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TOWARD A TEACHER TRAINING PROGRAM THROUGH AUDIO-VISUAL TECHNIQUES  
FOR A REFORM RELIGIOUS SCHOOL

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Thesis submitted in partial fulfillment of the requirements for  
the degree of Master of Arts in Hebrew Letters and  
Ordination.

Hebrew Union College - Jewish Institute of Religion

1970

Referee, Professor Sylvan D. Schwartzman

## Digest

### TOWARD A TEACHER TRAINING PROGRAM THROUGH AUDIO-VISUAL TECHNIQUES FOR A REFORM RELIGIOUS SCHOOL

In order for our religious schools to fulfill their task of providing a well-balanced and complete education for our Jewish youth, it is vital that we have teachers who can meet basic requirements in two separate areas; content and methodology.

We have many teacher training programs that deal with the first of these; many courses are offered in the fields of Jewish History, Festivals and the like. However, my research shows that the second area, namely, methodology, is being for the most part neglected. It is my contention that our teachers must be taught 'how to teach'. A teacher may possess much knowledge; but if she does not have the techniques and skills needed to transmit this information to her classes, then she cannot be an effective teacher.

My research further shows that little is being done in this area in other school systems; therefore in this thesis I propose a teacher training program in the area of methodology, and I include as a part of this thesis the first three of the lessons for presentation to teachers. Each lesson is prepared as a series of slides for the overhead projector, along with the appropriate instructor's comments.

The first session is entitled "Classroom Management", and is concerned with some of the physical problems of the classroom - how to handle them, and how to make a classroom an effective teaching tool.

Session two, "Lesson Planning", helps the teacher organize the

## II

materials to be taught, and shows many ways the lesson may be varied in order to keep the students' interest high.

The third session, "Discipline", presents a picture of what discipline is, as well as what it is not; and attempts to provide the teacher with some helpful techniques for handling special situations.

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## CHAPTER ONE

### INTRODUCTION

A religious school is expected to produce well educated students. In order to achieve this goal, various subjects are offered, spread over ten to twelve years. We take it for granted that courses cannot be taught unless the teacher is competently trained to teach the material to the students. Therefore, teachers are supplied with the information that they are to transmit to their classes; courses in Basic Judaism, Jewish Law, Reform Judaism, the various phases of Jewish History, Bible, Hebrew and many, many more are provided. However, it is my contention that something else is needed, and that this element is missing for the most part from most of our teacher training programs throughout the country. This missing element is methodology; the methods of effective teaching. A teacher may possess a tremendous store of knowledge; but if she does not have the techniques needed to transmit this information to her students, what can she contribute to the education of her charges? Knowledge, that is, the information to be taught, must be combined with the techniques of good methodology to create effective teaching. Of the 19 Jewish communities having certification requirements as of December 1968, only one required credits in the area of classroom management, three required "creative techniques" and "methods and materials"; and none required any training in the use of audio-visual aids.<sup>1</sup> Two of these courses, classroom management and creative techniques, are not even required as a part of

the national certification program.<sup>2</sup>

It seems that our teachers, at least in the larger cities, are offered courses in specific content areas, but not in methodology:

"... the larger religious schools are preparing their teachers through education courses. This is correct. By and large, more of the courses are concerned with content as opposed to methodology."<sup>3</sup>

"Frankly, I too feel that if we have to make a choice, given the limited time which the average faculty member is going to devote to inservice training, even if required to do so by contract. I would rather have them concentrate on content."<sup>4</sup>

These statements by professional educators show that, while they may recognize the need for training teachers in the area of the methodology of teaching, in large measure they are doing nothing to provide such training.

In religious schools in smaller cities (100,000 or less) most of the teachers are concerned laymen and/or parents who have had no formal training as teachers. Here the need is even greater than in the larger cities where at least part of a religious school staff may be professional public school teachers.

The methodology of teaching should be of primary concern to all educators. It is easy to provide teachers with the information to be taught and with reference books for guidance. In addition, teachers must know how to teach; the methods of teaching, how one actually transmits information to a class or controls a class, the "tricks of the trade", so to speak.

In a classroom, many factors come into play, and only when a teacher recognizes them and knows how to handle them, can she be a good teacher. Students may be disinterested, they may daydream, they may be uncomfortable due to poor ventilation.<sup>5</sup> If the teacher ignores these problems, and just continues to talk (although she would say that she is "teaching"), she is wasting her time and the time of her students, for no learning is taking place. The teacher must be prepared, which assumes that she knows how to prepare; and must be able to handle all the many situations that may arise in a classroom.

Therefore, methodology should be considered as an integral part of teacher training. Of the 36 credits required by the Union of American Hebrew Congregations National Certification Program, five of these fall under the heading of education, or methodology,<sup>6</sup> which indicates that the importance of this area is recognized. Yet, while the experts are willing to admit that such training is important, very little is actually being done, as I have pointed out. One reason for this situation, I believe, is that so little in the way of prepared material exists, thereby making it difficult to teach such a course.

Does the vacuum exist only in Jewish teacher training? If so, then perhaps we can easily find prepared courses in methodology that we can adapt to our needs. To ascertain the answer to this question, I consulted three groups of educators in the city of Cincinnati, Ohio.

1. The Council of Communion (Protestant)

2. Cincinnati Public Schools

3. Confraternity of Christian Doctrine (Catholic)

To all three groups, I posed the following query: "What are you doing in the area of methodology in your teacher training program?"

The Council of Communion is a group of denominations working together in all areas of education, both day school and Sunday schools. Mrs. Richard Cromer, Director of Education stated<sup>7</sup> that she believes that in her teacher training program she should place the main emphasis on "finding oneself" and on "how do I know my class?" She feels that the most important thing any teacher can do is to build a relationship with her students. Her teacher training program, therefore, emphasizes these concerns. The annual program of training has few areas of repetition. Mrs. Cromer set this program up by asking "what problems were noticed last year, i.e., how and why didn't we relate to the students?" Proceeding from this, she sets up an outline of the program to be taught. (No old outlines were available for study.) The course consists of small groups working on the problems that have been set up.

At the present time, they are trying to set up a program that will allow teachers to observe other teachers. In the over-all program, methodology and content seem to be closely tied together. Methodology per se seems to be of little concern. If a teacher knows her class and relates to her students, then everything will flow from this relationship.

Mr. John T. Clark, Associate, In-Service Education, Cincinnati Public Schools,<sup>8</sup> assumes that his teachers have had some training in methodology. Mr. Clark feels that further training should be gained through actual classroom experience rather than in separate formal courses.

It should be noted that they are doing something which may in the future be extremely important in training teachers. This is "micro-teaching" with a video-tape recorder. Using a class of seven or eight students and a fifteen minute session, the teacher is required to write up in advance what performance she expects from the students, and what approach she is going to use. After taping, the teacher watches the playback alone, and looks only for what she set out to do, ignoring all extraneous elements. Later, the instructor may invite the teacher to view the tape with him. This program has been well received by the teachers, and plans call for expansion in the future.

The Catholic schools of Cincinnati are under the direction of the office of the Confraternity of Christian Doctrine. There are no courses in methodology offered by the CCD office; each school is on its own. Lesson planning is taught by means of lecture, demonstration, and problems. No prescribed course was available for examination. Communication - such as listening skills, group dynamics, role playing and the like, are taught; mostly by means of lecture. The CCD office recognizes the need for the teaching of methodology; but leaves the program up to the individual schools. No aids are

offered by the office.<sup>9</sup> Most of the lessons that are taught by these teachers (not taught to the teachers) in this school system are accompanied by a complete lesson outline. Perhaps, since such detailed information is provided with each lesson, little emphasis need be placed on methodology.

Since limited material seems to be readily available to us, I think that it would be advantageous to religious school administrators and rabbis if such a course could be developed. I believe that many educators recognize the necessity of training in this field, but are doing little because material is so hard to find. Furthermore, it is my belief that the material, if made available, would be used to fill the gap that now exists in many of our teacher training programs. Therefore, I propose the following program of teacher training in the area of methodology for use in Reform religious schools:

1. Classroom Management
2. Lesson Planning
3. Discipline
4. Testing
5. Motivation
6. Use of Audio-Visual Aids

Each of these subjects is to be covered in a separate session of about one hour's length. Sessions one through five are to be taught by means of lecture, followed by questions and answers. The last session should be a practicum, giving the teacher the skills needed to efficiently operate the various types of audio-visual equipment used

by the school.

In order to give the teacher some of the basic skills needed to handle a class, it is recommended that sessions one, "Classroom Management" and two, "Lesson Planning" be offered before the school year begins. Session six, "Use of Audio-Visual Aids" should also be scheduled at this time. These three sessions, along with time for dealing with the pre-school administrative details, can be combined into a one day institute that will help get the year off to a good start. Sessions three, four and five should be given early in the year; perhaps at the rate of one a month for three months. They may be offered as a part of an afternoon or evening program/institute at which time courses in specific areas of Jewish studies are also conducted.

In this thesis, I have prepared formal courses for three lessons, Classroom Management, Lesson Planning, and Discipline. I am aware that all the sessions are important, but time limitations dictated that I confine my efforts to the first three in order to adequately cover the subjects under consideration. Session six, the Use of Audio-Visual Aids, does not fall within the scope of specially prepared lessons, as all audio-visual equipment is accompanied by instruction manuals, thereby making it easy for one to prepare the needed comments. It will be pointed out to the teachers, both in the session on classroom management and in the session on lesson planning, that the use of audio-visual aids should be considered an important part of good teaching. Also, the manner in which my prepared lessons are to be presented will emphasize this point, as we shall see.

The three sessions have been prepared as follows: each session is preceded by an introduction which sets forth the justification for and the importance of the subject. The lesson proper is prepared as a series of acetates for use with an overhead projector. (Note: the acetates are bound in a separate volume, however Xerox copies of each slide can be found at the end of the thesis, appendices A through C.)

I chose to prepare material for the overhead projector for several reasons. First, the projector itself has definite advantages; it may be used in a classroom with the lights on, facilitating note taking. Also, the projector is placed at the front of the room, thereby keeping the instructor before his class, which is an important factor in good teaching. Second, to show that the teacher herself may make material of her own for presentation on the overhead projector, and therefore does not have to rely on professionally prepared materials. The acetates for the sessions were prepared by a 3M Thermo-Fax "Secretary" desk-top copier, which will make slides from practically all written, printed or drawn materials. (It should be noted that the same copier will also make copies and spirit masters.)

Each lesson consists of a series of acetates accompanied by an appropriate instructor's comment. The acetates are to be exposed one by one, with the instructor supplying the comment as the slide is projected on the screen. In order to be consistent throughout, I have made two basic assumptions. First, the teachers know little or nothing about methodology. Second, the course is to be taught by a rabbi or professional Jewish educator who has had some training in the subjects under consideration. The instructor is encouraged to

modify the comments to meet his particular needs and goals.

The last slide in each series is an activity slide, requiring the teachers to undertake a concrete activity at that time to internalize what has been taught.

## CHAPTER TWO

### SESSION ONE

#### CLASSROOM MANAGEMENT

One of the responsibilities of the teacher is to make the best use of the room and its facilities. Efficient management of the classroom, recognizing and working with its assets and its liabilities, is of the utmost importance in the achievement of the over-all goals of the educational program. "All education takes place through the interaction of the individual with his physical ... environment."<sup>10</sup> Therefore, the teacher should strive to establish and maintain an environment which is healthful, attractive, stimulating and rewarding to the students.

In this session we will be concerned with the various physical features of the classroom and how they may be most adequately utilized. We will see how these features may be varied in many ways in order to achieve maximum usefulness.

The classroom is, hopefully, a learning situation. The teacher who has mastered the techniques of good classroom management will find that the well-ordered classroom will help her in a number of other areas of the educational process:

1. The ordering of the learning process.
2. Lesson planning.
3. Influencing individual students.

4. Managing human relations problems.
5. Guiding and reinforcing learning.
6. Assisting individuals who need help.

My research in this area has shown that practically all the concerns of teaching, from lesson planning to testing, are discussed under the heading 'classroom management'. Most authors agree on what the fundamentals are. My concern here will concentrate on the physical aspects of the classroom. My sources show that the following are areas of basic concern:

1. Ventilation of the room.
2. Control of lighting.
3. Use of blackboards and bulletin boards.
4. Seating arrangements.
5. Setting aside work and speciality areas within the room.

