulty following directions walk beside you.
7. Stop the class if several students are not following directions. Have the students go back where they began and start all over again.
8. Pair students up so they walk with a buddy. This will create a more manageable line.
9. Teach students to keep one foot on the ground at all times. This will prevent them from running.
10. Have students stop at the door before entering the designated stop. Once they have stopped, give students directions for how you want them to behave when they enter the location.



Adapted from: Canter, Lee (2006) *Classroom Management for Academic Success*, Bloomington, IN: Solution Tree.





# EMERGENCY DRILLS

## Behaviors to Teach

When given a signal, students will:

- Stop
- Look at the teacher
- Follow the teacher's directions.



## Preventative Procedures

1. Learn your school's emergency procedure.
2. The teacher must be the last one to leave the classroom during the emergency drill or an actual emergency.
3. Make sure that the room is empty, and close the door behind you. If you have a classroom aide, he or she can lead the students.
4. Keep the emergency contact number in a convenient spot that is easy to reach.
5. Always stress to students the seriousness of any drill or an actual emergency.

Adapted from: Canter, Lee (2006) *Classroom Management for Academic Success*, Bloomington, IN: Solution Tree.



# CONFLICT RESOLUTION

Whenever there is more than one individual in a room conflicts are inevitable. A conflict can be as small as a disagreement or as large as a war. It can originate in one person, between two or more people, or between two or more groups. Conflicts are abundant in schools. Experts say that students must be taught how to negotiate and mediate and gain enough experience so that they develop considerable expertise in resolving interpersonal conflicts constructively.

## Problem Solving

Grades 1

### Objective:

The students will learn a problem solving procedure.

### Procedures

1. Discuss what a conflict is. Explain that when there is a conflict, there is a problem.
2. Present the steps that students need to follow to solve the problem.
  - A. Define the problem
  - B. Brainstorm solutions.
  - C. Choose a solution and act on it.
3. Go over each step with the class. Define problems that do not affix blame.
4. Point out that before the problem solving begins; the people in the conflict have to agree to work it out. They must not yell or call each other names.
5. Encourage students to come up with as many solutions as they can.
6. Choose the best possible solution.

Internet source: [http://www.teach-nology.com/teachers/lesson\\_plans/health/conflict/](http://www.teach-nology.com/teachers/lesson_plans/health/conflict/)





# EXPLORING CONFLICTS

Grades 9 -12



## Objectives:

- Students will define conflict and violence.
- Students will distinguish between conflict and violence
- Students will identify what is positive about conflict.
- Students will analyze a conflict they have experienced.

## Procedures:

1. Place the word *conflict* on the board and have students share words that they would associate with conflict. List them, using a web format. Group related words together.
2. Discuss generalizations that we may make about our associations with the word *conflict*. Why are most associations with conflict negative?
3. Define the word *conflict*.
4. Explain that many people equate conflict with violence.
5. Discuss the difference between conflict and violence.
6. Point out that violence and conflict are not the same thing. Most conflicts do not lead to violence.
7. Ask students to brainstorm a list of things that are positive about conflict. For example: It can shape our thinking so that we have new ideas. It can bring us closer to another person.
8. Explain to students that conflicts are a part of life. We experience them at home, at church, at school and on the playground.
9. In pairs students will take turns talking and listening. Give each person two or three minutes to respond to the following question: What was a recent conflict you experienced? Who was involved? What happened? How was it resolved?

Internet source: [http://www.teach-nology.com/teachers/lesson\\_plans/health/conflict/](http://www.teach-nology.com/teachers/lesson_plans/health/conflict/)



# CONFLICT RESOLUTION ACTIVITIES

Grades 3 - 8

## Objective:

The students will learn techniques that encourage positive relationships with their peers.



## Anger Ball Toss

**Material:** Soft ball.

Have students stand in a circle. Begin by completing the sentence, "I get angry when . . ." Ask for a volunteer to restate what you just said. Toss the soft ball to the student. That student restates what you just said, then completes the sentence. She/he then tosses the ball to someone else, who repeats what was said, then completes the sentence for himself, and so on.

## Taking a Stand

Have students describe a time they felt they were being taken advantage of, and they stood up for themselves

## "I Got What I Wanted..."



Have students complete the following sentence: "A time I got something I wanted was when . . ."

