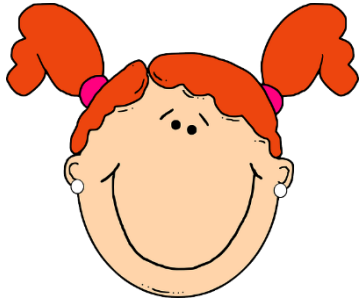
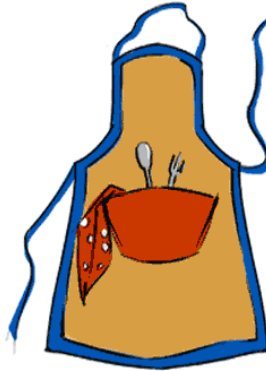


Sample Posters to Create a Positive Classroom Environment

Classroom Kitchen Expectations



HAIR



APRON



HANDS

Hair up, Apron on, Wash Hands before you begin the lab

- Reinforce classroom expectations.
- Establishing routines

Create a teacher's job/students job list with students at the beginning of the year. This establishes guidelines for behavior, expectations and responsibilities. "This exposes the gray areas and identifies potential conflict that could occur because individuals are not clear about what is expected of them" (Gossen, 2007).

Teacher's Job/Student's Job

"my job is not to make you learn"

(Gossen, 2007)

Similar to teacher's job/student's job is creating a list of classroom rules and expectations together.

Classroom Rules & Expectations

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**

Exit Slips:

To show if students were engaged in their learning. Students write on sticky notes what they learned that class and post them on the wall.



<http://www.theteachertreasury.com/other-helpful-links/what-stuck-with-you-today-awesome-end-of-the-day-activity>

Actives to Create a Positive Classroom Environment

Building relationships between students and student-teacher relationships:

People Bingo

Find someone in our class who.....

B	I	N	G	O
has read all of the Harry Potter books	has traveled outside the United States	has a sibling in this school	went to a Chiefs game this summer	green in their favorite color
has two or more pets	has brown eyes	is left handed	has a skateboard	went to the beach this summer
likes to watch baseball	favorite season is winter	Free Space!	is wearing brand new shoes	plays a musical instrument
born in the same month as you	can name the four members of The Fresh Beat Band	had cereal for breakfast	can do a magic trick	has been on a plane
walks to school	likes mushrooms on their pizza	has a clean bedroom closet	is wearing blue	has a dog

Get to know the student's worksheet

WHO I AM

The worksheet is titled "WHO I AM" in large, bold, black letters at the top center. Below the title, the form is divided into several sections:

- Top Left:** A large rectangular box labeled "Self-Portrait" at the bottom right corner.
- Top Right:** A grid of boxes. The top row contains "Full Name" and "Fun fact". The bottom row contains "My hobbies/extra-curricular activities" and "My Family". A tilted box labeled "Graduating Class" and "Birthday" is positioned between the "My hobbies" and "My Family" boxes.
- Middle Left:** A box labeled "An accomplishment I am proud of". Below it, a box labeled "Where I spend my free time" is adjacent to a box labeled "I have never...".
- Middle Right:** A box labeled "Places I Have Lived". Below it, a box labeled "Person I look up to" is adjacent to a box labeled "Pets".
- Bottom Left:** A box labeled "Most memorable recent event". Below it, a box labeled "Qualities of a good math teacher" is adjacent to a box labeled "Favorite childhood memory".
- Bottom Right:** A large circular section titled "FAVORITE" in bold. The circle is divided into 10 equal segments, each labeled with a category: "Food", "Class/Subject", "Movie", "Color", "Sport/Team", "Book/Magazine", "TV Show", "Music/Radio Station", "Pets", and "Person I look up to".

Asking how the weekend was – students share what they did on the weekend if they are comfortable

Icebreakers

Icebreakers are a great because they promote communication and help students get to know each other, therefore laying a foundation for a positive community atmosphere in the classroom.

Thumb Ball – getting to know each other

Different questions are written all over a ball. The ball is thrown to a student, when they catch the ball they say their name and answer the question that their right thumb lands on. After they answer the question they throw the ball to another student who has not answered a question. The game continues until all students have gotten a turn. At the start of a new class the questions on the ball can be about them, for example do you have any siblings?

Toilet Paper – getting to know each other

Pass around a roll of toilet paper around and tell students they can take as many or as little sheets as they want. Once everyone has some toilet paper the teacher starts by explaining that for every sheet of TP they took they must share a fun fact about themselves. The teacher starts by sharing their fun facts then students share.

Tent Pole – building communication

All students stand in 2 lines facing each other, holding their 2 index fingers out. The teacher places the tent pole on top of their fingers. The rules are that everyone must always be touching the tent pole and together they must bring the pole down to the ground. This activity needs cooperation and requires communication to complete the task.

Hoola Hoop Challenge – working as a team

Students form a circle and hold hands. One person starts with a hoola hoop on their arm. The aim is to get the hoola hoop all the way around the circle. To make it more challenging the teacher can time how long it takes to get the hoola hoop around the circle and then try and beat the record.

Spaghetti Tower – communication, critical thinking, team work

Divide students into groups of 3 or 4. Each group gets 15 pieces of dry spaghetti and an arm's length piece of masking tape. Each group will design and make a tower, the tallest free standing tower wins. The challenge is they only have 10 minutes to come up with and build the tower, so they must work efficiently.

Card tower or Plastic Cup Tower – communication, team work

Similar to the spaghetti tower split students into groups of 3 or 4. Students may build a tower out of either cards or plastic cups and the tallest tower wins. To make this more difficult a shorter time period of 2-3 minutes is given.

Rope Shapes - communication

Tie a long rope into a circle, have every student hold on to the rope. The teacher calls out a sample like triangle and together the students must make that shape with the rope while not letting go. To make it trickier have students close their eyes so that they have to communicate differently/more.

Brain Breaks

Brain breaks help to build a positive classroom and help keep students engaged.

Orange – mindful

Every student gets an orange. The teacher starts by telling the students to hold the orange in their hand and only focus on the orange, look at the textures, imperfections, colours, how does it feel etc. Then all students put their orange in a box. Once all oranges are in the box students are to find the orange they had before. This activity helps students be in the moment and promotes mindfulness.

Other Things I Want to Incorporate into the Classroom

- Create grading rubrics together
- Group Work – hands on learning
- Open door policy