Our lesson will deal primarily with these topics.

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#### INSTRUCTOR'S COMMENTS

Note to instructor: These comments are for your guidance. You are

encouraged to add your own remarks wherever you think it necessary.

1. POINTS FOR GOOD CLASSROOM MANAGEMENT.

No comment.

2. THE CLASSROOM ENVIRONMENT IS AN IMPORTANT PART OF GOOD TEACHING.

A child is very impressionable, everything that goes on in the room influences him. The good teacher recognizes this, and uses her classroom as a teaching tool; both to make subject matter easier to understand, and to reinforce learning.

3. YOU CONTROL WHAT GOES ON IN THE ROOM.

The lights, heat and other elements of the physical environment are under your control. You also direct what activities are happening, and how they happen.

4. POINTERS FOR EFFECTIVE CLASSROOM MANAGEMENT.

There are nine areas of classroom management with which the skilled teacher must be concerned. We will look at each in turn.

5. I: BEFORE EACH CLASS, BE SURE TO CHECK THE BASICS.

First, there is more to beginning a class session than walking into the room and opening your books. As the astronauts have check-lists, so we too must make sure that everything is in order for a successful "mission" of teaching. (Note: the next five slides contain the specific elements to be covered.)

6. CORRECT LIGHTING IS IMPORTANT.

The room should have adequate light; make sure you have a sufficient amount without glare. Adjust the window-shades to eliminate bright spots of sun on the desks; don't let the students change the way you have set them. Don't stand in front of the window as you teach, thereby forcing your students to look into the bright outside light.

7. MAKE SURE YOU HAVE PROPER VENTILATION.

If the room is too warm students will become drowsy. If it is too cold, they will be uncomfortable. Either way, neither you nor they will be at your peak.  $68^{\circ}$  to  $72^{\circ}$  is considered to be best; judge the correct temperature not by what you feel, but by noting the reactions of your students. A thermometer is always a helpful tool to have in the room. Remember: even if you have no direct control over the heat, you can open the windows. Open them from the top, thereby eliminating direct drafts.

8. A NEAT ROOM IS A MUST.

No one feels like working in cluttered surroundings. If your room is in order, materials can be found with a minimum of confusion. When displays and projects are finished, save only that which you are sure you will use in the future. DO NOT keep things that may not be used again. Let this be your motto:

"When in doubt, throw out."

9. HAVE THE NECESSARY TEACHING TOOLS.

As a part of planning your lessons, you should know well in advance what special aids you will need for the day. Many schools require advance ordering of audio-visual and other equipment. Make sure before class begins that all is in readiness and everything is on hand. No last minute dashes to the office!

10. GREET EARLY ARRIVING STUDENTS.

Much of your advance classroom preparations can be damaged by early arriving students who have nothing better to do than to get into trouble. Provide something to keep them busy. Old copies of "Keeping Posted" or "World Over" may be kept handy, and students encouraged to leaf through them. Or, you may assign them to some of the specific tasks that must be done each week, such as making sure a supply of sharpened pencils is on hand.

11. II: PROVIDE A PLEASANT SETTING FOR LEARNING.

The second of our pointers is that it is important to have a pleasant setting. When the students enter, the desks should be in their proper order, the floor should be clean. The students should sense that you are ready to go to work: you can impart this sense by being neat, and by using a pleasant tone of voice.

### 12. III: KEEP BASIC SUPPLIES ON HAND.

(Note to instructor: This slide is to be used with four overlays. Start with the basic slide, and add one overlay at a time.)

We mentioned earlier that one should have the teaching aids necessary for the day on hand. Our third pointer is that in addition to these aids, a small stockpile of basic supplies should be kept on hand at all times. Note a "small supply": do not overstock!

#### 12A. WRITING.

These are always needed: Pencils, paper, and erasers.....

#### 12B. DRAWING.

Also rulers, special papers, crayons, paints.....

#### 12C. CONSTRUCTING.

Clay, plaster of paris and like materials should not be kept in the room, as their presence can cause trouble. Bring them in as needed. Remember, many schools require ordering them in advance. Supplies such as scissors, tape and paper may be kept on hand.

#### 12D. RECORD KEEPING.

As the teacher, you should keep up-to-date records, and should have the proper forms (such as permission slips) on hand for immediate use when needed. All of these supplies: for writing, drawing, constructing and record keeping should be stored wisely.

## 13. IV: MAKE YOUR BLACKBOARD WORK FOR YOU.

Every room has at least one blackboard. You can put yours to many uses: (note to instructor: see the slide for the specific uses.)

## 14. REMEMBER!

DO NOT USE THE BLACKBOARD FOR BUSY WORK. If you have a lengthy outline, make copies for the students. The same copier that will make acetates for the overhead projector will make a ditto master.

USE MAIN BLACKBOARD FOR THE DAILY LESSON. The blackboard at the front of the room is usually the easiest for the students to see.

## 15. V: USE MODELS AND OBJECTS TO MAKE A LESSON CONCRETE.

Pointer number five brings us to models which many teachers often overlook. Such aids can make it possible for students to grasp abstract ideas. To paraphrase: "One model is worth a thousand words."

## 16. VI: USE MAPS, GLOBES, POSTERS.

Pointer six deals with the imaginative use of wall space which is a part of good classroom management. You can use commercial materials, illustrations you prepare, or have the class make them. (Note to instructor: Wayne University has published a

film strip on "Bulletin Boards at Work" that you may wish to present.)

17. VII. MAKE SPACE WORK FOR YOU.

(Note to instructor: slides 17 through 20 are concerned with this point.)

Our seventh pointer is: make space work for you. Use it wisely - it will pay big dividends. First: have tables for current exhibits.

18. MAKE SPACE WORK FOR YOU.

Move desks around, (1) to create large open spaces for presentations or work areas, (2) to create study or research groups. If possible, avoid the traditional rows of seats. A semi-circle, such as the United Nations arrangement is very good, or try a 'U' within a 'U' if necessary.

19. REMEMBER!

KEEP DESKS AWAY FROM RADIATOR PIPES? DRAFTS, AND EXHAUST VENTS. Students placed near such features will be uncomfortable. NO DESKS SHOULD FACE THE WINDOW. This too is very uncomfortable for the student, and is bad on the eyes as well. NO DESKS SHOULD BE PLACED SO THAT THE STUDENT HAS TO TWIST TO SEE THE TEACHER.

## 20. VIII: KEEP YOUR DESK NEAT.

Pointer number eight: you can't expect the pupils to be neat if your desk is cluttered, nor can you be at peak efficiency. The top of your desk should contain a blotter, your basic texts, and perhaps a flower or plant. Desk drawers should be well-organized. If possible, keep one drawer for emergency supplies for the students, such as paper and sharpened pencils. Even if you are out of the room, the student will know where to look if the need arises.

## 21. IX: KEEP YOUR STORAGE CLOSET NEAT.

Our last pointer is that every room should have a storage closet. Label the shelves, so that everything has its place, and keep it there. Don't store important items behind one another where they can't be seen, such as pencils behind scissors; but do store duplicate items in this manner to save space, such as copies of the same book.

## 22. REVIEW OF THE "POINTERS FOR EFFECTIVE CLASSROOM MANAGEMENT".

Any questions? (Note to instructor: go over the listed pointers, answer any questions raised.)

## 23. TWO 'NOT-SO-MINOR' REMINDERS.

Too often teachers forget that students, especially small ones, must be watched for some very normal problems. The good teacher is aware that these can be handled with a minimum of embarrass-

ment to both the student and herself: simply treat the situation for what it is - perfectly natural.

24. FIRE DRILLS: BE PREPARED!

Remember the Boy Scout motto: "Be Prepared!" We hope that a fire never happens in our school, but if one does occur, you the teacher will be alone in helping your class to safety. Be sure that you and your students know in advance what to do when the alarm sounds. (Note to instructor: go over the five points listed, modifying them to meet your situation.)

25. NOW YOU TRY IT.

(Note to instructor: at this point, hand out paper and pencils. It is strongly recommended that this activity be carried out as suggested to reinforce the lesson.) Now you try it. We have been discussing some of the concerns of effective classroom management. Make a list of all the things you can do to make your classroom work for you. ...Now that you have a list, put it to work, use it, START TODAY.

## CHAPTER THREE

### SESSION TWO

#### LESSON PLANNING

When an architect designs a house he keeps in mind the needs of the client, the trends in design, the characteristics and costs of materials suitable for the locality, and many other factors. When the plans are complete, the builder may proceed with confidence because he knows that all the elements with which he will be concerned have been developed into a unified pattern, and that he will have a house to fit his needs.

Planning a course of study is a similar process. The lesson plan is a written blueprint that provides a planned and logical organization to be used in presenting the materials to be taught.

Many teachers and school principals treat lesson plans as useless paper work. Nothing could be further from the truth. Just as the contractor constructing a building cannot plan his day's activities on the way to work; so too, lessons must be planned in advance. This is especially important in a small religious school, where there may be a tendency to regard teaching in a somewhat informal manner. Lesson planning insures that the teacher will take into consideration the basic essentials of a lesson. It also brings into focus the relationship among the components and between the structural divisions of a lesson.

This session will be devoted to presenting the basic constituent parts of a good lesson plan: the elements of a lesson plan, and their relationship to one another. It is hoped that this perspective will facilitate the presentation to the teachers.

At this time, I would like to provide some background material. Some of the points discussed here will also be covered in the class session; but by first presenting them here, it is hoped that the instructor will be in a better position to prepare his comments.

A lesson plan does more than specify what is to be taught in any given session. A good plan provides needed motivations, gives proper emphasis to the various parts of the lesson, provides a check to see that all essential information is included, provides for using aids effectively, and helps the teacher to stay on schedule.

"In planning and evaluating lessons, teachers must make predictions about the probable effectiveness of particular ways of teaching. Normally such predictions are....not consciously made at all. Analyzing lessons can provide teachers with a framework for ordering their thoughts about how to teach and may help them to become more aware of the choices which, deliberately or not, they must put into effect in order to teach lessons."<sup>11</sup>

A good lesson plan requires that the teacher make decisions; each of which will, when combined with others, lead to an effective lesson.

In summary therefore:

1. A lesson plan forces consideration of goals and objectives.
2. A lesson plan forces the selection of subject matter.
3. A lesson plan forces the selection of procedures.
4. A lesson plan forces the planning of activities.

5. A lesson plan forces the preparation of tests of progress.
6. Without a lesson plan, there is no steady progress and no definite outcome of teaching.
7. Planning saves time for student and teacher.
8. Planning helps the teacher to be systematic and orderly.
9. Planning helps the teacher limit the field in which she is teaching.
10. Needless repetition is avoided.

It is with these areas that we will concern ourselves in this session.

Please note that we are dealing with planning for a single class session. Ideally, the year's course should be planned at one time: broken down into units and then into individual sessions. Here we provide only guide lines for unit breakdown, as most courses taught in our schools use textbooks that provide such organization.

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## INSTRUCTOR'S COMMENTS

Note to instructor: these comments are for your guidance. You are encouraged to add your own remarks wherever you think necessary.

## 1. WANTED: A BETTER LESSON.

No comment.

## 2. PLANNING A LESSON INVOLVES TWO BASIC ELEMENTS:

KNOWING WHAT TO TEACH.

KNOWING HOW TO TEACH IT.

When you plan a lesson, you must keep the following things in mind: what you want to get across, the needs of the students, the available equipment and/or facilities, the most appropriate method, and the expected results. Each of these elements fits like a key into the over-all plan; and only when we have all the parts of the key, can we open the door to successful teaching.

## 3. HERE IS AN OUTLINE THAT WILL HELP YOU ORGANIZE YOUR THOUGHTS.

We will examine each part of the key, which takes the form of a lesson plan outline.

## 4. FIRST: SET FORTH YOUR OBJECTIVES.

You the teacher must have very concrete objectives. Without these, you have no place to begin. You will find it helpful to make a decision about the amount of explicit information which the stu-

dents may require about the subject. In any given lesson, for example, might it be best to provide students with a complete statement of what is coming in the lesson? Or would it be more effective, in the light of your purposes, to provide brief cues step by step, before each main division of the lesson? Or are both kinds of cuing necessary?

