

Establishing Classroom Management

- Rules are for safety - they are non-negotiable and involve consequences (contacting caregivers, removal of tool, removal from activity). Examples include physical safety, the need for consent before touching, no hurtful words, etc.
- Procedures are the way things are done (e.g., how we get out our materials, how we line up, how we transition between activities, how we turn our attention to the teacher, how we take turns, how we share in circle)
- Procedures need to be explicitly rehearsed when you meet students and, if possible, should be accompanied with visuals, tracking, etc. [ArtFusion](#) First Five lessons have good advice about establishing these for each art.
- Using games to introduce procedures (e.g., playing a Freeze game with a whistle or noise maker where students have to freeze when they hear the cue ... especially important if learning outdoors at any point)
- Using tone of voice and variations (energetic, whispering)
- It's easier to redirect students who are not engaged if only a few of them have not joined in
- Examples of possible procedures:
 - Turn taking; make sure everyone gets a turn; Talking stick; 5 finger count down for turn-taking
 - Attention Getters: Call and response ("hands on top" - "that means stop") chimes, clapping rhythm, tambourine ; explicitly teach what students are expected to do when you initiate the attention getter and rehearse it with feedback
 - Saying "thank you" after pairs or groups work together - [Attitude of gratitude](#) video (Grade 3-8)
 - [Grouping Strategies](#)
 - Using Teacher in Role (Goblin clean up example)

Routines

- Start out with whole group things as a routine so that they know what to expect - e.g., [Whole Body warm-up](#) ([Empty Brain](#) song) or meet the kids with the energy that is in the room - if they are low, choose a low energy activity and work them up to where they need to be; if they are high energy, choose a high energy activity and work them to where they need to be
- The group should get started doing something as soon as possible in the period
- Sharing creations: Half the group presents while half the group is the audience
 - Two Stars and a Wish
 - I noticed, I appreciate, I wonder
- Consolidation
 - Small group conversations and teacher eavesdropping
 - Spying on another group and reporting what you heard
 - Debrief circle
 - 12 second thinking period for students with slower auditory processing

Reluctant to participate

- If I can get them playing right away, they get caught up in it
 - 3 instruments - play and watch and rotate (frequently switching up)
- Incremental challenges
- Waiting isn't a really option - plough through it
- Group work
- Problem solving, centering their opinions through role; social justice topics

Conflict Management

Using sources to support student conflict management skills and healthy relationships

- Piggy & Elephant
- Conflict tableaux
- Teaching younger kids about healthy relationships
- Using photos as sources (First Steps)
- [Grouping Strategies](#):
 - "I" statements (I feel ... when you ... because ...) & Active listening skills (I hear that you feel ... when I ... because ...)
 - Justice-oriented apologies

Kids that won't cooperate if someone isn't following their idea

- Get curious about why they won't cooperate or let go of their initial idea - kids do well if they can, if they can't it's because there is [a skill in progress or an unsolved problem \(Lives in the Balance\)](#); how can teaching drama/dance be an opportunity for them to explore that skill of letting go of the idea/compromising
 - May be that having control in situations of play is supporting an unmet need elsewhere in their life
 - Maybe they are still learning flexible thinking skills
 - Use a trauma-informed approach and consider what is getting in the way
- Taking turns and compromise (combining ideas)
- The uncompromising student works on their own
- Democratic decision making
- Honour student voice and choice, with teacher final say
- Validating ideas as good ideas and acknowledging that they only have the time to develop one vision
- "Directing" as a role that offers some control (e.g., the student "directs" the group to make sure they achieve success criteria)

Formal School Presentations & Student Fatigue with Rehearsal

- Give students roles that are more or less involved based on their interest-level in the concert/presentation
- Student ownership as much as possible
- Experimenting as rehearsal (trying different dynamics each time through as they learn the words/melody)
- Student choice in terms of role

- Structured improvisation (e.g., using verbs from a text and students create a sculpture for each word in the text, someone reads, and the students assume their pose as the word is said - [The Wave](#))
- Choreography as containers (a thematic keyword e.g. zigzag pathways, circles, etc. to structure one section of dance, then a rehearsed section)
- Performance is an iceberg - what the audience is the tip over the line, everything under the water is the what the audience can't see (10 hours for 1 minute?)
- To keep the joy going, you have to be really organized
- Requesting release from admin for final rehearsals - asking for community support

General Resources

www.code.on.ca/resource for the full catalogue of resources for teachers that can be filtered by panel (Kindergarten, Primary, Junior, Intermediate, Senior), by subject, by resource type (Unit Plans, Lesson Plans, Games/Warm-ups, Teacher Learning)

[Games & Warm-ups](#) - use to practice skills like concentration, turn-taking, collaboration, etc.

- Minimize elimination so that all students stay engaged and have opportunities to continue practicing the skill
- If using elimination, engage them as part of the game in another way (Being part of the band)

Kindergarten

<https://www.code.on.ca/blog/what-does-drama-look-early-years>

Primary Literacy

<https://www.code.on.ca/resource/improvising-literacy-turning-page>

Junior

[Building a Community](#)

- Integrate with social studies, science, financial literacy, critical literacy, inquiry, etc.
- Very high interest because it deals with topics that have real consequences and where students can offer their opinions