

My Classroom Management Plan

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I believe that my students should walk into my classroom feeling safe and welcomed. I will make sure that my students have the necessary qualities to improve their health and social skills for life. I will improve social skills and life skills by promoting games that encourage teamwork and collaboration. I will be teaching them fitness activities that they can do beyond their formal educational years. The way I will achieve this is to have a safe, fun, welcoming, and student centered learning environment for all of my students.

Being able to engage my students every day will be challenging. I plan on achieving this by having fun games and activities to do every day we are in the gymnasium. At the high school level when we do units, such as softball, I plan on playing softball for two to three days and take a day break to play a fun activity. I will then play softball for one or two more days. The last two days of the week depend on the school I am at. Some schools mandate a certain amount of fitness days a semester a physical education class must have, so one week may look like Monday and Tuesday my classes play softball, Wednesday they play kickball, and Thursday and Friday they play softball again. I would start the unit with basic skills of throwing, catching, and hitting. We would then go into games on the next days that we play.

With elementary students, I would also have some small units depending on the grade. For the older grades like fourth and fifth graders, I would have them play more challenging games compared to kindergartners. When I observed elementary physical education classes, I noticed that engaging the students with activities was not the hard part, the hard part was getting the students to focus on the teacher when they are giving instructions. The younger students want to move around the gymnasium and talk when the teacher tried to give instruction to them. To help with that, I would have games for the younger students that require little instruction, or during the games would have some instruction at certain points during the games.

When students are engaged in the activities, they just want to keep playing the game when you give instructions. This will occur at all grades, so in order to stop that, I will have to have a procedure to stop them from being distracted. This first procedure mainly applies to when the students are holding objects that will distract them by throwing, bouncing, or rolling the objects. I would start to implement this procedure on the first day that I have the students play games with objects. I would start by saying what the object is and then say “down.” When I am done giving instructions, I would then say, “one two three, go!” So, for example if we were playing basketball, I would say “Basketballs down,” give my instructions and then say, “One two three, go!”

Now when students do not have objects to distract them, and are just distracted by talking to one another, I can do one of two things depending on the grade I am teaching. With younger students, I will just count to three and then say “eyes on me.” But with older students, I will be more intense by stop talking and waiting for them to quiet down, or I will just exclaim that they are only wasting their time if they keep talking.

Organization will help me to keep the students engaged and to keep their attention. When observing some teachers, I found one teacher had a layout of a semester of what sort of activities he would do on a weekly basis. I found this to be a good idea because it lays out what you have planned and leaves room for any changes that needs to be made if changes need to occur. Then in each week, the teacher had a daily plan for what he wanted to do.

When it comes to setting up materials and putting them away, I will get the things I need before the first class. I will then save time at the end of every class for the students to help pick up the materials so that it is ready for the next class. The last class, however, will help me pick the materials up and then put the materials away in the proper place.

What I want to accomplish in the first days of school are, getting that first impression of the students, setting procedures and rules in place, and starting a fun and safe environment for all students. I want to greet every student when they arrive at the gymnasium and talk to them if they are willing. Making sure that they feel that I am a compassionate teacher and enthusiastic about being their teacher. I will spend each day talking about and explaining some of the main procedures I will have throughout the year or semester. On the first day, I will assign them spots in the gymnasium for the semester and assign them lockers. I will then go over how to go to the locker room before class, and that they will have five minutes to change into their physical education clothes, get into the gymnasium, and then into their proper spots in the gymnasium. The last thing I will address will be that they need athletic shoes in order to participate in any activity in the gymnasium. That is for safety and so that the hard wood floor does not get damaged.

On the second day, I will explain my makeup policy for an absence in my class or the school's policy on absences for physical education. Then for my tardy policy, I will explain that I will take off participation points for the day that they are tardy. And with that being said, my class will be based off of mainly participation points. I will have a week based on ten participation points, so if a student is tardy, they lose all participation points for that day.

The last thing I will talk about with my students on the first days of school will be safety when playing games. Each activity that we will do in class will have safety rules. I want to ensure that all students are safe in my class and that they are looking out for the safety of the other students. These safety rules could be from the school, such as no jewelry, and they can be my safety rules that I would incorporate from the gymnasium and activities we do.

Building relationships with the students is very important to me. If you build a relationship, then the students can trust you and will talk to you about problems that they may be facing. Sometimes the only people some students trust are the teachers. And if you are a teacher that they trust then they will feel safe and will talk to you. Building a relationship could influence the student's life by helping them figure out what they want to do when they grow up. If it was not for the great relationship's other physical education teachers and other teachers built with me, I probably would not be a teacher without those relationships. The relationships with the guardians of the students is also important. A good relationship with the families helps them be on board with you and how you teach their child. If the student is struggling, the good relationship with the family will help prevent the guardians from blaming you for their students struggles.

With students who have breakdowns during class or students who do not want to participate in the activities, I will tell them that they can sit on the side and join us when they want to. I will put the problem back on the students. I will tell them they can participate, or they can just sit there. There are a few options on how to handle the students who are disruptive. I can send them out to run laps, or I can have them take a note to the office to let them cool down.

Furthermore, I will engage the students every day with new and exciting activities, I will have procedures in place to get and keep their attention when I need to give instructions, have a plan ready for at least a week. The first days of school will be days to learn my procedures and rules and to make my first impression with the students. I will connect with the families of my students which will help make all of our lives easier. And when it comes to difficult students, I will allow them to choose what they want to do. It gives them control and gives them a chance to cool down before they rage and may be a safety problem to the other students in the classroom.

## References

Wong, H. &. (2018). *The First Days of School*. Mountain View: Harry K. Wong Publications, Inc.