

Activities for Classroom Management Huddles

Activity 1: Dealing with the students in a classroom - Role Play

Time: 20 min [5 +10 +5]

Aim: Teachers display methods of handling unproductive student behaviour and to reinforce productive behaviour.

Material required: Classroom setting [desks, board, chalk, textbooks, note books....]

Procedure:

1. The teachers to be divided into 2 groups.
2. One group creates a script to bring out unproductive student behaviour[at least 5 different types] commonly observed in their classroom. It also scripts the ways in which the teacher deals with the situation.
3. The other group scripts a role play to bring out how teacher recognises and ensures that the productive behaviour of the students is reinforced. The teacher may include even the most minute steps taken in the positive direction to show appreciation.[At least 5 positive behaviour traits]
4. The explanation about scripting to be given to each group. They have 5 minutes to complete the preparation.
5. Each group gets 5 min to present the role play. The other group has to observe and prepare comments for feedback.
6. Feedback session to last 5 min. This may include suggestions for an alternate approach.

Observation: The time lost in a classroom due to lack of proper learning environment and role of appreciation in reinforcing positive behaviour.

Conclusion: The teachers realise the need to curb unproductive student behaviour to make the classroom environment conducive for learning.

They also take note that noticing and communicating positive behavioural traits are great reinforcers.

Hand out sheet I – Suggestions -Proactive steps to minimize disruptive behaviour.

Activity 2 –Classroom Expectations –Poster making

Time required: 15 min

Aim: To prepare and follow the guidelines laid down for smooth functioning in a classroom environment.

Material required – Poster sheets, Colour sketch pens, rulers,

Procedure – 1. Teachers to be divided into groups. 4 or 5 teachers handling the same class can form a group.

2. They discuss and create common rules [maximum of 5] that need to be followed at all times. These should be stated in positive terms.
3. There can be 2/3 related to behaviour and some to inculcate right values such as helping, sharing etc.
4. The rules will differ from class to class, section to section and age wise.
5. More colours and pictures may be added for lower grade classrooms.
6. All the teachers sign at the bottom/ have students sign it to get their consent and commitment to follow these.

Further action

7. If the teacher feels comfortable, after further discussion with the students a few of their suggestions could be added as a separate sheet. This participative approach will make them take responsibility for their conduct.
8. This will be pinned up just above the black board preferably on the first day/ within the first week of the school session.

Observation: Teachers will realise that the pin up will serve as a constant reminder and students would settle down with the basic expectations soon. [Necessary that every teacher refers to it frequently].

Conclusion: Teacher would appreciate the effectiveness of this approach and may create a new set of 5 or 6 expectations the following term.

Extension: Students may be involved in creating another poster to deal with the violations.

Hand out sheet II – Class Rules

Activity 3: Objective of feedback

Time: 15 min

Aim: To ensure that the teacher realise the need to give positive feedback to the students.

Materials required: Depends on eatable selected.

Procedure:

1. Arrange for a snack to be given to the teachers. Inform that it has been prepared by a first time cook.
2. The snack served should have some ingredient missing /in excess.
3. Randomly select 5 teachers and ask them to give a feedback. Note the feedback.
4. Put forth the following questions to the remaining teachers.[Can be displayed on the screen]
 - a. How encouraging is the feedback?
 - b. How useful is the feedback in making the cook confident?
 - c. How helpful is it to improve the future performance?
 - d. How should it be given/ worded to achieve the desired effect?
5. Let all the teachers select two students from their class and write comments on their performance in the recent exams.

6. Display the following categories on the board and let them identify as to which category the comments will go into.

Type of feedback

1. Encouragement given for effort
2. Successful strategy/technique/ approach commented upon
3. Diagnostic advice given
4. No comment or non-specific comment given

Observation: Teachers will be able to identify the type of comments they normally write and know whether these make the students feel appreciated for what they do well or for the effort they put in. They will also realise the need to give comments that can help them correct their mistakes.

Conclusion: Teachers realise the need to write feedback comments that can help the students to know their strength and utilise them. These boost their confidence and also motivate them to be better learners.

Hand out sheet III: Reflection for self improvement

Hand out sheet IV: Rating my Classroom Management Techniques

Activity 4: Magic Squares - A Game

Time: 10 min

Aim: To enable learners to realise the concept that parts acquire value/gain strength when they come together to form a whole.