Internet Source: [http://www.teach-nology.com/teachers/lesson\\_plans/health/conflict/](http://www.teach-nology.com/teachers/lesson_plans/health/conflict/)



## How Are You Feeling Right Now?

**Material:** 5 X 8 Index Cards

Distribute 5 X 8 index cards. Ask each student to write on the card in large letters one word that describes how he or she is feeling right now. Have students share their responses with their peers. List these on the chalk or white board. Point out how rare it is for different people to bring the same feelings to an experience or situation. Call upon students to share why they wrote down the words that they did.

## The Color of Conflict



**Materials:** 4 X 8 Construction paper squares in red, black, brown, gray and other colors.

Distribute cut squares to students. Ask each student to choose a color or group of colors that she/he thinks represents conflict. Either in a large group or in smaller groups, have participants share the colors they chose and say why they chose them. (If you split into smaller groups, come back together at the end and have students share with the whole group which colors they chose and why.)

Internet source: [http://www.teach-nology.com/teachers/lesson\\_plans/health/conflict/](http://www.teach-nology.com/teachers/lesson_plans/health/conflict/)



# SOLVING CONFLICTS

## Objective:

To teach students the terminology used in resolving conflicts.

## Terminology

### Communicate

Some conflicts start because people misunderstand each other. Talking things out and explaining might take care of it.

### Negotiate

When two or more people decide to work out a conflict themselves, they might follow a set of steps. The steps help them work out the conflict or *negotiate*.

### Mediate

Sometimes people want to work out a problem but have trouble negotiating. They might ask someone to help them. That person is called a *mediator*. He or she *mediates* the conflict by helping the people work it out. The mediator does not tell the people what to do; he or she helps them decide for themselves.

### Arbitrate

Sometimes a mediator does solve people's problems. Then he or she isn't called an *arbitrator*. To arbitrate is to settle a dispute between individuals. When people ask an arbitrator to help them, they must agree to do whatever the arbitrator suggests.

### Litigate

When people can't work out their conflict themselves, they often go to court and have a trial. They hire lawyers and go before a judge. A judge is like an arbitrator. The lawyers try to convince the judge that their client is right. The judge decides who is right according to the law and decides what solution there should be.

### Legislator

To legislate is to make something the law or a rule. Some kinds of conflict cause people to try to change laws or rules so that the problem won't happen again.



# MISCELLANEOUS ITEMS

Grades K - 12

## A. School-Home Routines

- Parent-Teacher Conference Tips
- Sample Parent- Teacher Exit Letter

## B. Missing Home-Work Notice

## C. Incentives for Students

- Bookmarks
- Certificates





# PARENT-TEACHER CONFERENCES

Parent teacher conferences give you the opportunity to share children's progress and coordinate plans for helping them learn more. This routine will help you organize parent-teacher conferences.

## Plan the Conference

- Make a schedule. Be knowledgeable of school policies. Allow for a reasonable amount of time for each conference.
- Focus on one area of improvement and one area of success for each child.
- Decide if children will participate. Sometimes it is helpful to have children explain their work and set goals for future work.

## Communication with Parents

- Notify parents of the date and time of the conference. If possible, list alternatives or allow parents to suggest times.
- Allow parents to bring a translator or, if possible, provide one for parents who need one.
- Encourage families to write questions they would like to ask and note any topics they would like to discuss.
- Encourage families to speak with their children before the conference. They can discuss what the teacher might say and issues the child would like discussed

## Prepare for the Conference

- Prepare a portfolio of each child's work. Include samples of all work. Examples of growth and examples of issues you plan to discuss.

## Meet with Parents

- Begin by discussing the positive aspects of the child's experience in class.
- Explain your goal for the child and how each child's progress is assessed.
- Talk about the child's work. Explain any aspects of your program that parents do not understand.
- Discuss parents' questions and any issues they have. Listen to parents. It will help you understand what they want for their child.

## Close the Conference

- Close the conference by setting goals for the child's future work. Suggest strategies for meeting those goals. Communicate regularly about children's growth.







# FOLLOW UP LETTER

## Parent-teacher Conference

Dear \_\_\_\_\_,

Thanks for attending the conference concerning your \_\_\_\_\_  
\_\_\_\_\_ that was held on \_\_\_\_\_

It was good to meet and speak with you. I feel confident that  
\_\_\_\_\_ will really benefit from the cooperation between  
us.

