

Workshop Handout: The Basics of Classroom Management

The Elements of Discipline: The 6 E's

Use each element to think logically about your discipline problems. What is missing from my approach? How does today's problem fit in with the 6 E's? What can I change to improve this situation?

Example: Above all, I need to model the behavior I expect.

Environment: I need to set my students up for success by creating an environment that makes it easier for them to behave appropriately.

Engagement: Students should not be left idle! At all times, they should have some specific activity they are doing. "Sit and wait" is an invitation for students to entertain themselves however they know how.

Explanation: Sometimes our students need specific instructions on how to behave. This may include practicing the desired behavior to make sure they truly understand what to do.

Enforcement: I need to respond to problem behaviors in a way that shows I respect the rules of the classroom and will do my part to keep the class running smoothly.

Encouragement: It's not easy to behave! We all need a cheerleader sometimes.

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Creating a Class that Works: Rhythm and Routine

Rhythm = Pace of the class – ups and downs, quiet and loud, busy activities and calm moments. Plan a class that flows naturally from one activity to the next.

- Change up activities every five to fifteen minutes.
- Use a variety of activities to engage different personalities.
- Don't be a class hog! Let the kids talk, think, act.
- Work / Rest / Work / Rest: Find the balance between a class that is too light, and one that is exhausting.
- Verse and Refrain structure: One theme, explored multiple ways.

Routine = Doing things the same way every time. NOT “dull” or “tiresome”

Routines are powerful:

- Increased student confidence – they know what is expected!
- Saves time. No need to give directions constantly.
- Quickly answer non-course-related questions, ie “Can I go to the bathroom?”
- Easier transitions: Students know what they need to do and how to do it.

Routines save time and energy, so you can focus on teaching!

The overall routine is a basic pattern for your class that you follow from week to week. Helps students anticipate what comes next. Activities may vary from week to week, but put the same general type of activities in the same order every week.

Individual routines are for specific tasks that either will definitely occur, or that may be expected to pop up during class time. Also called “Procedures.” Teach your students how to function in your classroom.

Have a routine for every action:

- When students arrive
- Bathroom breaks
- Prayer
- Dismissal
- Interruptions
- Minor Student Emergencies

Walk It Out: Test your procedures in advance to verify that they work.

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