
ARTICLE #3: CLASSROOM MANAGEMENT

ARRIVE EARLY ENOUGH TO PREPARE:

- **Spiritually**
 - o Pray together as a team
- **Physically**
 - o Locate materials (e.g., Children's Bible, shared supplies, craft materials, verse pockets, pagers, walkie-talkie, etc.
 - o Set-up craft, activity stations, i.e., room welcoming to children
- **Relationally**
 - o Be ready for the first child (remember guests usually arrive early!)
 - o Introduce yourself and explain the schedule to new children
 - o Greet students as they arrive
 - o Begin learning activities when first child walks in the door. If students are engaged in activities, they are less likely to misbehave

CONSIDERATIONS FOR THE LESSON

- 1 Describe your expectations and the consequences.
- 2 Post the rules in written and/or visual form; such as, "Richard the Rule Minder" which is stored in the bottom drawer of each preschool classroom cart.
- 3 Practice & be familiar with the lesson so you can be animated and make eye contact as you teach. Use the outline at the end or create your own as an aid.
- 4 *Always* call students by name. Use nametags to identify students.
- 5 While teaching, walk around the room. Proximity is often an effective way to maintain classroom control and to keep students on-task.
- 6 At the end of the lesson use positives - you enjoyed being with them and why

MODEL AND ENFORCE GOOD BEHAVIOR

An important part of our goal is to create an environment that fosters love, security and fun. Therefore, adults must teach and model respect with appropriate, consistent discipline in the classroom. Begin the year with well-defined rules and consistent enforcement. Choose your battles and know your own weaknesses. Allow as much freedom within reason by restricting commands and requests to only those which are necessary.

Proper discipline makes all children feel safe and secure as well as giving a disruptive child an opportunity to learn and grow. The entire class suffers when an activity is disrupted. Therefore, it's important to handle behavioral problems

promptly and graciously. Listed below are guidelines and examples for correcting children.

KNOW WHAT TO EXPECT

The expectations must first be clear to the team. For example:

Segment	Appropriate Behavior	Inappropriate Behavior
Activity Stations / Free Time	Interacting with others Participation	Disruptive or physical harm to others
Multi, Large, Small Group Time	Participation and listening Speaking when called on Hands/feet kept to self	Interrupting or talking when someone else has the floor Any physical roughhousing or contact

CLEARLY COMMUNICATE EXPECTATIONS

Limits should be stated positively, e.g., “Walk” vs. “No running” “The toys are to be shared” vs. “Don’t fight over toys.” “Use your markers on the paper” vs. “Don’t write on the table.” It’s not necessary to explain a rule every time it’s repeated, but a simple explanation may be appropriate so the children will understand the limits and rules are in place to keep them safe, e.g., “We walk so we don’t hurt ourselves or run into others,”

RELATIONSHIPS ARE THE CONTEXT

When children know you care and respect them, they are more likely to be responsive to your correction. If you’re having a problem with a particular child, talk and pray with the others on your team. Pray to see and accept each child as God does.

ENCOURAGEMENT

It is important that you notice positive as well as negative behavior. Look for positive behavior and give the child *specific, genuine* recognition that will encourage as well as reinforce good behavior.

CORRECT AND DISCIPLINE IN PRIVATE

When a child displays inappropriate behavior, take action immediately. Talk privately asking open-ended questions and explaining why it is important to follow the rules.