

## **Lesson #21: Skip the chaos! Plan your transitions between activities.**

Last time I checked, kids are not mind readers. Furthermore, if given the chance, they will do things in a way you didn't expect, and often times, in a way that is disruptive to the learning environment. So, help them by telling them what you want them to do before they do it. A great example is transition from one activity to another within the class. For example, say they have been sitting in chairs listening to a story and next they will be going over to tables to do a craft activity. Before they move, tell them where you want them to go, how you want them to go there and what you want them to do (or not do) when they get there. You might say, "Class, next we are going to do a craft activity over at the tables. When I tell you to get up, I want you to quietly walk over to the tables and sit down. Please do not touch any of the coloring supplies. When everyone is settled, I will tell you what to do next." These instructions make it clear what the children should do and make it clear what mis-behavior is. It won't take care of all your problems, but it will certainly help some of them.

Appendices I and J, at the back of this book, include two articles that help teachers manage transitions and many other common classroom scenarios.

## **Lesson #21: Questions for You in Your Ministry Setting:**

1. When are your children most likely to misbehave in class? Are they predictable? Are they a pattern? Do you set clear expectations during these times before they happen? How do you respond to them?
2. Does the children's behavior vary depending on the training of the teacher in charge? What is the difference between how the best teacher manages the class and how the worst teachers manage it? How could you teach the worst teachers these techniques or establish the best teacher's strategies as regular rules or write them into the curriculum you use?
3. What are the transition points in your curriculum? What could you do to help the children make these transitions more smoothly? How could you introduce these ideas to your teachers?