

# Twelve

## CORE Training

### Instructor's Guide

### LESSON 5-1 Managing Classroom Behavior

#### Objectives

- To explore key principles for effective management of classroom behavior
- To evaluate their effectiveness in preparing and managing the class
- To create their own strategies for managing their classrooms

#### Participants will need:

- Bibles
- Participant notes
- Writing utensils

#### Illustration Options:

- Erasable board and writing supplies
- Bag of uncooked rice or beans
- 5 large sheets of paper (optional)

#### Lesson Overview

Welcome & Warm Up	10 minutes
Always be Prepared	20 minutes
Be a Positive Teacher	10 minutes
Clearly Define Expectations for Behavior	10-15 minutes
Deal with Disruptive Behavior	10-15 minutes
Wrap Up & Prayer	5 minutes

#### Before You Begin

- Pray. Ask God to open the hearts of participants and to help you to share from your heart about this important topic.
- Gather all materials (*see right*). Make substitutions as necessary.
- Read through the lesson to find places where you will be asked to give a **personal story or thought**. Plan ahead to choose powerful examples.

## Welcome & Warm Up

(10 minutes)

### Play a Game: A Game With No Rules!

Explain to participants that you are going to play a game. Divide the group into two teams (or 4 teams if the group is large) and have them stand facing each other at opposite sides of the room. Give the following instructions: "I will give you two minutes to play this game. The team with the most points at the end of the time wins. Ready? Go!" People will be confused and try to ask questions, but tell them just to play. After 2-3 minutes, stop the teams and ask them how many points they have. Cheer for the winning team.

Debrief by asking the following questions:

- Did you enjoy the game? Why/why not?
- What happens when you don't know the rules or what is expected of you?

In our classrooms, children sometimes feel the same way you felt during the game. They are unsure of what kind of behavior is expected of them, so they may respond either by misbehaving or not participating fully in the activities.

Close your eyes and imagine your own classroom as I ask the following questions:

- Are ALL children involved in the learning process as you teach?
- Are they truly learning?
- What might be keeping them from learning?

We want our children to grow in faith and knowledge of God and his Word in our classroom times. To do it well, we must be able to manage the children during the lesson. It is *our* responsibility as a teacher to do everything we can to manage our classes well. This lesson will focus on four different aspects of classroom management, the goal being to create an environment where every student can participate fully and enjoy learning. This lesson is part of "Nurturing the Whole Child," on the 1for50 Hand.

## Always Be Prepared

(20 minutes)

Show a bag of uncooked rice or beans. If I said I was going to share some rice/beans with you and brought it to you like this, would you enjoy it? Why not? It is not prepared. In the same way, when we come into our classrooms we need to be fully prepared so our children can enjoy and benefit from their

learning experience in God's Word. It has been said that 80% of misbehaviors in a classroom can be prevented if a teacher is well prepared.

**5 Areas of Preparation:** Explain that there are 5 main areas in which a teacher should be prepared. Briefly describe each of the areas below. (Optional: Create hand motions to help participants remember each area.)

1. **Prepare your Heart** – your attitude and your dependence upon God
2. **Prepare your Schedule** – the outline of activities you will have during your lesson or program
3. **Prepare your Setting/Classroom** – the physical space where you will be teaching
4. **Prepare your Lesson** – the learning activities you will present
5. **Prepare your Staff/Helpers** – the people who will help you during the lesson or program

**Group Work:** Divide participants into 5 groups. Give each group one of the areas of preparation. In their group they must discuss two questions:

- Why is it important to prepare in this area?
- What practical ideas can help a teacher to prepare in this area?

Give 5 minutes for groups to discuss. (Optional: Give each group a large sheet of paper to record their ideas for Question #2.) Then let each group report back to everyone. If necessary, highlight extra points below (only if culturally relevant to the group).

### 1. Prepare Your Heart

- Pray for your students and your lesson.
- Ask God to work through you to touch children's lives.
- Check your attitude – how are you feeling toward the children? About teaching?