5. YOU WANT TO TEACH.

1. KNOWLEDGE (INFORMATION).
2. UNDERSTANDINGS (GENERALIZATIONS OR INSIGHTS) - WHAT CAN BE APPLIED TO EVERYDAY JEWISH LIFE.
3. SKILLS

Your objectives should be realistic, in line with the time allowed and the facilities available. They should be more than grand claims: you the teacher must intend to reach your objectives. Although it would be nice to include "attitudes", these are difficult to measure, and are, therefore, not included.

6.

A lesson on Moses Mendelssohn might have the following teacher's objectives for an eighth grade class (see slide).

7. NEXT: WHAT OBJECTIVES DO YOU WANT THE PUPIL TO HAVE?

WHY IS IT IMPORTANT TO THE PUPIL?

WHAT IS THE APPLICATION TO HIS LIFE?

The lesson must make contact with life. This is very important:  
if you fail to bridge the gap - your lesson will not hit home.

8.

For our lesson, Mendelssohn, the pupil's objectives might be listed in the following manner: (see slide).

9. MOTIVATION.

INTRINSIC - GROWS OUT OF THE NATURAL SITUATION OF THE INDIVIDUAL,  
HIS FEELINGS, ETC.

EXTRINSIC - USES EXTERNAL FACTORS, SUCH AS REWARDS.

If the student's interest is not aroused, the best lesson will fail. A motivation should be planned to get the pupil's interest in the subject. Remember: the subject matter must make contact with the student's life.

- |                          |                       |
|--------------------------|-----------------------|
| 10. -PERSONAL EXPRESSION | -PLAY                 |
| -EXCITING OR FUNNY STORY | -PICTURE              |
| -QUESTION                | -REAL LIFE EXPERIENCE |
| -POEM                    | -LETTER FROM A FRIEND |
| -SONG                    |                       |

Many different techniques may be used to start you lesson with a bang (see slide).

11.

In our lesson, we ask the class a question:

12. THE LESSON:

-KEY QUESTIONS OR TOPICS  
-BRIEF ANSWERS

-ESSENTIAL FACTS  
-METHODOLOGY

-ENRICHMENT

The next step is the actual organization of the lesson. We can break it into five components: (see slide). As you plan each of these areas, remember that in any class, you have students at many different levels. You must make sure that the method of presentation you plan to use is suitable for the levels you have, and that time is available to completely cover the subject. Remember! You can teach knowledge and understanding; but you cannot teach 'an appreciation'.

13.

By breaking the subject matter into key topics, you assure that essential material will be covered. Note too, that approximate amounts of time should be assigned: about 10 to 15 minutes for each section, so a lesson of one hour should be divided into three or four parts.

14.

Next: list the brief answers. This listing will help you further refine your organization.

15.

Here is the heart of the lesson. Your list here should be complete, and should contain all the information you wish to give the class. Too often a teacher feels that if she has this list of facts, then she is adequately prepared. But note: facts alone

are very dull - they must be presented in an interesting manner, a manner planned in advance with a lesson plan.

16.

There are many ways to present the facts which we now have organized. The teacher should look forward to having a variety of activities. Any one type becomes a deadly thing after a while. Many types of procedures are appropriate and should be varied in accordance with the nature of the learning activity. The capacities of the pupils will determine how long and how detailed the methods used should be, and what each individual can be expected to contribute.

17. OTHER WAYS OF PRESENTING YOUR LESSON.

|                                 |                           |
|---------------------------------|---------------------------|
| -QUESTION AND ANSWER RECITATION | -DEMONSTRATION            |
| -INFORMAL DISCUSSION            | -DRAMATIZATION            |
| -INDIVIDUAL REPORTS             | -ILLUSTRATED TALK         |
| -COMMITTEE REPORTS              | -REVIEW OR SUMMARY        |
| -LECTURE OR TEACHING PERIOD     | -ORAL TEST OR EXAMINATION |
| -INCIDENTAL QUESTIONING         | -AUDIO-VISUAL AIDS        |

Success in any and all of these will require knowledge of the proper procedure and planning for it. Note, here too is a way in which you can build internal variety into your lesson. The subject may be the same, but by using different methods of presentation, students' interest can be kept at a high level.

18.

Now we have the facts and have chosen the method of presenting

them. By providing the student with an enrichment, something of a more concrete nature than mere facts, we can fix emotions and carry them through. "One picture is worth a thousand words" - give your class something special to help them remember what has been taught.

19. OTHER METHODS OF ENRICHMENT.

- |                   |                                |
|-------------------|--------------------------------|
| -FIELD TRIPS      | -SPECIAL DEMONSTRATIONS        |
| -SPECIAL LECTURES | -SPECIAL ACTIVITIES (PROJECTS) |

Remember the Law of Experience: one remembers what is reinforced.

20.

The summary may be by the teacher, or perhaps you might wish to present a problem to be solved with the new insights gained through the lesson: a role play, for example. A test may serve as a summary-review.

21.

Your assignments should be motivated, just as the lesson is. Set up a problem. If you use a text for assignment, use it as a resource; the assignment should be selective, the child must be prepared to look for something. If you regurgitate the text, no homework will be done. Unfamiliar terms or concepts should be explained in advance. A final reminder: the length of the assignment should be reasonable. Take note of the type of material and

the capabilities of the students.

22.

After you have finished teaching, take a few moments to evaluate your lesson. Notes made on your lesson plan can save you time the next time you teach, and make your lesson more effective (see next slide).

23. SOME QUESTIONS TO ASK YOURSELF.

WHAT WENT WRONG?

HOW WELL WERE THE OBJECTIVES ACHIEVED?

WAS THE LENGTH SATISFACTORY?

HOW EFFECTIVE WERE THE VARIOUS ELEMENTS?

HOW INTERESTED WERE THE STUDENTS?

(No comment. Go over material on the slide.)

24.

Here is our lesson plan, all filled in - ready to go. With an outline such as this - you can improve your teaching.

25. A LESSON ON ROSH HASHONAH:

A. WHAT MOTIVATION?

B. YOUR OBJECTIVES?

C. PUPIL'S OBJECTIVES?

D. ACTIVITY?

Let's take a moment to see what we've learned. If you were planning a lesson on Rosh Hashonah; how would you procede?

## CHAPTER FOUR

### SESSION THREE

#### DISCIPLINE

The word discipline comes from the Latin verb discere meaning to learn. (Certain academic subjects in Universities today are still referred to as 'disciplines'.) In its original meaning, the word also implied individual responsibility for directing oneself in the learning process.

As time passed, the term and the meaning became distorted to such an extent that discipline and learning, although still synonymous, implied not free self-directed learning, but learning imposed from without.

At the very outset we have a problem defining what we mean by "discipline." Too often discipline has meant punishment, most often corporal. Now the trend is changing, and is towards this conception:

Discipline "Arises out of or is concerned with the problem of creating and maintaining desirable interpersonal and intergroup relations. Discipline in the broad sense is a positive, constructive force that emerges as pupils and teachers develop, discover, and learn ways of working together. Essentially discipline is an educational affair."<sup>12</sup>

Discipline is "Not a 'woodshed' technique, it is not a matter of punishment, nor a generally punitive attitude. It does involve setting up clear educational and behavioral standards and goals, letting the

child know how the goals can be achieved, finding ways to implement goals." 13

If discipline is not a "woodshed" technique, what in effect is it, and why is it essential? No group, be it classroom or other, can share anything or work together without rules and regulations. Good discipline is a way of using team work to achieve goals. It is a way of helping the student to rise to his potential.

It seems then, that we must have some basic premises upon which we can construct a session on discipline. We set these up to provide ourselves with a starting point.

1. Most people want to do the right thing; so students should naturally behave.
2. Discipline problems are in large part due to inept teaching.
3. Poor administration can create problems. No standards, interruptions of class sessions, inadequate supplies and the like can force the teacher and her class to take their minds off the business at hand - the business of learning.

The third of these does not fall within the scope of a session for teachers, as these are problems created from above, and over which the teacher has little control. Elsewhere, in our session on classroom management, it was pointed out to the teachers that supplies and teaching aids should be kept on hand. These points will be reinforced during this session.

In order to make our premises work in the actual classroom situation, the teacher must have some prerequisite information: what is the child's present level of achievement, his abilities and his interests? On the

basis of knowledge of his achievements, in comparison with his abilities, we can infer past and present motivations. Armed with such information, the teacher can help the student to do what is right in the group situation, and according to our premises, this is what he wants to do.

Good discipline should be unobtrusive. It should point to alternative ways of behaving. We have already pointed out that discipline should not be equated with punishment; with what should we equate it? With properly directed learning, with guidance, with control, with direction and purpose.

One last point must be made. Discipline should not be a hit-or-miss affair. Good discipline is a continuous process. Indeed the affairs of the day themselves are a form of discipline by the virtue of necessities they impose. Discipline is always associated with a goal. It is not a separate factor which is the end product of a particular educational experience that may be obtained with a particular subject matter, but rather it is the result of the total educational experience. It cannot be enforced permanently from without; it must be achieved by learning through understanding and participation.

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- Langdon, Grace, Stout, Irving W., The Discipline of Well-Adjusted Children. New York, The John Day Company, 1952.
- Phillips, E. Lakin, Weiner, Daniel N., Haring, Norris G., Discipline, Achievement and Mental Health. Englewood Cliffs, Prentice-Hall, 1960.

## INSTRUCTOR'S COMMENTS

Note to instructor: these comments are for your guidance. You are encouraged to add your own remarks wherever you think it necessary.

## 1. DISCIPLINE.

No comment

## 2. OF WHAT DOES DISCIPLINE CONSIST?

What is discipline? First and foremost: discipline is not punishment. This is most important. The basic need for discipline is this: no group, be it classroom or other, can share anything or work together without rules and regulations. Good discipline is a way of using team work to achieve goals. It is a way of helping the student rise to his potential. So, of what does discipline consist? (Use overlay.)

2A. -ORDERS  
-PROCEDURES

-RULES  
-PLANS

Discipline is orders, procedures, rules and plans - all designed to enable the class to learn under you, the teacher. Anything that disrupts the ongoing program is a discipline problem.

## 3. BASIC PREMISES:

- MOST STUDENTS WANT TO DO WHAT IS RIGHT.
- THE TEACHER MUST MAINTAIN ORDER.
- NO INDIVIDUAL HAS THE RIGHT TO DESTROY THE LEARNING PROCESS FOR THE CLASS.
- A RELIGIOUS SCHOOL TEACHER CANNOT RE-MAKE INDIVIDUALS.

-THE ADMINISTRATION SHOULD ASSUME SOME ROLE.

If we are to maintain order in our classrooms, we must begin by making some basic assumptions. These assumptions on your part will affect how you view your students; and how you view and treat them will influence how they behave and act in the classroom.

First, most students want to do what is right. Children want to please. If you compliment them for a job well done you can be assured of a positive response from your class. Help the children to think well of themselves, build them up, do not belittle. We should remember that a student's work is just as important to him as your work is to you.

Second, the teacher must maintain order. This is a part of your job as teacher, and the students actually expect you to do this. How you treat the potentially troublesome situations that arise will be clues to the class of your fundamental attitude towards them. Note that we may have order in our classroom without imposing a large amount of regimentation.

Third, no individual has the right to destroy the learning process for the class. You must keep the position of leadership. You want to keep the room free and happy, but businesslike. If one child does try to disrupt, he must be dealt with quickly and firmly (we will consider specific pointers on this later).

Fourth, a religious school teacher cannot re-make individuals. You are with a student three hours or less each week, it is,

therefore, unreasonable to expect that you can change his basic life patterns. However, you can have him realize that certain types of behavior are not permissible in your class. You may feel it necessary to talk to the principal and/or the rabbi about certain students: perhaps professional counseling may be needed in some cases.

Fifth, the administration should have basic rules and regulations to control the over-all school. These rules support you in the classroom. The administration can also help you with problems as they arise. However, the practice of sending a student to the office should be your "ace in the hole", use it only rarely, or it will lose its effectiveness.

