



FREEDOM ENGLISH ACADEMY

Free coaching for better jobs

STM 36 - Time Management in Classroom

Duration: 2 Days

v9.7.19

Objectives:

- Participants will understand the value of time management in professional life.
- Participants will learn and practice efficient techniques to plan and prepare lessons.
- Participants will learn to engage all the students in the given time.
- Participants will learn and practice the 'Question of the Day' exercise.
- Participants will learn and practice efficient ways to perform non-instructional duties.
- Participants will learn effective ways to make their students punctual.

STM 36 - Time Management in Classroom

Day 1

Timing	Objective	Activity
9 AM- 11 AM	Value of time management in professional life	<p>Ice-breaker: Ask the participants to share the details of the most memorable day of their lives in less than a minute.</p> <p>(Keep a note of the time taken by each participant. Observe how some participants take longer than the others because they end up sharing too many details or become too emotional.)</p> <p>Ask the following questions:</p> <ul style="list-style-type: none"> • What was going on in your mind while you were speaking? • Why did some participants speak longer than others? • Were they thinking about managing time? <p>Collect the responses. Ask what challenges they face when managing time at work and write these challenges on the whiteboard.</p> <p>Ask the participants to watch A/V #38 carefully. Remind them to take notes.</p> <p>Ask the following questions:</p> <ul style="list-style-type: none"> • What's the difference between clock time and real time? • What were some of the tips in the A/V that the participants already use to manage time? • What new tips can they apply? • How has their understanding of managing time grown? (The A/V is a part of FEA curriculum.) <p>To help them get a fresh perspective use the following activity:</p> <p>Mayo Jar: (Material required: A glass/plastic jar, some pebbles, some sand and some small plastic balls.)</p> <p>Place all the material on a table and invite a participant to fill the empty jar with the available material. Let a couple of participants try.</p> <p>Notice their strategies. Discuss what the best strategy to fill the jar is.</p>

		<p>If helpful use this video: https://www.youtube.com/watch?v=iZ6vX7fI0Yw</p> <p>Conclude how planning and prioritizing are important aspects of managing time.</p>
11AM-11:15AM	Tea Break	
11:15AM-1:00PM	<p>Planning and preparing for our lessons</p>	<p>Share the plan of the day with them. Ask what challenges they face when planning a lesson.</p> <p>(Expected answers: Understanding a step, memorizing a step, think of students' answers, etc.)</p> <p>Tell participants that they will be learning to overcome the challenges through a mind mapmaking activity.</p> <p>Make 4-5 groups and allot each group a lesson from Book 4 or 5. Each group has to prepare a mind map of the allotted lesson (15-20 min).</p> <p>Before they begin, quickly recap what the attributes of good mind map are.</p> <p>Articles that can be helpful: https://simplemind.eu/how-to-mind-map/basics/ https://www.mindtools.com/pages/article/newISS_01.htm</p> <p>After the mind maps are ready, organize a gallery walk and let everyone share feedback for each mind map.</p> <p>Discuss: How do effective mind maps help us manage time during the lesson? How does shuffling/modifying the procedure affect the objectives of the lesson, student engagement and time management?</p>
1:00PM-1:45PM	Lunch Break	
1:45PM-2:00PM	Energizer	
2:00PM-4:00PM	<p>Conducting "Question of the day" in time and engaging all the students in the given time</p>	<p>Ask if there's anyone who would like to take up the QOD challenge. Select three participants. Invite the first participant and give him/her a riddle as QOD.</p> <p>Let the participant conduct the QOD in 7 minutes. Appoint a time management cop.</p> <p>Prepare slips with the following role plays and give them to 3-4 participants:</p>