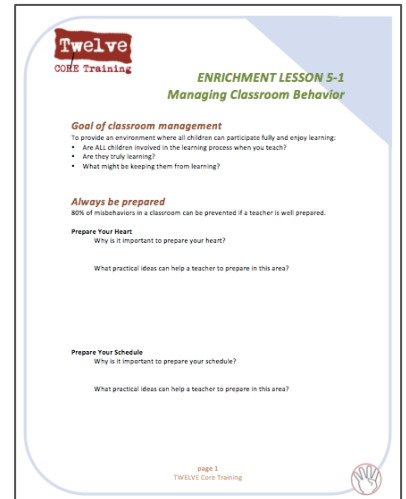
### 2. Prepare Your Schedule

- Think about keeping students involved from the moment they arrive until the time they leave. Keep their minds, bodies, personalities and hearts occupied.
- Plan a consistent schedule that fits your children. Preschoolers may need a time for play as part of the schedule.
- Consider your transitions. How will you move students from one activity to the next?

### 3. Prepare Your Setting/Classroom

When organizing your teaching area, think about how to make it:

- CHILD-SAFE: Keep teaching area as child-safe as possible. Watch for tripping hazards, sharp objects, harmful substances, etc.



- **CHILD FRIENDLY:** Create as child-friendly an environment as possible. What will set a welcoming, fun tone for the children?
- **PRACTICAL:** Do children know where to sit? Is there room for games and learning activities?
- **FLEXIBLE:** Can you change the setting, now and then, to keep your students interested?

#### 4. Prepare Your Lesson

- Know your lesson well. When you are not prepared, students can fill the time with their own creative ideas.
- Gather props and materials before students arrive so you are ready to greet them when they come.
- Plan surprises. Keep children guessing. Avoid doing EXACTLY the same thing every week.
- Plan classroom transitions. How will you move students from one activity to the next?

#### 5. Prepare Your Staff/Helpers

- Pray with your leaders. Pray for each other and for the children.
- Let the workers know what will happen throughout the lesson and what they will do.
- Have enough workers. Some may be helpers only.
- Avoid working alone if possible. Never leave children alone.
- Remember to bring your friendly smile, too!

**Reflection:** Have participants reflect individually on the following question for 1-2 minutes:

- As you think about your own classroom, where are you doing well in your preparation?
- Where do you need to improve?

Being prepared is a very important part of managing our classrooms well, but there is much more we can do. We also can work at our own attitude in the classroom by learning to be a positive teacher.

Participant Notes  
ENRICHMENT LESSON 5-2 Managing Classroom Behavior

**Prepare Your Setting/Classroom**  
Why is it important to prepare your room?  
What practical ideas can help a teacher to prepare in this area?

**Prepare Your Lesson**  
Why is it important to prepare your lesson?  
What practical ideas can help a teacher to prepare in this area?

**Prepare Your Staff/Helpers**  
Why is it important to prepare your helpers?  
What practical ideas can help a teacher to prepare in this area?

As you think of your own classroom, what are you doing well to prepare?  
What might be an area in which you want to improve?

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## Be a Positive Teacher

(10 minutes)

**Partner Talk:** Have participants get in pairs and share stories of a teacher they had that they would describe as a positive teacher (2-3 minutes).

On a chalkboard or large piece of paper, draw a large outline of a person. Explain that the person is a teacher. What attitudes and actions would that teacher demonstrate to show they are a positive teacher? Get several ideas from participants and write the words in and around the outline. Be sure they include ideas such as:

- Courteous
- Fair
- Catch children doing the right thing
- Willing to laugh (humor)
- Shows personal attention to children
- **Prays for the children!**

How many of these attitudes or actions cost money? Very few or none! An attitude does not cost money. If children know you are seeking God's best in them, they will respond in positive ways to you, making it easier to manage your classroom.

**Partner Share Application:** Have participants find a new partner and share the ways they already are a positive teacher and 1-2 ideas they will try to be a more positive teacher in the coming week.

Preparing well and being positive will greatly improve the behavior in your classroom. But children also need to know what behavior is expected of them.

Participant Notes  
ENRICHMENT LESSON 5-1: Managing Classroom Behavior

**Be a positive teacher**  
What attitudes and actions would a teacher demonstrate to show they are a positive teacher?

In what ways are you a positive teacher?

What one or two ideas will you try to do this week to be a more positive teacher?

