

The background of the slide is a stylized illustration of a classroom. It features two bookshelves on either side, filled with colorful books. In the center, there is a green chalkboard with a brown border. In the foreground, there are several wooden desks and chairs. The overall color palette is warm and inviting, with shades of orange, yellow, and brown.

# **Creating a Positive Classroom Community**

**Mari Bodensteiner – January, 2018**

- define classroom communities
- understand the importance of a positive classroom community
- share strategies & activities to build a classroom community

Goals







# **Classroom Community**

# Community

students feel **cared about** and are encouraged to care about each other

they experience a sense of **being valued** and **respected**

**connect**  
to each  
other

the students **matter** to one another and to the teacher

they are part of an **“us”**



**HELLO**  
my name is

**Maryfrances  
Bodensteiner**







Search how  
Flowchart



1. I am interested in the...  
2. I am interested in the...  
3. I am interested in the...  
4. I am interested in the...  
5. I am interested in the...

# Exit Slips

- Teachers ask a question at the end of the class
- Teachers can assess student comprehension
- Easy, quick, informal assessments

Today I learned, . . . .

<b>3</b>	<b>things that I learned today . . .</b>
<b>2</b>	<b>things that I found interesting . . .</b>
<b>1</b>	<b>question that I have . . .</b>

## Classroom Agreement

- don't be late
- don't use your cell phone
- don't talk while other students are talking
- don't be lazy
- don't turn in homework late

## Classroom Agreement

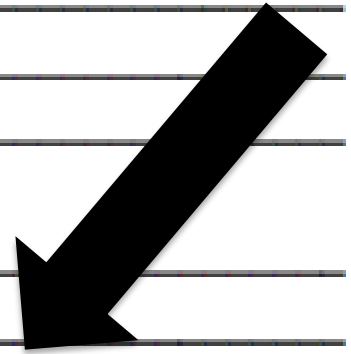
- be on time
- keep cell phone in your bag
- listen while other students are talking
- be an active learner
- do your homework on time

## Student Questionnaire/Survey Example

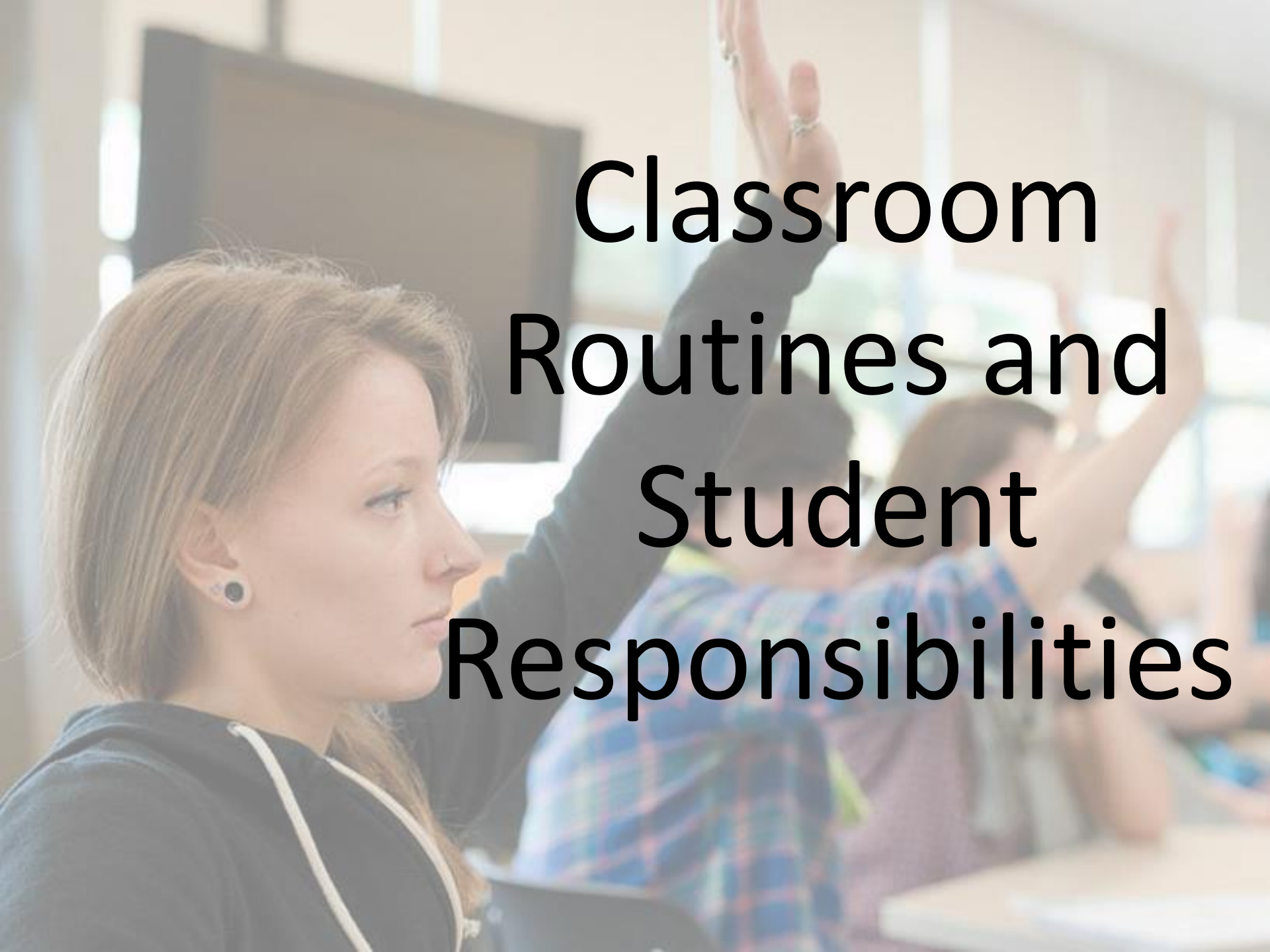
1. What are your interests and hobbies? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What is your favorite subject in school? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What do you want to do in the future? \_\_\_\_\_  
\_\_\_\_\_



