

CLASSROOM MANAGEMENT GUIDE



Varitra
FOUNDATION
CULTIVATING SUSTAINABLE COLLABORATIONS

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- Helpful tips to manage your class
- Student Learning Styles
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LESSON PLANNING

WHAT IS LESSON PLANNING?

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. It is a step-by-step guide that provides a structure for an essential learning.

NEEFITS OF LESSON PLANNING

Lesson planning can help the teacher to be well prepared and be aware of what he/she intends on teaching the students. A well-prepared teacher is likely to not stammer or mumble during teaching because of the timely preparation of the lesson. They will be able to deliver the lesson within the given time and there is a sense of control and direction while teaching

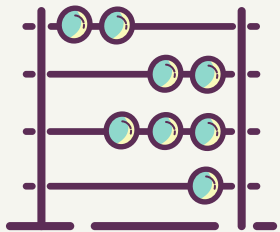


HOW TO PLAN A LESSON?



STEP 1 - LEARNING OBJECTIVE

Lesson planning helps the teacher in deciding the aim or objective of a class/session. This helps the teacher in maintaining a teaching pattern and does not let the class deviate from the topic.



STEP 2 - LEARNING ACTIVITIES

Once the objectives are in place, it is important to make sure that the planned lesson is understandable by the students. The teacher should prepare different methods and learning activities for the students to understand the topic easily.



STEP 3 - ASSESSMENT

It is also important that the teacher checks the students' knowledge and understanding of the class/session through asking relevant questions.



ALWAYS ASK YOURSELF ...

BEFORE THE CLASS

- What are my students going to learn at the end of the class?
- How will my students understanding the topic?
- What are some activities that I can undertake?
- How much time do I need and can it be achieved in the time given to me?
- How will I check whether my students have learnt properly?

DURING THE CLASS

- Are the children aware about the lesson?
- Have they understood the learning outcomes to the students?
- Are my instructions or the activity or task clear?

AFTER THE CLASS

- What worked well with the students?
- Why did it work well?
- Do I need to do anything differently?
- Where do i need to improve?

TIPS FOR A HAPPY CLASSROOM

Classroom management is something we all as teachers or volunteers struggle with from time to time.

How can you create a welcoming environment for your students while also maintaining a structure that's conducive to learning?

Here are some quick tips to begin with -

- **PLAN WELL** - When you make your lesson plan, think through the details - what, how, how long and what next? Always keep an extra "just in case" activity that you can go with if needed
- **MORE LEARNING ACTIVITIES** - Include group and pair activities. Let students have time with a partner or a small group and also give time to reflect as an individual learner. Engagement can be an easy fix for behavior problems in classrooms.



TIPS FOR A HAPPY CLASSROOM

- **CLASS RULES** - Students should understand the class rules and procedures for everything in the classroom. If students know what's expected of them, they'll be more likely to behave the way you want them to in class.
- **APPRECIATE** - If students are doing what they're supposed to, take notice and compliment them. Encourage as many students as you can to continue to behave the right way in class with a healthy balance of positive reinforcement.
- **SEATING** - Sometimes, problems can be solved by simply adjusting where students sit in your class. If two students keep chatting, separate them. If someone is distracting others, move that student away from their peers. Seat students who need special attention and focus close to you or at the front of the class.



TIPS FOR A HAPPY CLASSROOM

- **MOVE AROUND** - Try not to plant yourself in one spot. As you are teaching, move from corner to corner of the room and up and down rows to have some proximity to each student in the classroom. This helps both you and your students because you can see if they are following along, and students who are more timid will feel more comfortable asking questions when you are right next to them. This also keeps students alert and more likely to be engaged and on task.
- **GET TO KNOW YOUR STUDENTS** - The better you know your students, the easier it will be to manage your classroom. Ask your students about their lives. Greet them at the class door, and let them know you're excited to see them.
- **GET SUPPORT** - It takes a village to raise a child. If you need help, reach out to parents and school administration. Try to establish a positive connection with parents through PTMs and events. Take the time to observe these other teachers to gain insights and learnings.



Different Learning Styles



What is learning?

Learning is the act of acquiring new or modifying and reinforcing existing, knowledge, behaviours, skills, values, or preferences.

1. Physical

- Using hands or body
- Sense of touch

4. Visual

- Using hands or body
- Sense of touch

2. Auditory

- Using sound or music
- Audio books

5. Social

- Group learning
- Group activities

3. Verbal

- Speech
- Writing

6. Solitary

- Self-study
- Parent to child



CLASSROOM RULE-SETTING

WHY RULE-SETTING?

Starting your school year on a right note with children includes establishing classroom rules that will last the whole year through. These rules should contribute to a healthy and successful learning and an orderly environment.

Most experienced educators say the key to creating classroom rules is to keep those rules few and simple. It is too hard to remember a long list. Clearly communicate the consequences up front if the rules are broken.

You can also use this list as a starting point to meet the needs of your class and grade level:

- Treat others as you would like to be treated.
- Respect other people and their property (For example – no hitting, no stealing).
- Laugh with anyone, but laugh at no one.
- Be responsible for your own learning.
- Come to class and hand in assignments on time.
- Do not disturb people who are working.