**Clearly define expectations for behavior**

- Create Simple Rules: Make three to five positive, measurable rules
- Display your guidelines for behavior
- Be consistent
- Be realistic
- Emphasize the positive
- Tolerate absolutely no violence

Create a list of 2-5 rules for your own class setting:

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## Clearly Define Expectations for Behavior

(10-15 minutes)

It is easy to help children be clear about what behavior you want from them in the classroom. It begins with simple rules or expectations for their behavior.

Find out how many participants have rules for their classroom/teaching time. Ask participants to share some of the rules they have in their classrooms. Get several ideas. Go through the following points on making good rules, giving examples:

1. **Create Simple Rules:** Make three to five positive, measurable rules. Too many rules make it hard for children to follow, and if they are not measurable, how do children know if they have broken the rule?

For example:    Respect others.  
                          Respect things.  
                          Be safe.  
                          Have fun (*Children like this one!*)

2. **Display your guidelines for behavior** – a poster, pictures to remind non-literate children
3. **Be consistent** – if you create a rule, there must be consequences for breaking the rule, and you must enforce it. Inconsistency is as bad as no guidelines at all.

4. **Be realistic** – remember the age and background of the children when considering appropriate behaviors.
5. **Emphasize the positive** – instead of saying “Don’t talk when the teacher is talking” say, “Listen when the teacher is talking.”
6. **Tolerate absolutely no violence**

Have participants get in groups of 3-4 and create a list of two to five positively stated rules for their classes. After a few minutes have a few groups share their lists. If they are all negative (i.e. Don’t run, don’t talk out of turn), help participants restate them positively (i.e. Walk, raise your hand if you have something to say).

When children know the rules or the behavior that is expected of them, it helps us to manage our classrooms. But we all know that children will break the rules and disrupt the class. What do we do when this happens?

## Deal with Disruptive Behavior

(10-15 minutes)

If I was standing in a field of dry grass and dropped a match into the grass, what would you suggest I do: put it out immediately or put it out after it has burned for 30 minutes? Why do it immediately? It causes less damage. The same thing is true of our children who misbehave and disrupt our class. If we allow misbehaviors to continue and do not deal with it, the negative impact on the class will grow and grow, making it harder to keep control of the classroom.

Ask participants to tell some of the most common disruptive behaviors or misbehaviors in their classrooms. List them on the board. **How do these misbehaviors affect your ability to teach the lesson?**

Go through the points on the participant notes together, giving personal examples. Spend time on the last point, discussing what are appropriate ways to deal with misbehaviors. It may include the number of warnings and/or what they will do to discipline the child. (Responses will differ according to cultural norms.)

- Look past the behavior for a reason (attention, affection, hunger, etc.)
- Realize that testing rules and asking questions is normal for children
- Some children need extra responsibility or attention
- Some children need help dealing with distracting friends
- Take care of discipline problems quickly

Participant Notes  
ENRICHMENT LESSON 5-2 Managing Classroom Behavior

**Deal with disruptive behavior**

- Look past the behavior for a reason (attention, affection, hunger, etc.)
- Realize that testing rules and asking questions is normal for children
- Some children need extra responsibility or attention
- Some children need help dealing with distracting friends
- Take care of discipline problems quickly

Create a plan to deal with misbehaving children in your class:

**Wrap up**

Read Ephesians 6:4, substituting the word “Teachers” for “Fathers.” Think of how the verse applies to our classrooms as we seek to help our children grow as disciples. What might God be asking you to do?

Fathers (teachers), do not exasperate your children; instead, bring them up in the training and instruction of the Lord.  
Ephesians 6:4 NIV

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**Application:** In small groups (2-5 people) have participants create their own plan to deal with misbehaving children in their classes. Give 5 minutes to work on this. You may want to allow a few groups to share their plans.

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## Wrap Up & Prayer

*(5 minutes)*

### Read Ephesians 6:4

While this verse talks about parents, we can put the word “teachers” in place of “fathers.” We should not make the children in our classrooms angry by treating them harshly. But we have a responsibility to instruct them and discipline them, helping them grow as disciples of Christ. Let’s do it by always being prepared, being positive teachers, clearly defining our expectations for behavior, and dealing with disruptions.

### Close in Prayer

Allow time for personal prayer to commit to what God is asking them to do.