4. What is something that I should know about you? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A young woman with long brown hair, wearing a dark hoodie and a small earring, is shown in profile, raising her right hand. She is in a classroom setting, with other students and a whiteboard visible in the background. The text "Classroom Routines and Student Responsibilities" is overlaid on the image in a large, bold, black font.

# Classroom Routines and Student Responsibilities

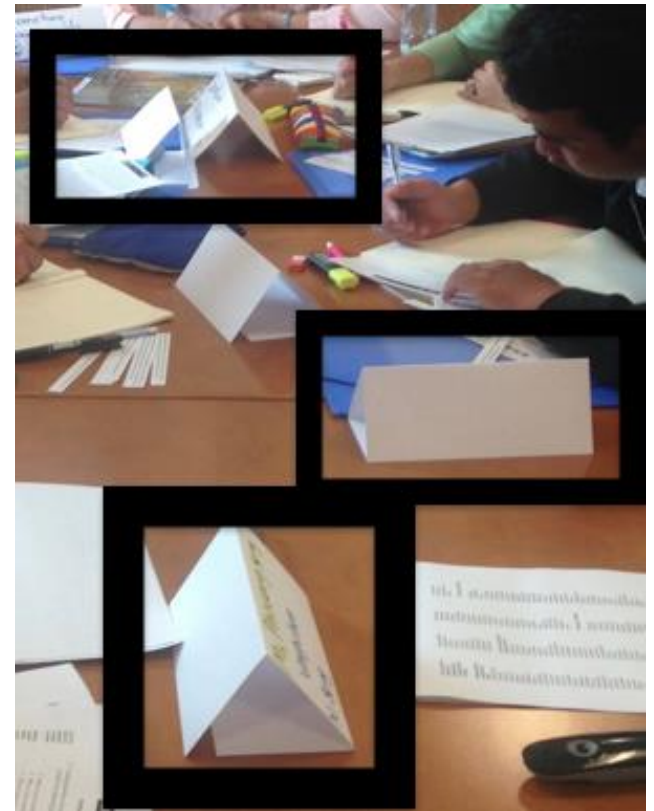
# Review

## Classroom Agreement

- don't be late
- don't use your cell phone
- don't talk when other students are talking
- don't be lazy
- don't talk on homework late

## Classroom Agreement

- be on time
- keep cell phone in your bag
- listen while other students are talking
- be an active learner
- do your homework on time



## Classroom Routines

4. What is something that I should know about you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Activities  
to Create a  
Classroom  
Community**

All About  
Me

Two Truths  
and a Lie

Would you  
rather ...?

Quiz, Quiz,  
Trade

Memory  
Maker

# All About Me



- Introduction to public speaking
- One student presents each day



Two  
Truths  
and a Lie

Students tell  
**two truthful**  
sentences and  
one sentence  
that is a **lie**.

### Example

I have two younger sisters.

I speak French.

I have been to China.

*Which sentence is false?*

Two  
Truths  
and a Lie

# Modifications

## Specific Topics/Content

- travel, sports, health, around town

## Specific Grammar Tenses

- present tense, past tense, present perfect, future

## Example

*I have traveled* to Singapore.

*I lived* in Laos.

*I will go* to Germany in March.

Would  
you  
rather...?

## Example

Would you rather  
read a book or  
watch a movie?



## Example

Would you rather  
do all your friend's  
laundry for a year  
or wash all your  
friend's dishes?



