Establishing Classroom Behavior Rules

1. How to obtain your attention and help. Ask students to raise their hands and wait until called upon.

2. How to enter and leave the classroom. Make your expectations clear to the students. They should be in their seats and listening at the beginning of class.

3. How should they store personal belongings?

4. How to obtain materials needed for laboratory investigations.

5. How and when to go to the drinking fountain and to the bathroom.

Seating in rows is probably desirable during classroom discussions and any other time students are to be working independently.

Move around the room, do not remain in one place constantly.

If students become bogged down, ask guiding questions to help them.

Encourage communication among the students in each group.

Assess the noise level and decide if it is appropriate for the specific activity.

   If it is too noisy consider:
       Using a preestablished signal calling for quiet.
       Move to the offenders and remind them to lower their voices.
       If the class will not become quiet, conclude the lesson. This should be done only as a last resort.
Praise the students who are working well rather than criticizing those who are not working well. Be specific and praise behaviors.

Temporarily remove students who are not working well with their groups and have them watch groups that are working well.

Be enthusiastic.

Show respect for students and listening to each in an unhurried manner.

Do not add noise to the class by trying to shout above the students’ voices.

The experiment (activity) should have a purpose.

Students should understand the expected behavior and the consequences for misbehavior.

Planning is important. Be ready to teach the activity, have the materials ready. Do the activity yourself in advance.

Involve the children. Both in the planning and doing the investigation.

Aim for thinking and discussion about the investigation. both before and after the activity.

Keep the activity as simple as possible.

Help the children connect what is learned to their own world.

Use controls and repeated trials whenever possible.

Aim for quantitative as well as qualitative results.