		<ul style="list-style-type: none"> • Play the role of a Book 1 student who struggles to understand difficult vocabulary. • Play the role of a Book 1 student who gets distracted easily. • Play the role of a student who is late to class. • Play the role of a student who speaks a lot. <p>Repeat the exercise with the next participant using QOD, which has a picture.</p> <p>Repeat the exercise with the last participant using QOD, which has facts and figures.</p> <p>After the activity ask:</p> <ul style="list-style-type: none"> • Is it important to take answers from all the students when conducting QOD? • When else can we help our students participate in a session? • How should we respond to different types of students? • Can students, graduates and volunteers conduct the QOD? What can go wrong if they conduct it? <p>Discuss various strategies to engage students.</p>
4:00PM-4:15PM	Tea Break	
4:15PM-5:00PM	Transition between each step.	<p>Tell the participants to think of transitions between each step of their lessons as they will be presenting transitions tomorrow.</p> <p>Give them time to finalize their plans and think of their material.</p>
5:00PM-6:00PM	Power Hour	

STM 36 - Time Management in Classroom

Day 2

Timing	Objective	Activity
9:00AM-11:00AM	Smooth Physical Transitions	<p>Let the participants know that we will be conducting the lessons the way we planned yesterday.</p> <p>Give each team 5-10 minutes to recap their plans.</p> <p>Ask:</p> <ul style="list-style-type: none"> • How much time are your students going to take when moving to the CBT room? • Did you calculate the time taken for physical transitions? <p>Tell the participants that they are going to learn to master classroom transitions to save some time.</p> <p>Provide them with printouts of the Article: "Mastering Classroom Transitions" in Appendix 1.</p> <p>Give 15 minutes to read and 10 minutes to discuss in the classroom.</p> <p>Hold a classroom discussion to discuss the strategies shared in the article.</p> <p>Tell the teams that we will be conducting physical transitions as well in our presentations.</p> <p>Give 10 minutes to think of the transitions and plan smooth transitions for the same lesson.</p> <p>Give participants an exact time to come back from the tea break.</p>
11:00AM-11:15AM	Tea Break	
11:15AM-12PM	Punctuality in the classroom.	<p>Ask:</p> <ul style="list-style-type: none"> • What can happen if we all come in the training room early and sit in our chairs? • Will it affect the training in any way? • What if all our students also come in the class in time and sit in a semicircle? • How can we get our students to come to class before the actual start? <p>Talk about a few solutions to make the students punctual in your classroom.</p>

		<ul style="list-style-type: none"> • Be an example • Start on time • Find our reason for lateness • Appreciate and rewards • Make a change <p>Link: https://www.impactteachers.com/7325-2/teacher-tips</p> <p>If time allows, share the printouts with the participants and hold a small discussion.</p> <p>Conclude: We may plan everything, but if our students are not punctual then all our efforts go to waste.</p>
12PM-1PM	Presentation	<p>Choose one participant from each team to try and conduct the lesson as it was planned.</p> <p>Continue with the presentation.</p> <p>Let the other teams share feedback and suggestions or ideas.</p>
1PM-1:45PM	Lunch Break	
1:45PM-2:00PM	Energizers	
2:00PM-4:00PM	Presentation	<p>Continue with the presentation.</p> <p>Let the other teams share feedback and suggestions or ideas.</p> <p>Ask the participants if they felt more confident and actively planned while conducting the lesson.</p>
4:00PM-4:15PM	Tea Break	
4:15PM-6:00PM	Action Plan	<p>Ask the trainees about the learning from the workshop and how they are planning to implement it.</p> <p>Discuss what a SMART Action Plan is and how it can help.</p> <p>Share a few examples of a SMART Action Plan.</p> <p>Provide participants with the Action Plan Sheet and ask them to go through it.</p> <p>Move around and help struggling participants.</p> <p>If required, take help of the HO staff present in the workshop.</p>

Article 1

While facilitating a demo lesson in front of eight Georgia instructors, my credibility crumbled when 35 cranky middle school students gridlocked themselves in a failed attempt to move their desks into small groups. Charitably, the observing teachers pretended not to notice.

Botched transitions are not only embarrassing, they're lost time. If you save 15 minutes a day through more efficient transitions, that will result in [45 extra hours](#) of instructional time per year. Therefore, shifting students from one task to the next is worth getting right.

There are essentially three types of transitions: entering class and taking a seat, switching from one academic activity to another, and exiting class. And just like any academic procedure, transitions are taught through explicit explanations, clear models, rehearsal, and review.