#### 4. PREVENTING THE NEED FOR DISCIPLINE.

1. THINK WELL OF THE CHILDREN, EACH ONE OF THEM, AND LET THEM KNOW IT. BUT DO NOT HAVE PETS.
2. LET THEM KNOW THAT WHEN THEY DO WELL, IT WILL BE NOTICED AND APPRECIATED.
3. KEEP THE DAY'S PROGRAM FREE FROM RUSH, HURRY, PUSH.
4. GIVE OPPORTUNITIES FOR RELAXING.
5. BE WATCHFUL NOT TO OVERDO GROUP ACTIVITY. THE IMPACT OF MANY CHILDREN TOGETHER TOO LONG OR TOO OFTEN CAN BE UPSETTING.

With our basic premises in mind: let us now see what we can do to avoid the need for discipline in the first place. If you maintain positive control in the room, the students will have less opportunity to get into trouble, and actually will have less desire to create problems. Here are some basic things you can do to head off problems before they arise: (see slide).

(Note: these points are continued on slide No. 5.)

## 5. PREVENTING THE NEED FOR DISCIPLINE (CONTINUED).

6. LET THE CHILDREN ASSUME RESPONSIBILITY SOMETIMES. THIS IS DIFFERENT FROM ACCEPTING RESPONSIBILITY THAT HAS BEEN ASSIGNED.
7. LET THE CHILDREN SUGGEST, PLAN, DISCOVER, INSTEAD OF TELLING THEM EVERYTHING. A TEACHER WHO KNOWS EVERYTHING GETS VERY TIRESOME.
8. GIVE THE CHILDREN HELP IN KNOWING WHAT TO DO AS WELL AS WHAT NOT TO DO. OFTEN THEY KNOW WHAT NOT TO DO, BUT ARE AT A LOSS TO KNOW WHAT TO DO INSTEAD.
9. KEEP RULES TO THE MINIMUM.
10. AVOID BLUFFING.

No comment.

## 6. POINTERS FOR EFFECTIVE CLASSROOM MANAGEMENT.

1. BEFORE EACH CLASS, CHECK: LIGHTS, VENTILATION, NEATNESS, SUPPLIES.
2. PROVIDE A PLEASANT SETTING FOR LEARNING.
3. KEEP BASIC SUPPLIES ON HAND.
4. MAKE YOUR BLACKBOARD WORK FOR YOU.
5. USE MODELS AND OBJECTS TO MAKE A LESSON CONCRETE.
6. USE MAPS, GLOBES, POSTERS.
7. MAKE SPACE WORK FOR YOU.
8. KEEP YOUR DESK NEAT.
9. KEEP YOUR STORAGE CLOSET NEAT.

Also at this time, it is a good idea to review the pointers for effective classroom management that we discussed in an earlier session. These too will help us maintain positive control of the students.

## 7. (SLIDES No. 4 and No. 5 COMBINED)

Where does all of this lead us? Simply stated, our goal is not to allow conditions in the classroom to get to the state where discipline or punishment is necessary. Let's look at our pointers again in this light: review each point and ask yourself: "Will this help me to keep on top of the situation, thereby preventing

trouble before it starts?"

8. (PICTURE OF BLANK LESSON PLAN FORM.)

Another part of our effort to maintain positive control is to be well prepared for the day's lesson. For when we have a plan and can execute it smoothly, this too will minimize chances for trouble. In our last session we discussed the elements of a good lesson plan: Teacher's Objectives, Pupils' Objectives, Motivation, Key Questions, Brief Answers, Essential Facts, Methodology, Enrichment, Summary and Assignment. Each of these, when combined with its companion parts will give you a good lesson. (Note: the instructor should review the elements of a lesson plan briefly.)

- |    |                          |                       |
|----|--------------------------|-----------------------|
| 9. | -PERSONAL EXPRESSION     | -PLAY                 |
|    | -EXCITING OR FUNNY STORY | -PICTURE              |
|    | -QUESTION                | -REAL LIFE EXPERIENCE |
|    | -POEM                    | -LETTER FROM A FRIEND |
|    | -SONG                    |                       |

A special word should be said here about motivation: if your motivation captures the interest and attention of the students, then they will naturally think less about trouble and more about the lesson. Plan your motivation with great care: it can pay big dividends; both in helping you teach the subject at hand, and in maintaining control of the situation. Many different techniques may be used to start your lesson with a bang.

## 10. HANDLING MINOR INCIDENTS.

1. MAKE ALL REPRIMANDS WITH JUSTICE AND TACT.
2. BE CONSISTENT IN DISCIPLINARY ACTIONS, BE FAIR.
3. SEEK THE ACTUAL CAUSE OF THE STUDENT'S POOR WORK OR POOR ATTITUDE.
4. MAINTAIN ORDER THROUGH AN INTEREST IN WORK.
5. DON'T BE INFLUENCED BY A STUDENT'S REPUTATION.
6. STOP DISORDER AT ITS ORIGIN.
7. BE BUSINESS-LIKE WITH NEW GROUPS.
8. DO NOT DISCIPLINE AN ENTIRE CLASS FOR THE ACTS OF AN INDIVIDUAL.
9. MAKE THE DISCIPLINARY ACTION FIT THE DEED.
10. REFUSE TO GET EXCITED OVER MISDEEDS, LAUGH THEM OFF.

Minor problems will occur in the classroom. The good teacher can handle them without difficulty if she keeps what we have already learned in mind. In addition, here are a few more pointers to help: (see slide).

## 11. HANDLING CHILDREN WHO CREATE PROBLEMS.

- CHILDREN WITH PROBLEMS.
- INTERACTORS.
- CHILDREN WHO MISBEHAVE ON OCCASION.

Each of us has had to deal with problem children, or to be more precise: children with problems. As was pointed out earlier, a religious school teacher can do little to solve their basic problems. It may be necessary to remove them from your classroom, but before you do this, make absolutely sure that they are children with problems: check their accumulative records, and public school records if possible. Then meet with the religious school principal; give him the problem. He will bring in the higher levels of authority, such as the rabbi. Let the rabbi get in touch with the parents. There should be no contact with the

If you have interactors, children who react to one another, who "can't be separated", separate them. Best in different classes, but at least put one in the front of the room and one in the back. As to the child who misbehaves on occasion, take him aside and find out what is wrong. Be a counselor. Don't make a 'federal case' of his problem.

--HAS A REPUTATION AS "TEACHER KILLERS".  
--HANG ON!

13. GOOD DISCIPLINE GROWS OUT OF:

- As we have seen, no one element can be isolated and called "good discipline". The way in which the student views himself, the

manner in which his teacher conducts herself, the conditions existing in the classroom, the lesson and the school administration all combine to create good discipline - AN ATMOSPHERE IN WHICH LEARNING CAN TAKE PLACE.

14. NOW YOU TRY IT - START TODAY.

List five things you can do to create a healthful, learning, trouble-free climate in your classroom.

APPENDIX A

COPIES OF SLIDES FOR SESSION ONE

"CLASSROOM MANAGEMENT"

