Double Check

Strategy Tool: Building a Classroom Community
Example

1. Have you ever been a part of a positive community? If so, what made that community feel positive and supportive for you?

    > My church community was positive and supportive. People were kind at church and sometimes called throughout the week to check on me. I enjoyed the free coffee and donuts at church, too.

2. In what ways have you created a positive classroom community in the past?

    > I was very strict about not tolerating any bullying or name calling and praising students for being kind to each other. Students also seemed to enjoy weekly morning meetings.

3. What challenges have you experienced while trying to create a positive classroom community in the past?

    > I often have one or two students who seem to throw off the whole classroom community. Things go smoothly when these students are absent but when they are present, I have to spend a lot of time on discipline and redirection.

Reflecting on your own experiences both inside and outside of the classroom, use the table below to identify five classroom community-building activities that you can use in your classroom. Review the strategy overview document for some ideas.

Community-building activity	When will you implement this activity?	What challenges do you foresee and how will you overcome them?
Icebreakers	The first 2 weeks of school	Students may be silly. I will wait to play silly ice breaker games until week 2, when students have a better understanding of the classroom rules and expectations.
Morning meeting	Every Wednesday and Friday	There are often interruptions when students arrive late. I may do afternoon meeting instead or teach students a routine for how to join the morning meeting if they arrive to school late.
Show and tell	Every 1st Friday	Some students may forget their item or may not have anything they want to share. I will check in with students throughout the week to identify any potential issues and will send parents e-mail and text message reminders.
Include real-life examples in instructional content	At least once a week	It is hard to make sure all students are included. I will write down different cultures I want to include and check off when I have included that culture to ensure that I am not over or underrepresenting a particular group at the expense of another group.