Whether students are transitioning from reading to math, or PE to the drinking fountain, author Mike Linsin recommends [standardizing the process with five steps](#) that I paraphrase this way:

- **Secure students' attention:** "Focus on me, please."
- **Explain the procedure:** "In a moment, return to your desks and take out your history textbooks."
- **Prepare kids for the signal to start:** "When I say 'smooth,' you'll quietly proceed."
- **Initiate the transition:** "And... *smooth*." Don't say "go," warns Linsin, because that word cues students to race.
- **Observe:** Watch to make sure all students are complying.

TROUBLESHOOTING

When transitions take too long or learners misbehave, it's time to don your figurative Sherlock Holmes deerstalker hat and reflect on these questions:

- Did I provide too many or too few directions?
- Did the transition catch kids off guard when they were absorbed in an activity?
- Did too many kids have nothing to do?
- Are there specific students who created chaos?

After answering those questions, try some of the techniques described below.

When transitions take too long: To counter students dragging their feet, announce how many seconds are left before the next event begins. Teachers like Tyler Hester take out a stopwatch and challenge kids to beat the transition times of other classes ([see a video example at the 35 minute mark](#)). And here's a personal secret: Slowly counting down from five in a booming voice never fails to accelerate transitions.

When procedures aren't followed: Lining up her students at the end of the day was a problem for one fifth-grade teacher. Her challenging class often erupted into fights, and the assistant principal chewed her out for delaying the buses. As a solution, she affixed black dots to the floor three feet apart for students to stand on and provided more time for packing belongings. After a few practice sessions, her students' dismissal behavior improved.

Any transition benefits from showing young students [how to ninja walk](#). Other routines are equally engaging; Watch Madeline Noonan's fifth graders [ready themselves](#) in "super scholar style" or with "word of the day" signals.

[A number of studies](#) show that reminders called precorrectives reduce misbehavior during transitions. Right before a transition, ask a child to describe the proper progression of steps for, say, entering the class after recess. Or play "[correct the teacher](#)" by performing examples and non-examples while learners indicate incorrect actions with a thumbs-down signal. Then call on someone to articulate or model the correct procedure.

In another precorrective, described by the [National Association for the Education of Young Children](#), a child walks through the procedure while the teacher narrates: "Let's watch Noel at the sink. First, she turns the handles a bit. What does she need next? That's right, soap! She pumps once because that is all she needs. Now she is rinsing off the bubbles and is ready for her paper towel. How many pulls does she need? Let's say it together—one, two, that will do!"

Finally, an effective strategy for reteaching transitions is simply to direct the entire class to start over. Budget extra time for do-overs during the first two weeks of class and be patient. As the Navy SEALs say, "Slow is smooth, smooth is fast."

When students don't want to quit what they're doing: Have you ever seen a boy wail when bedtime is announced? More than likely, he felt blindsided. In the classroom, many kids feel the same volcanic emotions when asked to stop doing an activity that absorbs them. However, displaying a countdown timer, like [E.ggtimer.com](#), [Online-Stopwatch.com](#), or [Timer-Tab.com](#)—when combined with verbal time signals—helps students anticipate and prepare for an approaching transition.

When younger children get distracted: In an article on transitions, Sarah E. Mathews cites a [2007 study](#) that showed how "children appeared excited to engage in many routines that were part of music." Singing the following song, says Mathews, will help kindergartners straighten their work areas between activities: "A helper I will be. A helper I will be. / There's work to do. There's work to do. A helper I will be." Or play this [clean up song](#).

Letting students take charge of transitions: Transitions don't have to involve an entire class. Watch how Wendy Hopf's sixth graders [use hand signals](#): Raising one finger requests help, raising two fingers asks for a bathroom or water break, and raising three fingers indicates that a pencil needs sharpening. "I love it," says Hopf, "because I have the option of saying no."

[Research](#) suggests that successful transitions are quick and have clear beginnings and endings. Meeting those requirements will maximize learning time. However, don't be afraid to add in some whimsy, like the North Carolina teacher who greets each student with a charming [individual handshake](#) as they enter the classroom each morning, thus illustrating that transitions happen *with* kids, not *to* them.

Source: <https://www.edutopia.org/article/mastering-transitions-todd-finley>