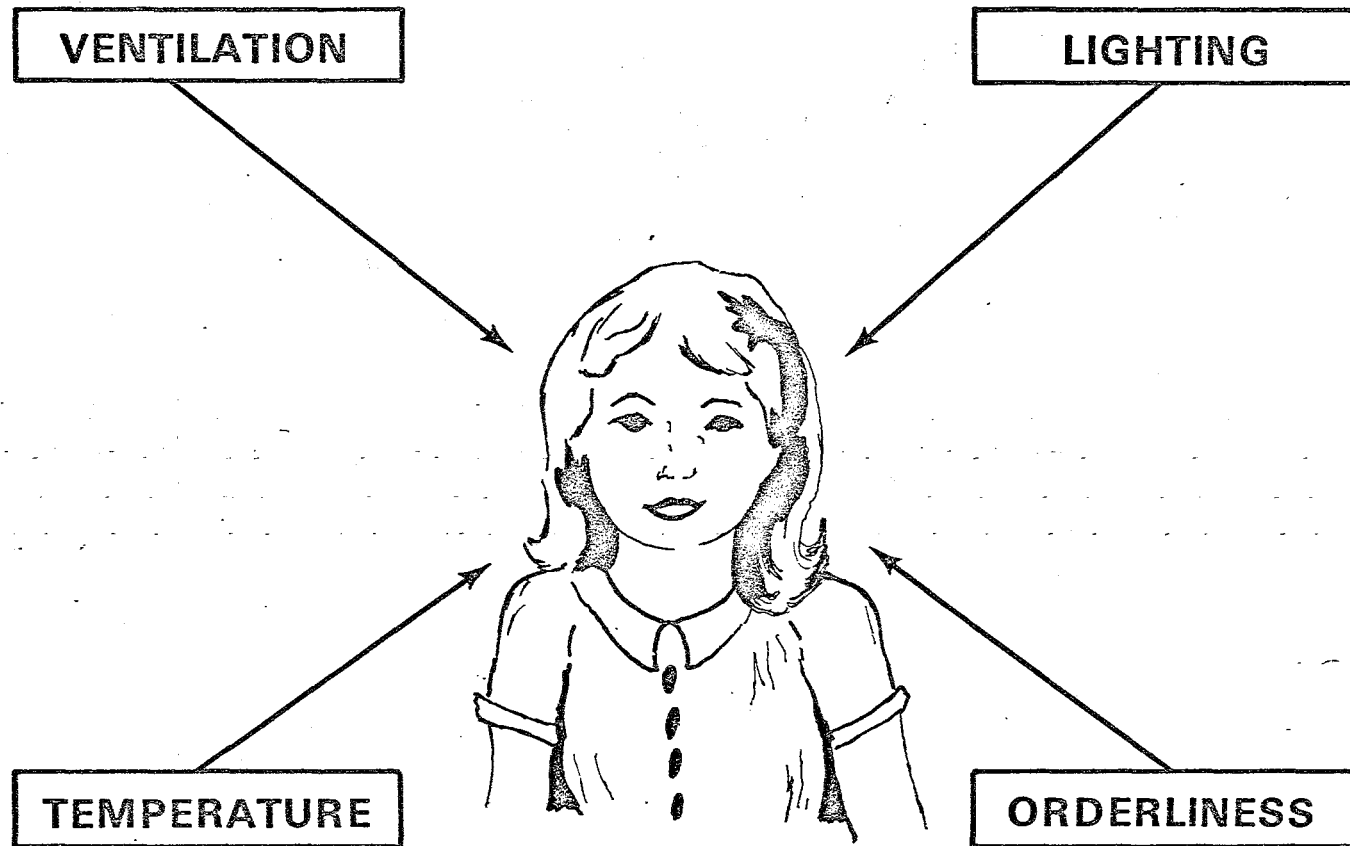
POINTS FOR

GOOD

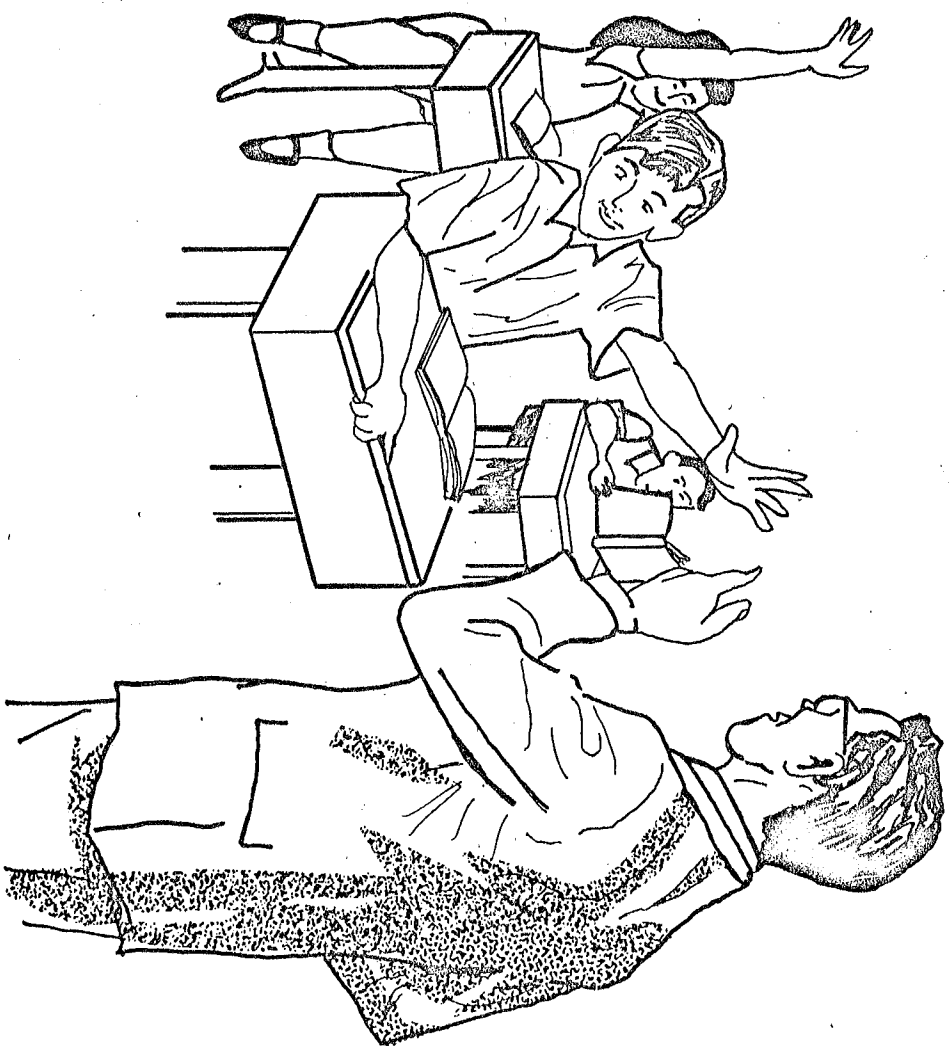
CLASSROOM

MANAGEMENT

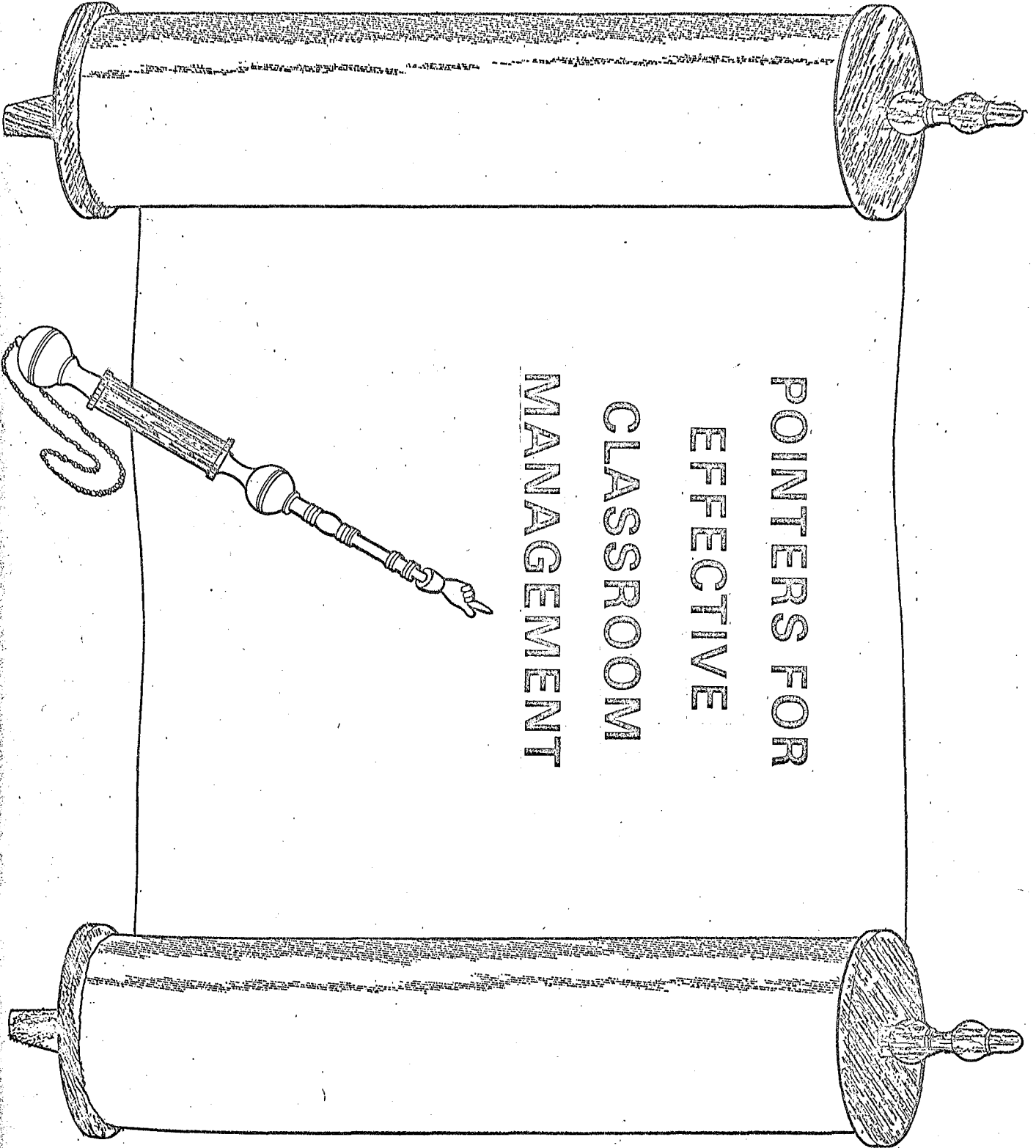
# THE CLASSROOM IS AN IMPORTANT PART OF GOOD TEACHING



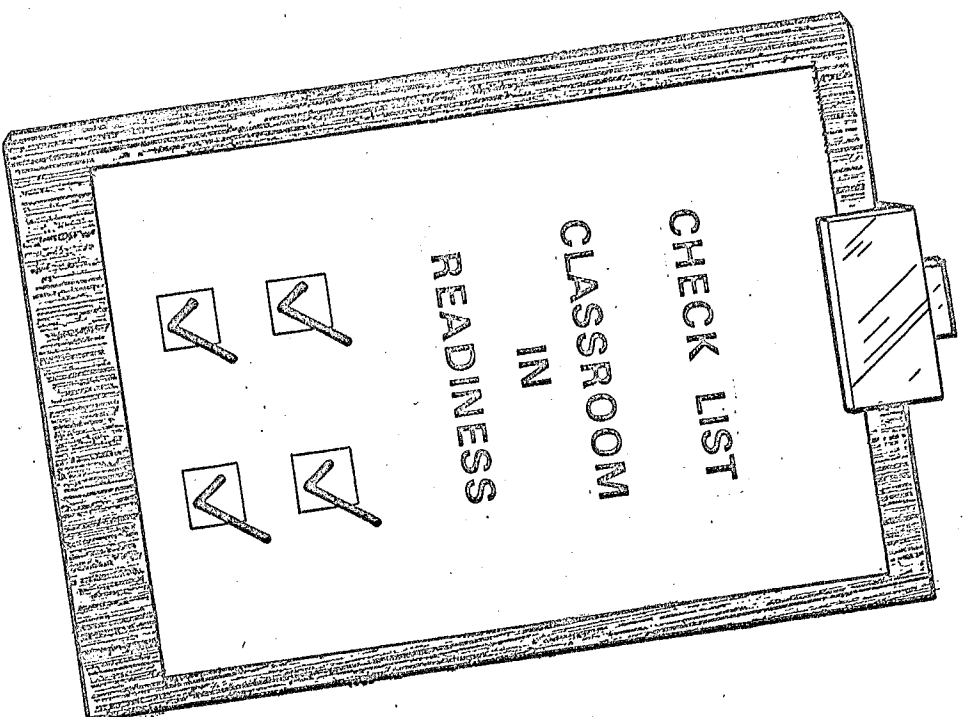
YOU CONTROL WHAT GOES ON IN THE ROOM



POINTERS FOR  
EFFECTIVE  
CLASSROOM  
MANAGEMENT

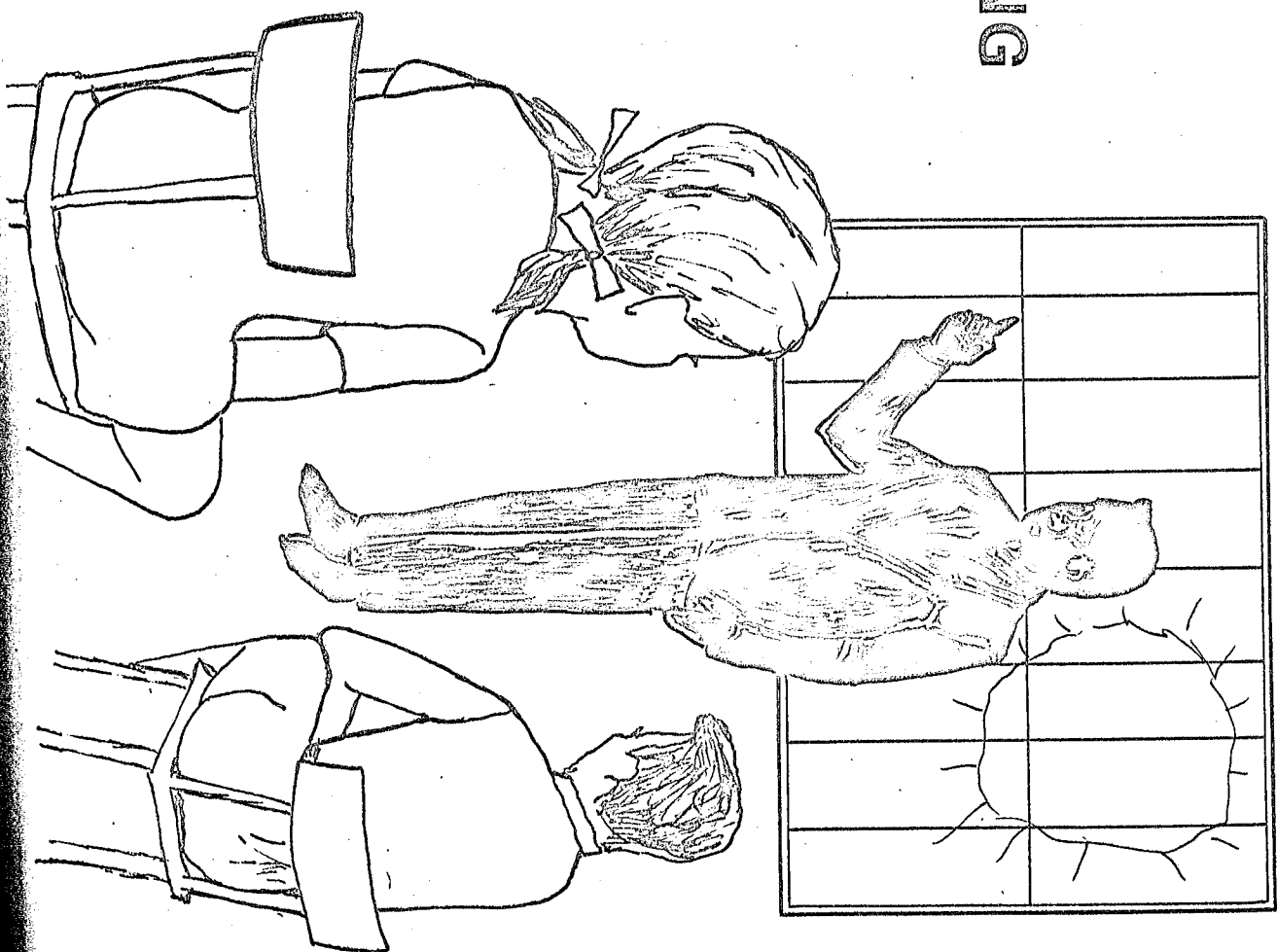


I. BEFORE EACH CLASS,

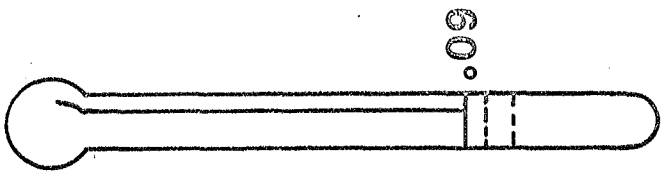
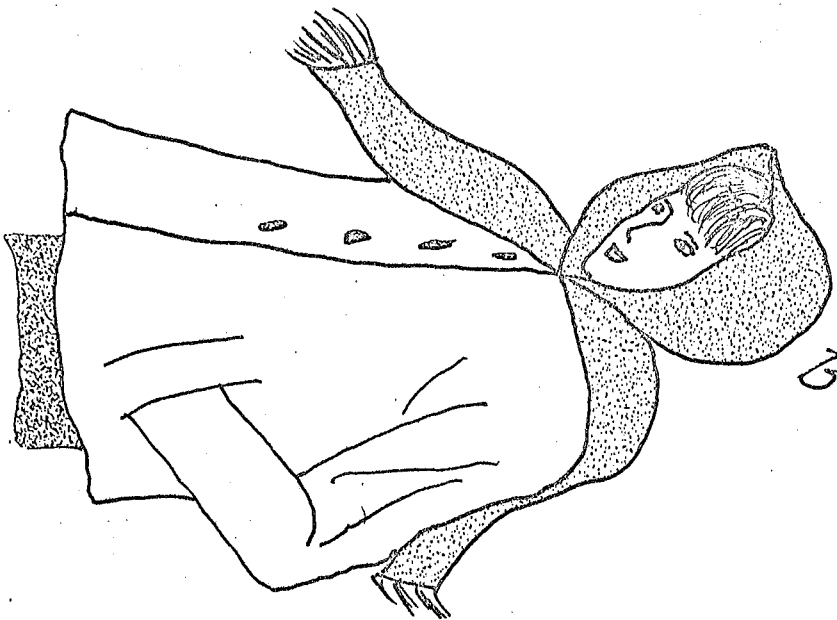