CLASSROOM RULE-SETTING

ACTIVITY 1

Characteristics of good students



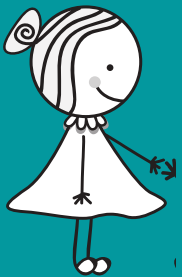
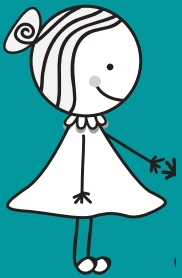
1. Arrange students into small groups
2. Have each group come up with a list of characteristics of a good student
3. Give the groups 10 to 15 minutes to create their lists.
4. Then bring together the groups to share and create a master list of the qualities of good students.
5. Use those as the material for creating your class rules.



CLASSROOM RULE-SETTING

ACTIVITY 2

Classroom Behaviour Contract



1. The rule-making process begins when with four simple questions to the students.

- How do you want me to treat you?
- How do you want to treat on another?
- How do you think I want to be treated?
- How should we treat one another when there's a conflict?

2. Encourage students to share their thoughts about those questions in small groups and then with the entire class.

3. Note these responses on a large sheet of chart paper.

4. Ask for clarity. If students say 'be nice,' they have to tell what that means. It will help you understand what the students are thinking.

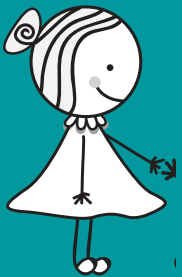
5. If an idea is repeated, a checkmark or star is placed beside it.



CLASSROOM RULE-SETTING



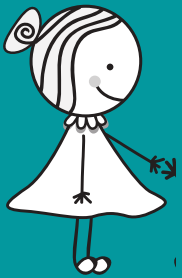
ACTIVITY 3 Establish The Need For Rules



1. Arrange students into groups of four.
2. Give each group 15 blank index cards and a pair of dice.
3. Give the teams 15 to 20 minutes to create and play a game that makes use of the dice and the cards.
4. When time is up, have a member of each team explain the game the group invented.
5. The students will share the "rules" of the game as they explain the game
6. Discuss why rules are necessary.
7. With the help of the students, create your list of most necessary class rules.



CLASSROOM RULE-SETTING



ACTIVITY 4 The Perfect Classroom

This activity is for older classrooms (5th and above)



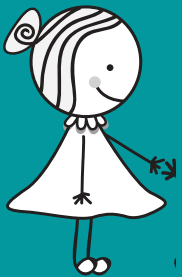
1. Ask students to write a paragraph that tells what they think the perfect classroom should be like. (This is not fiction/fantasy writing; they should describe the atmosphere of an ideal real classroom.)

2. Arrange students into groups of four.

3. Ask each student to underline in his or her paragraph the "most important words or phrases."

4. After students have done that, they should pass their papers to the person in their group who is seated to their right.

5. Students should continue passing papers and underlining important words until the original writer has her/his paper back.



continued



ACTIVITY 4

The Perfect Classroom

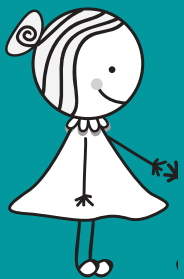


6. The students will share with the group some of the important words from their own write-up.

7. One student from every group will be assigned to note these words and phrases on a paper.



8. Group members will review the list and decide on five words or phrases to share with the class.



9. When the class has a fully developed class list of words and phrases, they will use some of those words and phrases to make classroom rules.

10. Note these rules on the blackboard for all to see.



11. Whenever things are not going "perfectly" in the class, it is time to review the class statement.





CLASSROOM VALUES



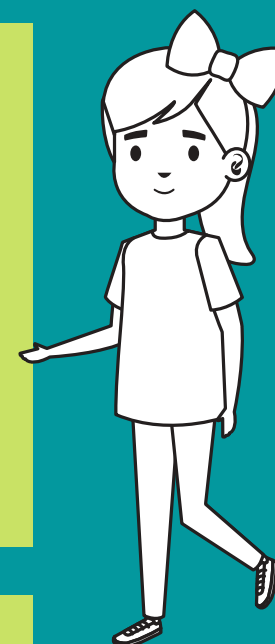
CLASS VALUES

IN OUR CLASSROOM ..

WE
LEARN
FROM
MISTAKES

WE
TRY
OUR
BEST

WE
HELP
OUR
FRIENDS



WE
ARE
A
TEAM

WE
RESPECT
EACH
OTHER

WE
CELEBRATE
EACH
OTHERS
SUCCESS



WHAT TO DO IF A STUDENT BREAKS RULES?

The consequences for breaking a classroom rule are as important as the rule itself.

Every teacher must list down consequences with which they are comfortable (following the school procedures). At every step that the student breaks a rule, talk to them to help identify the rule they've broken and what they plan to do to correct the situation

Here is a sample list of consequences for breaking classroom rules follows:



- First time: Warning
- Second time: Ask the student to write about the incident. Ask him/her to identify the rule they've broken and what they plan to do to correct the situation.
- Third time: Name on board
- Fourth time: Isolation from class or study group
- Fifth time: Talk to parents





Happy
Learning !

References

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