## AE Activate

Would You Rather?  
Have You Ever?  
Oh, When?

Quiz,  
Quiz,  
Trade



## Modification



*Find your Match*



## Directions

- Students find a partner.
- Student A asks question.
- Student B answers.
  
- Then student B asks question and student A answers.
- *Then*, the students have to switch question cards, and find a new partner.
  
- The students are then asking a different question *and* answering a different question.



Quiz, Quiz,  
Trade



A   $\longleftrightarrow$   B



C   $\longleftrightarrow$   D



E   $\longleftrightarrow$   F

A   $\longleftrightarrow$   F

B   $\longleftrightarrow$   C

E   $\longleftrightarrow$   D

A   $\longleftrightarrow$   E

F   $\longleftrightarrow$   C

D   $\longleftrightarrow$   B

# Memory Maker

- Last day of class activity
- Positive feelings



# Memory Maker

## Examples

- Thank you for always being the first to participate in class.
- You had great ideas during our group project.
- Thank you for helping me study before the final exam.
- You're always so positive!!
- Thanks for always smiling!

**Activities  
to Create a  
Classroom  
Community**

All About  
Me

Two Truths  
and a Lie

Would you  
rather . . . ?

Quiz, Quiz,  
Trade

Memory  
Maker



What are you already doing  
in your classroom to build a  
community?



# Questions

A stylized illustration of a classroom. In the center, a green chalkboard with a brown border displays the word "Questions" in large, bold, black font. To the left and right of the chalkboard are tall wooden bookshelves filled with colorful books. In the foreground, there are two wooden desks with matching chairs. A small green cup containing several colored pencils sits on the desk in the middle. The background wall is a warm orange color, and the floor is a light blue-grey.

“A person who feels  
appreciated will  
always do more than  
expected.”



# Creating a Positive Classroom Community

Mari Bodensteiner

# Resources

- [Involving Students in Classroom Routines and Processes](#)
  - [https://americanenglish.state.gov/files/ae/resource\\_files/topic\\_1\\_-\\_students\\_class\\_routines\\_final.pdf](https://americanenglish.state.gov/files/ae/resource_files/topic_1_-_students_class_routines_final.pdf)
- [Harmonious Learning: Yoga in the English Language Classroom](#)
  - [https://americanenglish.state.gov/files/ae/resource\\_files/49\\_4\\_2\\_morgan\\_0.pdf](https://americanenglish.state.gov/files/ae/resource_files/49_4_2_morgan_0.pdf)
- [Teacher Development - What Works in the ELT Classroom? Using Robust Reasoning to Find Out](#)
  - <https://americanenglish.state.gov/resources/english-teaching-forum-2002-volume-40-number-4#child-235>
- [Instant Feedback for Learner Training: Using Individual Assessment Cards](#)
  - [https://americanenglish.state.gov/files/ae/resource\\_files/02-40-4-f.pdf](https://americanenglish.state.gov/files/ae/resource_files/02-40-4-f.pdf)
- [Positive Language in the EFL Class](#)
  - [https://americanenglish.state.gov/files/ae/resource\\_files/topic\\_4\\_-\\_positive\\_language\\_final.pdf](https://americanenglish.state.gov/files/ae/resource_files/topic_4_-_positive_language_final.pdf)
- [Creating Positive Attitudes Towards English as a Foreign Language](#)
  - [https://americanenglish.state.gov/files/ae/resource\\_files/06-44-4-b.pdf](https://americanenglish.state.gov/files/ae/resource_files/06-44-4-b.pdf)
- [Constructivism in Theory and in Practice](#)
  - [https://americanenglish.state.gov/files/ae/resource\\_files/06-44-4-c.pdf](https://americanenglish.state.gov/files/ae/resource_files/06-44-4-c.pdf)
- [Teacher's Corner: Classroom Management](#)
  - <https://americanenglish.state.gov/resources/teachers-corner-classroom-management>
- [Changing Homework Habits: Rethinking Attitudes](#)
  - [https://americanenglish.state.gov/files/ae/resource\\_files/03-41-4-k.pdf](https://americanenglish.state.gov/files/ae/resource_files/03-41-4-k.pdf)
- [Ten Characteristics of a Good Teacher](#)
  - [https://americanenglish.state.gov/files/ae/resource\\_files/50\\_1\\_11\\_pp36-38\\_reflections\\_ten.pdf](https://americanenglish.state.gov/files/ae/resource_files/50_1_11_pp36-38_reflections_ten.pdf)
- [Teacher's Corner: Fostering Student Motivation](#)
  - <https://americanenglish.state.gov/resources/teachers-corner-fostering-student-motivation>
- [Back to School: A Surefire Strategy for Building Classroom Community](#)
  - <https://www.edutopia.org/blog/back-to-school-strategy-building-community-anne-shaw>