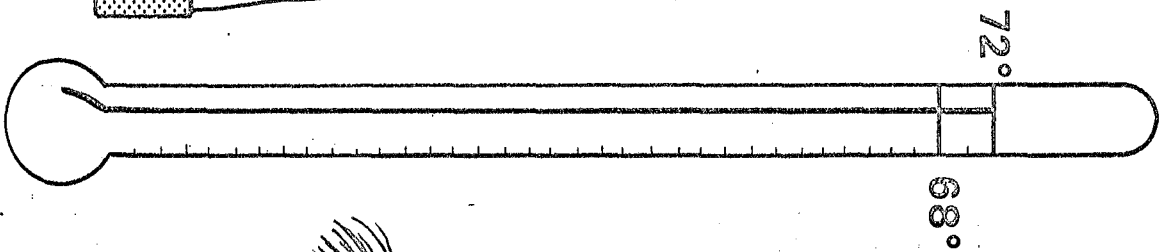
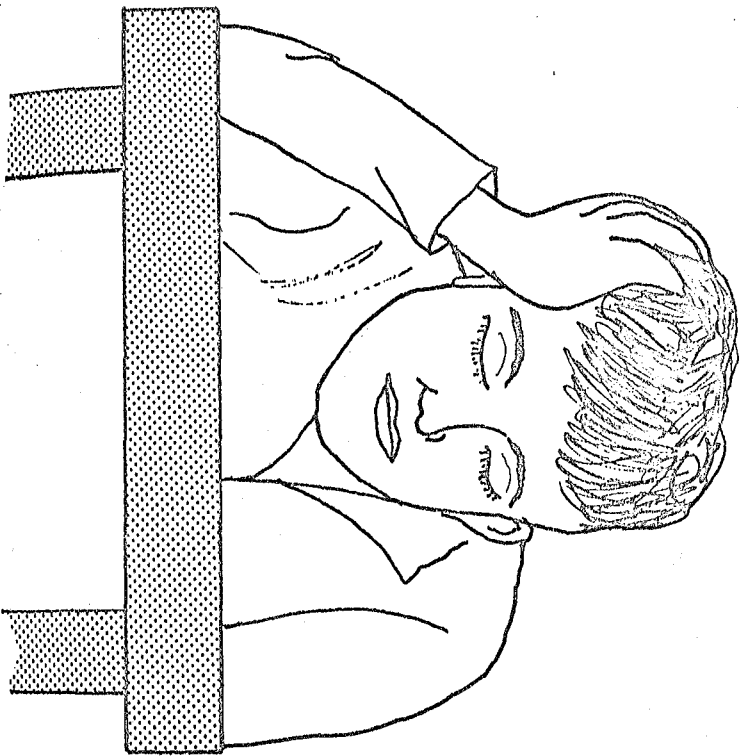
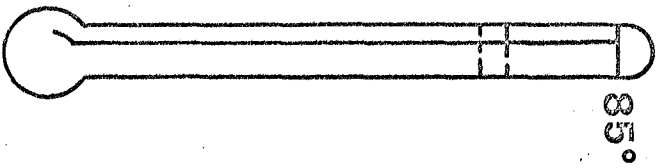


BE SURE TO CHECK THE BASICS

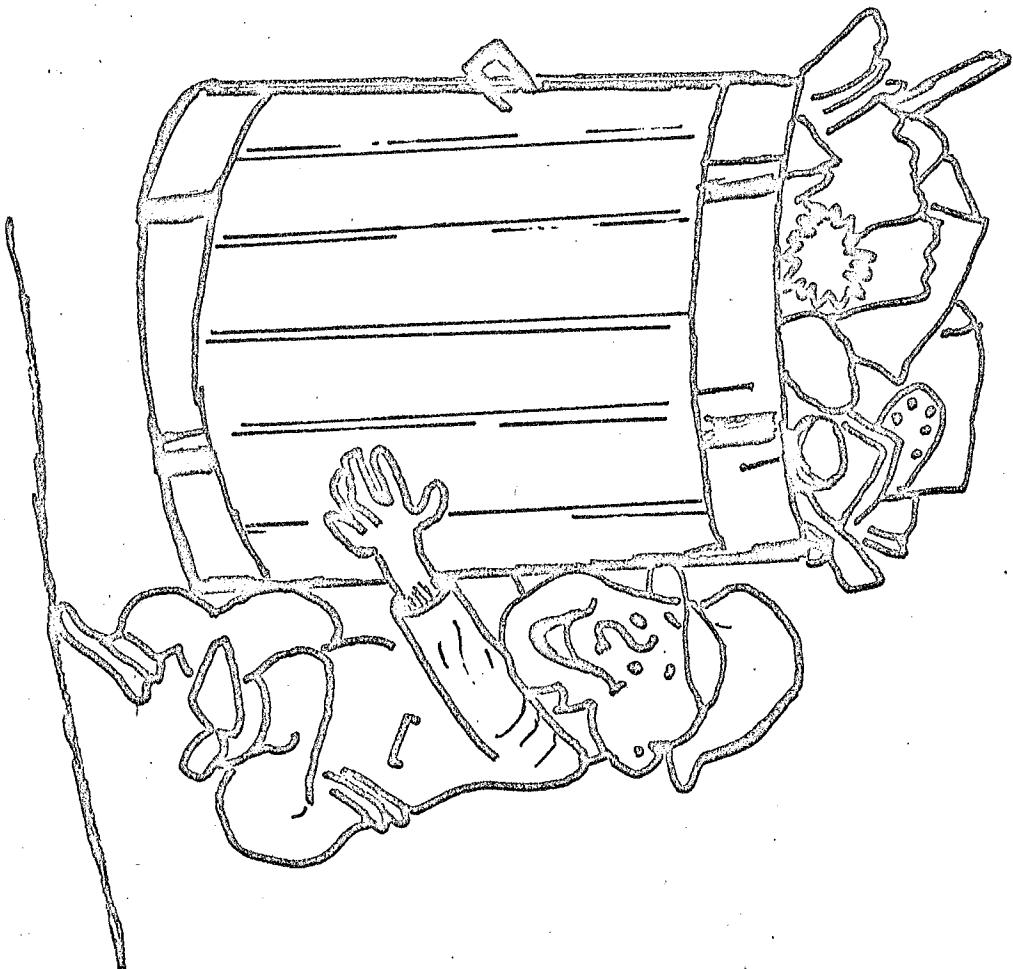
# CORRECT LIGHTING IS IMPORTANT



MAKE SURE YOU HAVE PROPER VENTILATION

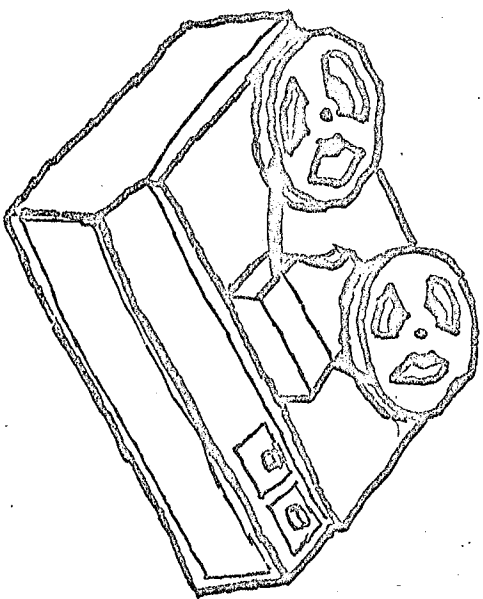
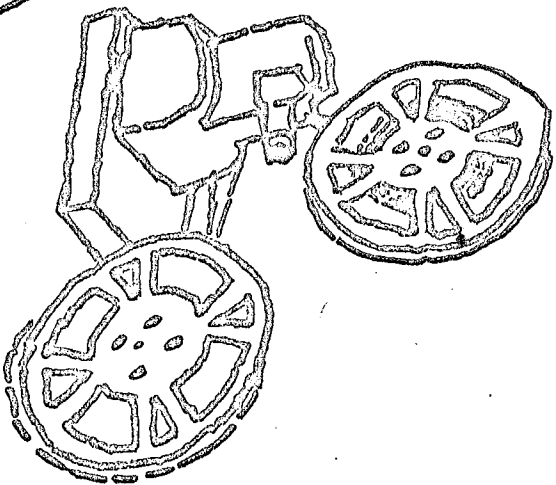
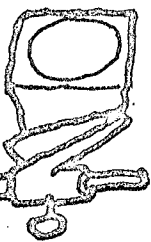
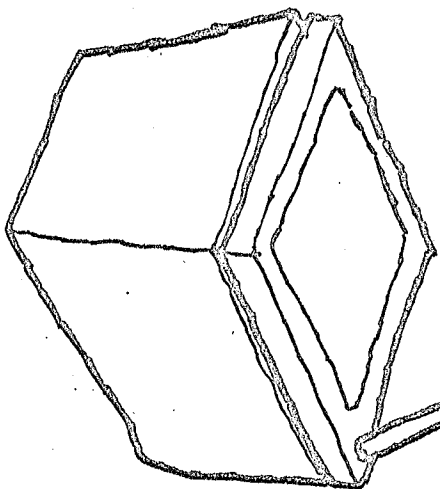
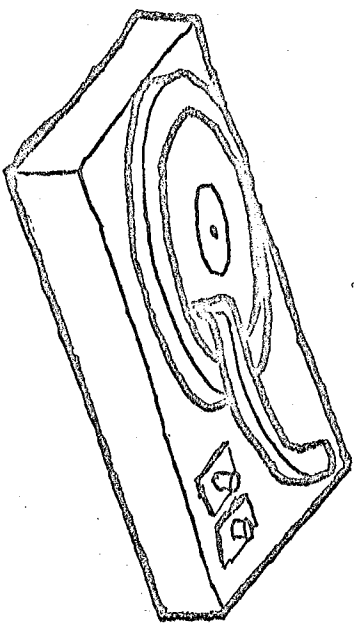
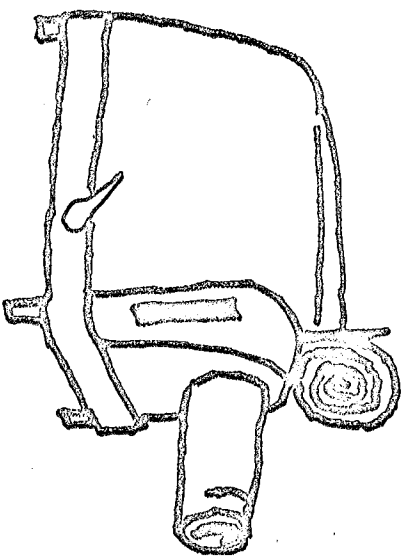