In addition, this game drives home values of co-operation, time management, concept of figures and spatial intelligence, team spirit, tolerance and to help others achieve success.

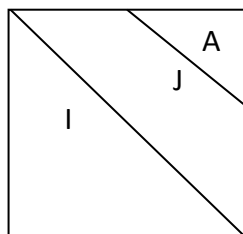
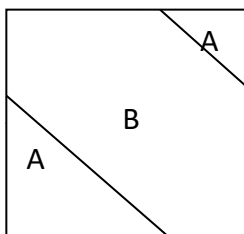
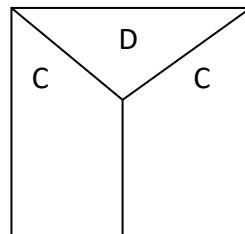
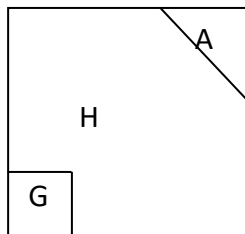
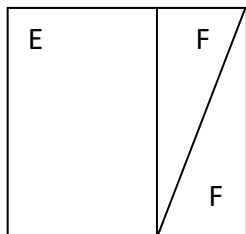
Material Required: Thick cardboard, colour paper, glue sticks, scissor, ruler and pencil, plastic bags.

Procedure: Preparation

1. Draw a square with dimensions of 10 or 15 cms on a cardboard and cut it out.
2. Mark lines within the squares as shown in the image below and cut them out. These should be covered neatly with colour paper.
3. Label them as indicated.
4. There will be a total of 15 pieces in various shapes. They need to be put in a plastic bag.
5. Create 5 -6 sets of these cut outs.
6. Ensure that each bag has cut outs of all the 5 sets but thoroughly mixed. [This is to make assembling a challenge].

Conducting the game:

- Create teams with 5 members in each one of them.
- Number of teams can vary depending on the number of participants on the given day.
- Each group gets one set of cut outs.
- The team should be able to construct a set 5 squares as early as possible.
- The task has to be performed in complete silence.
- The team members may help each other but not speak a word.
- It will take approximately 5 min to complete the activity.



Observation: Those who finish the task rush to support their team members. [Team spirit over individual victory; Support others to succeed, co-operation]

Conclusion: A discussion to highlight the value of joining hands [with other teachers, support staff, school and society] to help every child realise its full potential.

Some sample questions for the discussion.

1. How did you feel when you looked at different shapes?
2. How challenging was it to complete the task on hand?
3. What was your reaction when you noticed that other team members had completed their task?
4. How did you feel after assembling your square?
5. What did you do after completing your task?
6. What is your learning from this game?
7. How can your support make a difference to every child in your classroom?
8. What support will you look for to ensure that each one of the student reaches his full potential?

Activity 5: Quality Circle Time [QCT]

Time: 15 min

Aim: Teachers find ways of dealing with a particular problem/ student through discussion and in turn conduct QCT with their students.

Procedure:

1. Teachers split into groups with a minimum of 5 and maximum of 10 in each group.
2. Each group selects one of the following topics or any other topic that they want to talk about on a priority.
3. Everyone participates in the discussion to identify the cause of the problem and then roll out many alternative solutions.
4. The most appropriate solution is selected for making an action plan /implementation.
5. Each group may decide to follow up by meeting every week to continue working in groups for generating new ideas and fresh approach.

How to feel good about themselves and each other?

How to be motivated and confident in their daily responsibilities?

How to have good speaking and problem-solving skills?

How to have excellent work ethic and team spirit?

How to deal with a specific disciplinary issue?

How to raise the academic/ sports/ arts/ behaviour standard of the students?

Observation: Teachers are engaged in this problem solving technique to meet the challenges they face in their professional lives. It helps in building strong team spirit among the members and equips them with additional skills to manage themselves, their classroom and the students.

Conclusion: 1. Teachers may share the outcome of their discussion. 2. Such quality circles may be conducted with their students to discuss various topics related to enable sharing their views, listening to others, to bring about attitude changes and to bring out their hidden potential.

Hand out sheet V: Quality Circle Time for the students