As a reminder to both of us, I am outlining the suggestions made at the  
conference. Here they are:

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---

Thanks again for your cooperation and understanding. I am hopeful of future  
success. May God bless you and your family.

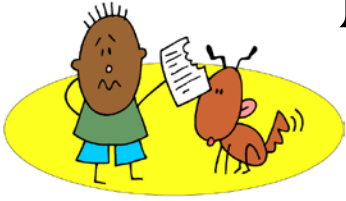
Yours truly,

---





# HOMework NOTE



Your child, \_\_\_\_\_, did not complete the following homework assignment(s):

## Subjects

## Descriptions

- Bible \_\_\_\_\_
- English \_\_\_\_\_
- Mathematics \_\_\_\_\_
- Reading \_\_\_\_\_
- Spelling \_\_\_\_\_
- Phonics \_\_\_\_\_
- Social Studies \_\_\_\_\_
- Science \_\_\_\_\_
- Spanish \_\_\_\_\_
- French \_\_\_\_\_
- Computer \_\_\_\_\_
- (Other) \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Parent: \_\_\_\_\_

Date: \_\_\_\_\_





# HOMework NOTICE

School: \_\_\_\_\_ Student: \_\_\_\_\_  
Telephone : \_\_\_\_\_ Grade: \_\_\_\_\_  
Email: \_\_\_\_\_ Subject: \_\_\_\_\_

## NOTICE TO PARENTS

This is to inform you of your child's missing and/or incomplete homework assignment.

**ASSIGNMENT:** \_\_\_\_\_ **DUE:** \_\_\_\_\_

### ASSIGNMENT STATUS:

- Missing
- unacceptable appearance
- Missing class materials
- Incomplete
- Incorrect
- Other

### TEACHER COMMENTS:

Parent please sign and return \_\_\_\_\_

Teacher's Signature \_\_\_\_\_



# INCENTIVE - BOOKMARKS

**Directions:** Print, laminate and cut out bookmarks. Put a hole in one end of the bookmark and finish it with a piece of ribbon or wool. Give to deserving students to encourage and motivate them.

*Thy word is a lamp unto my feet,  
and a light unto my path.*

*Psalm 119:105*



Let your light so shine before men that they may see  
your good works and glorify your Father which is in heaven.

Matthew 5:16



**The Golden Rule**

**Do to others what you would have them do to you**

**Matthew 7:12**



# Bookmarks

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**IN ALL  
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Proverbs  
3:16**

**STUDY  
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UNTO  
GOD ...  
  
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Timothy  
2:15**



# WELCOME CERTIFICATE

## WELCOME



\_\_\_\_\_

Name

\_\_\_\_\_

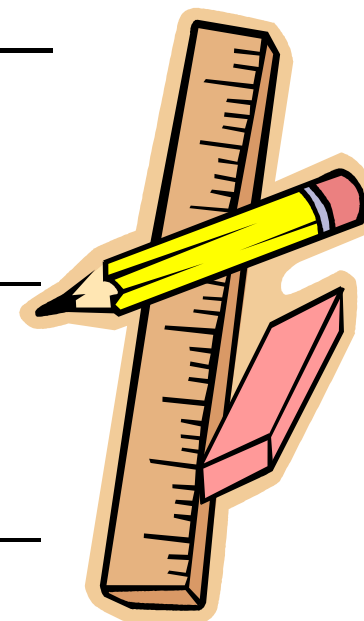
Grade

\_\_\_\_\_

Signature

\_\_\_\_\_

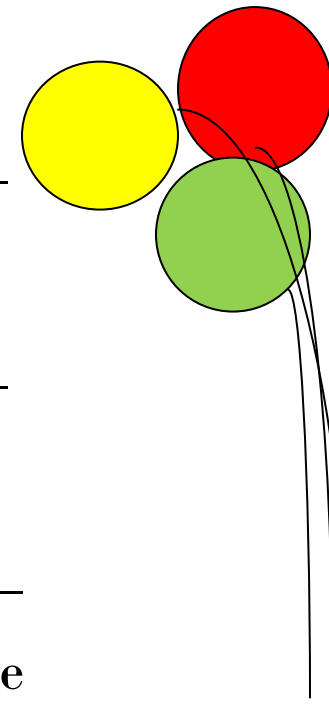
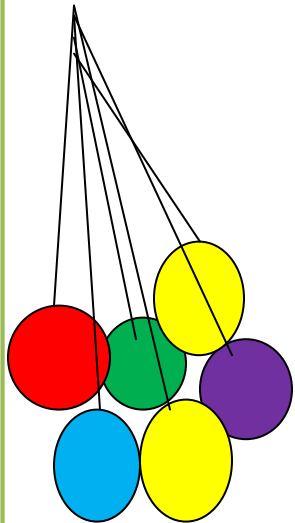
Date