A NEAT ROOM  
IS A MUST

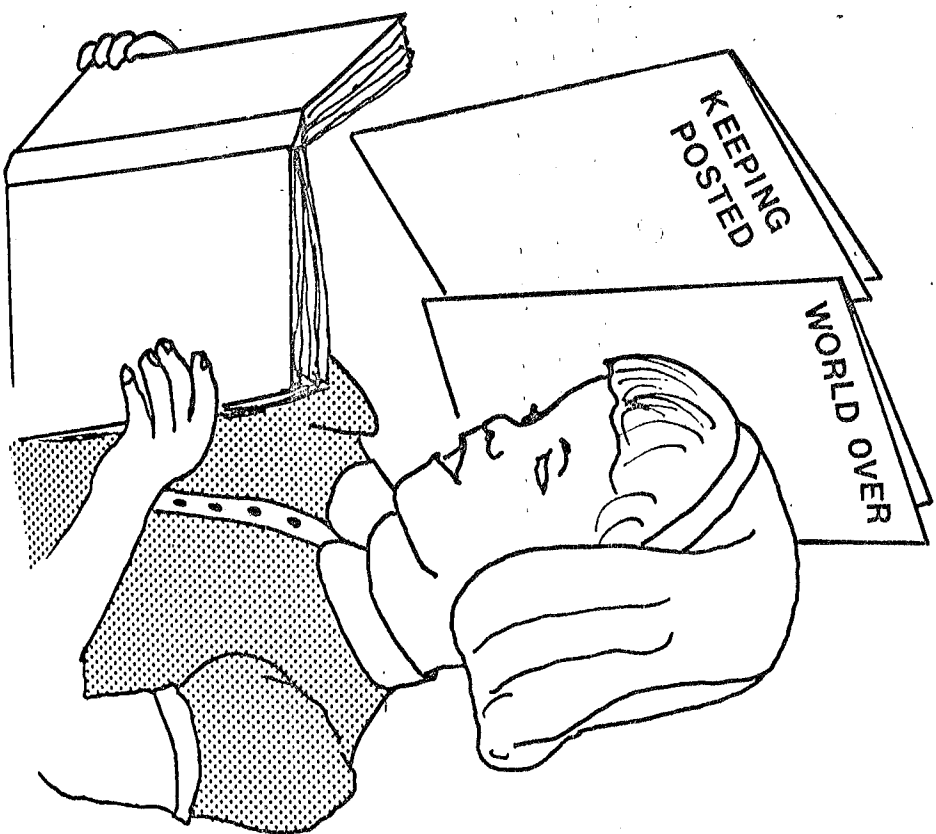
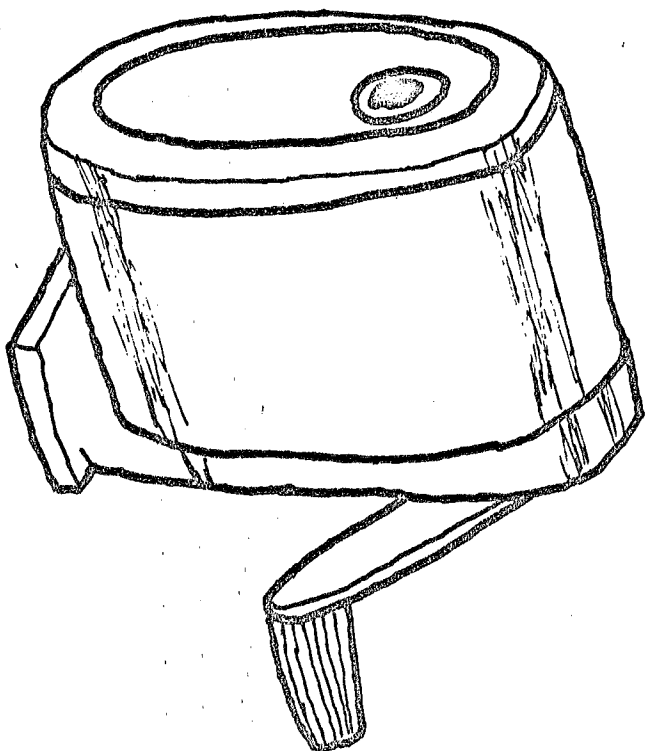


"WHEN IN DOUBT, THROW OUT"

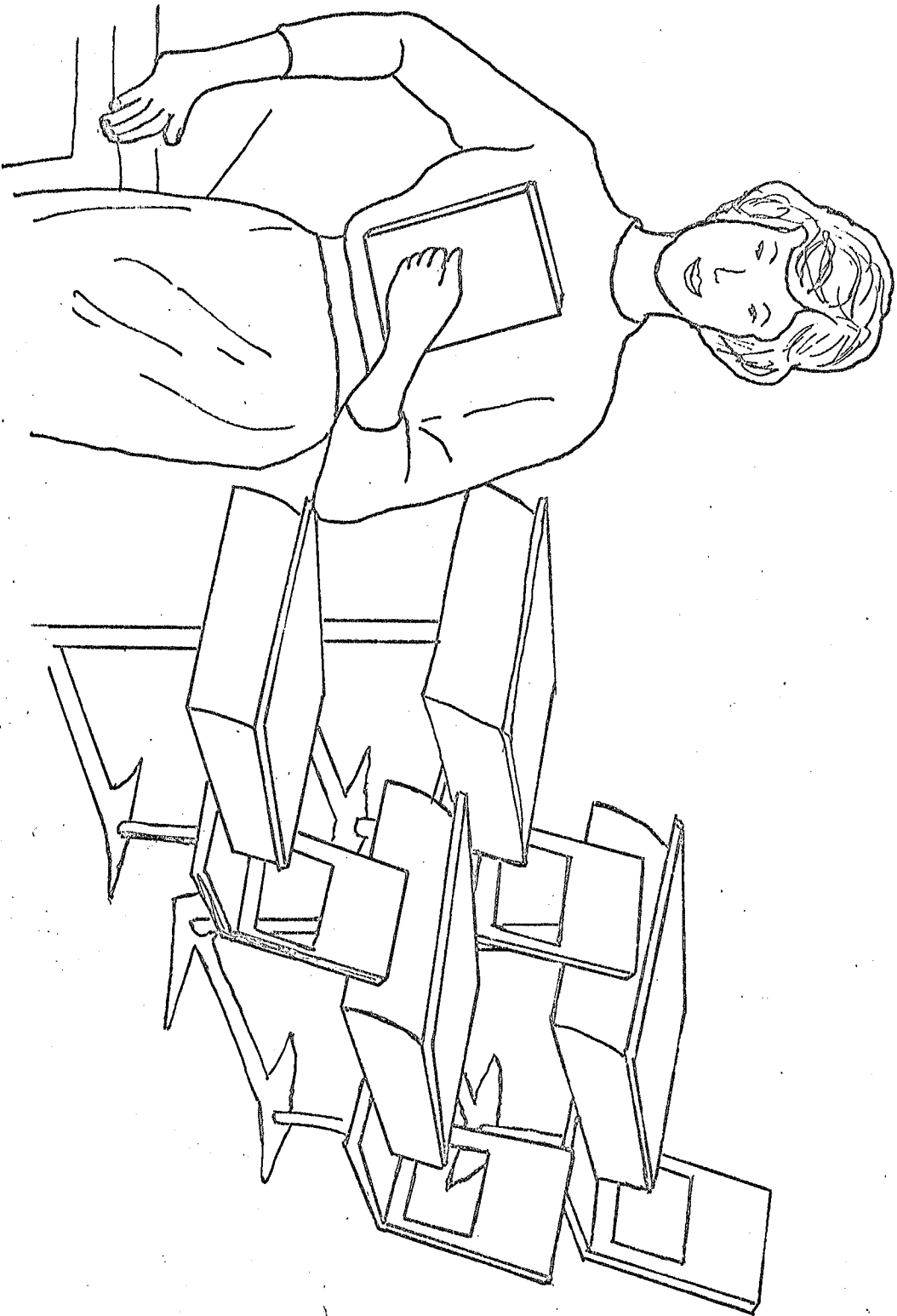
# HAVE THE NECESSARY TEACHING TOOLS



# GREET EARLY ARRIVING STUDENTS



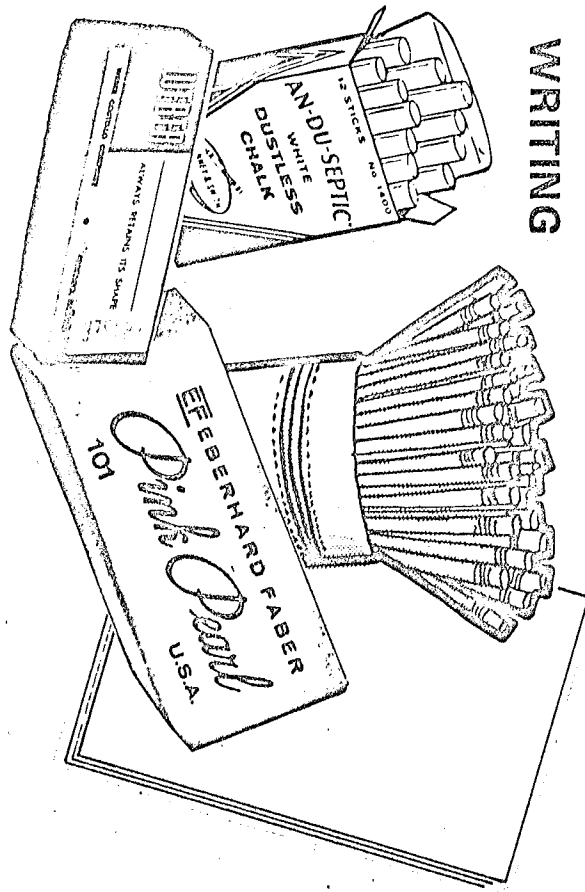
## II. PROVIDE A PLEASANT SETTING FOR LEARNING



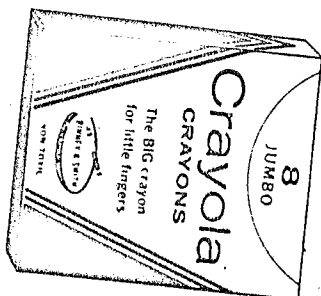
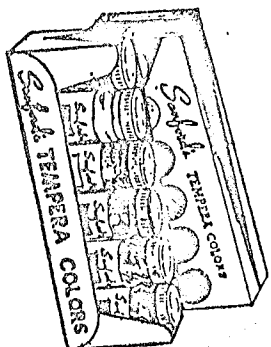
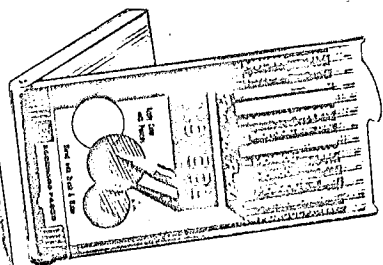
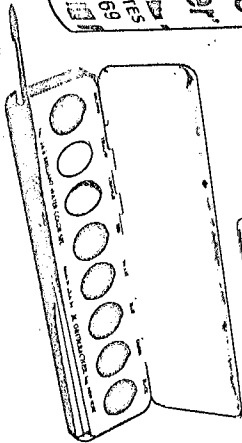
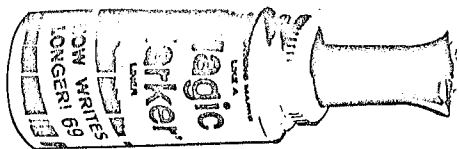
### III. KEEP BASIC SUPPLIES ON HAND