# BIRTHDAY CERTIFICATE

## BIRTHDAY CELEBRATION!



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Name

---

Grade

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Signature

Date



# CERTIFICATE OF EXCELLENCE

# CERTIFICATE OF EXCELLENCE

In

\_\_\_\_\_

Presented to

\_\_\_\_\_



This \_\_\_\_\_ day of \_\_\_\_\_  
Day Month Year

Signature \_\_\_\_\_





# CERTIFICATE OF ACHIEVEMENT

# CERTIFICATE OF ACHIEVEMENT

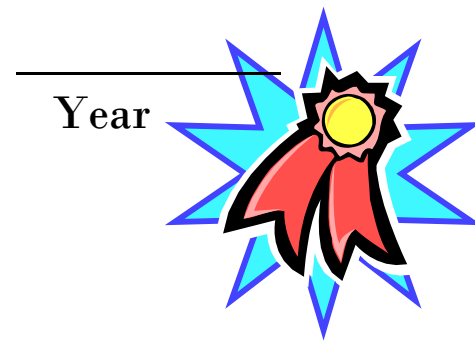
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This \_\_\_\_\_ day of \_\_\_\_\_  
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Signature \_\_\_\_\_



# ATTENDANCE CERTIFICATE

PRESENTED TO

\_\_\_\_\_

This \_\_\_\_\_ day of \_\_\_\_\_,

School \_\_\_\_\_ Grade \_\_\_\_\_

Signature \_\_\_\_\_



# ATTENDANCE AWARD

## CITIZENSHIP AWARD

PRESENTED TO

\_\_\_\_\_

This \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Signature \_\_\_\_\_





# INTERNET RESOURCES

## Annotated Links

<http://www.teachingideas.co.uk/more/index.htm> This site contains assembly ideas, display photos, classroom management tips, and lots of other really useful ideas and resources for teachers.

<http://www.teachervision.com> TeacherVision® is one of the Internet's most popular sites for teachers, featuring tools and resources that save educators time and make learning fun for students in grades K-12. Resources include a vast online library of lesson plans, graphic organizers, printable forms, email newsletters, quizzes, and printable books to help teachers enhance student learning, meet local and national educational goals, and manage your teaching lives and classrooms with ease.

<http://school.discoveryeducation.com/schrockguide/> Kathy Schrock's Guide for Educators is a categorized list of sites useful for enhancing curriculum and professional growth.

<http://teach-nology.com/> This site provides free and easy-to use resources for teachers dedicated to improving the education of today's generation of students.

<http://www.solution-tree.com/Public/Main.aspx> Solution Tree offers resources and professional development opportunities to help educators build professional learning communities, connect with youth at risk, create a culture of caring, and more.

[www.123certificates.com](http://www.123certificates.com) Use this certificate maker to print rewards for students, friends, family, and party guests. Reward the student of the week, the player of the game, the spelling bee winner, teacher of the month, employee of the year, a student that has worked hard - you can even reward yourself! These can be used as printable greeting cards or printable party invitations.

<http://educationworld.com/> Education World, the Educator's Best Friend, a resource that includes a search engine for educational web sites only. A place where educators can find information without searching the entire internet; original content including lesson plans, practical information for educators, information on how to integrate technology in the classroom, articles written by education experts, and more.





# RESOURCES

Canter, Lee (2006) *Classroom management for academic success*, Bloomington IN: Solution Tree.

Claycomb, Patty, Bittenger, Gayle A. (1998) *Bear hugs*, Torrance, CA: Totline Publications.

Wong, Harry K., Wong, Rosemary T., (1998) *The first days of school*, Mountain View, CA: Wong Publications, Inc.

<http://www.educationworld.com>

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[http://www.teach-nology.com/tachers/lessonplans/health/conflict/.](http://www.teach-nology.com/tachers/lessonplans/health/conflict/)