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|  |  |
|--|--|

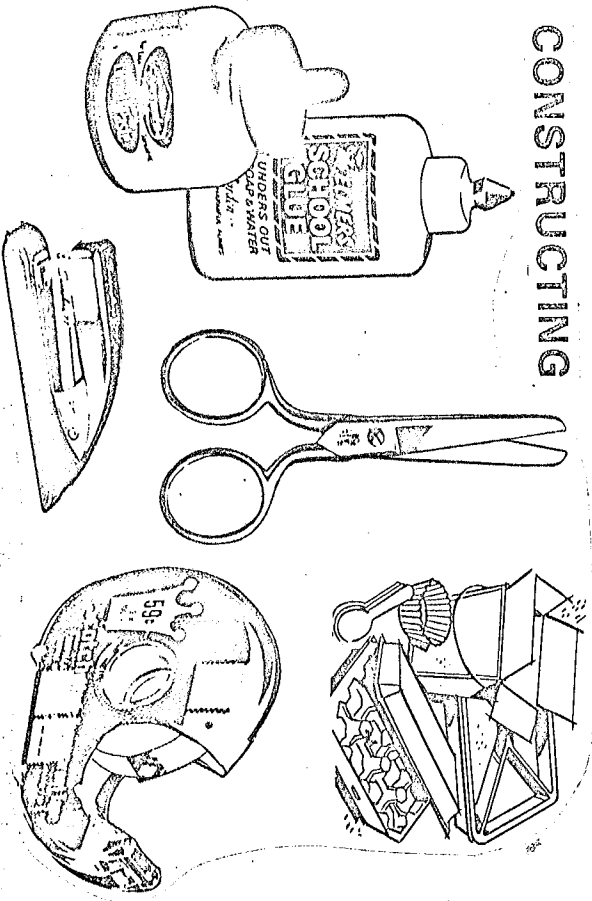
WRITING



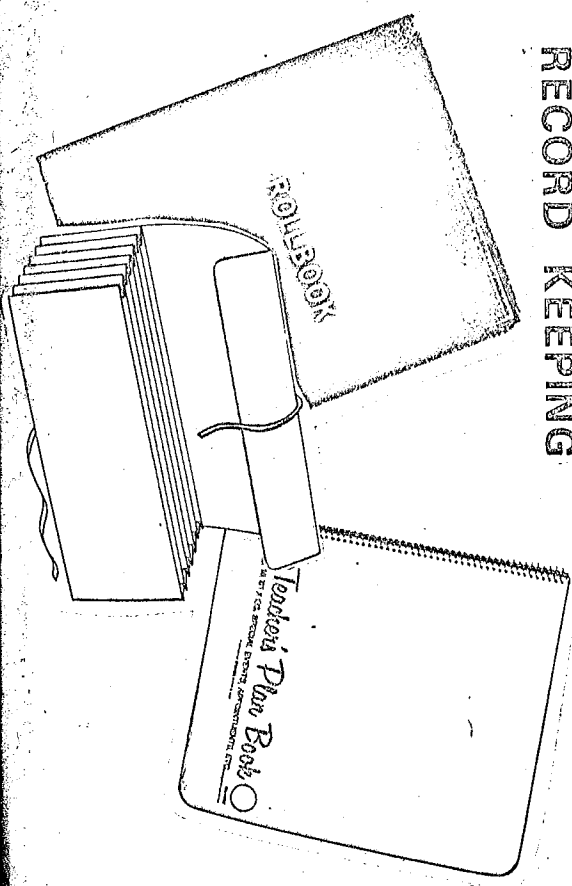
# DRAWING



# CONSTRUCTING



## RECORD KEEPING



## IV. MAKE YOUR BLACKBOARD WORK FOR YOU

DIRECTIONS, ASSIGNMENTS, OUTLINES, SUMMARIES

DIAGRAMS, SKETCHES, DRAWINGS

GROUP OR CLASS WORK

PROJECTION SCREEN

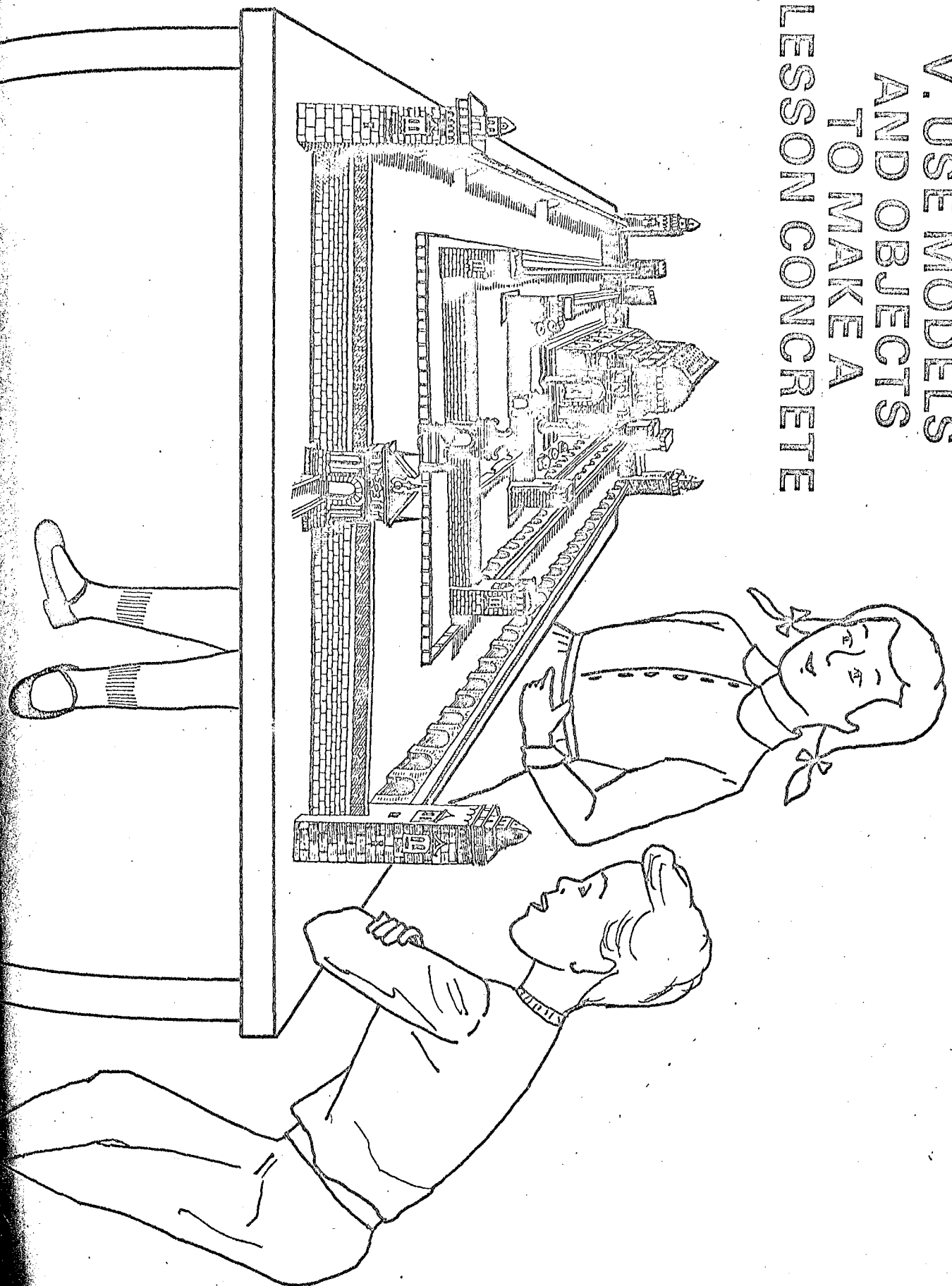
NEW AND UNFAMILIAR TERMS

**REMEMBER!**

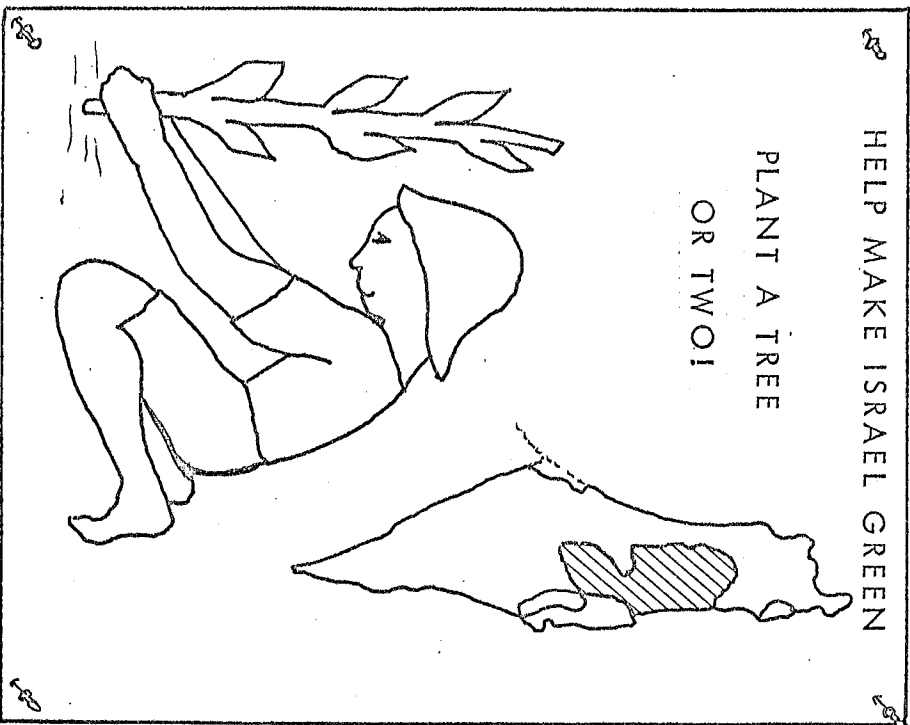
DO NOT USE BLACKBOARD  
FOR BUSY WORK!

USE MAIN BLACKBOARD  
FOR DAILY LESSON!

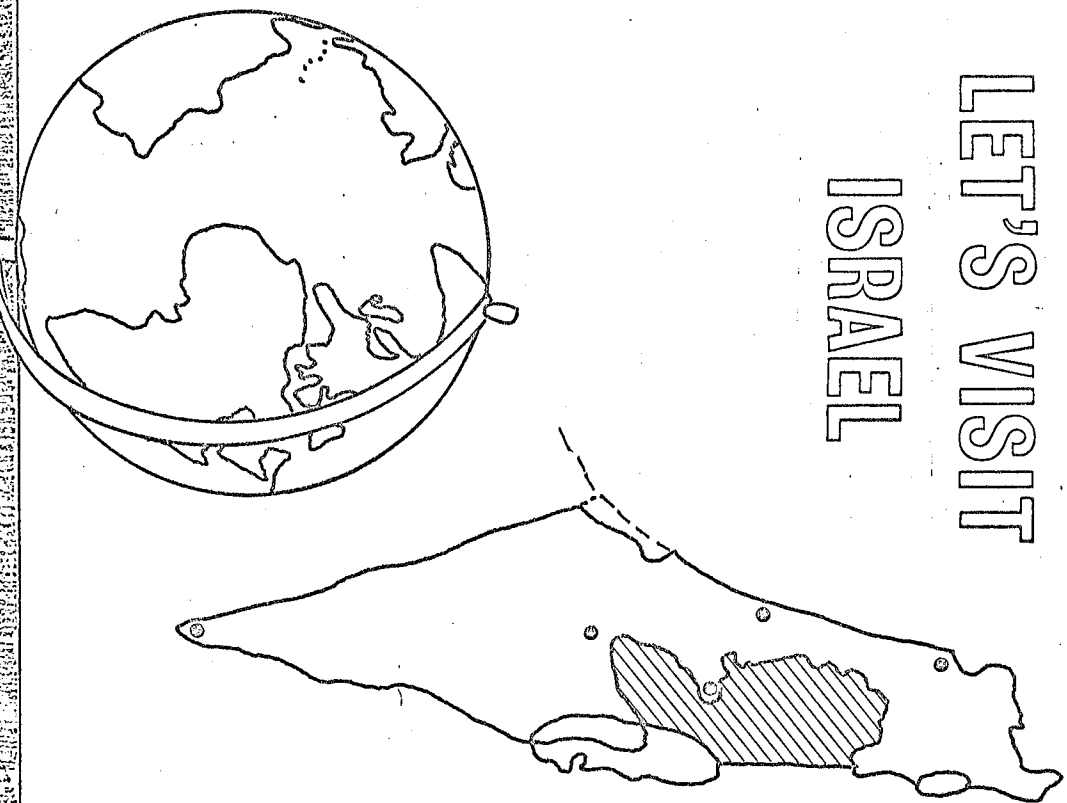
V. USE MODELS  
AND OBJECTS  
TO MAKE A  
LESSON CONCRETE



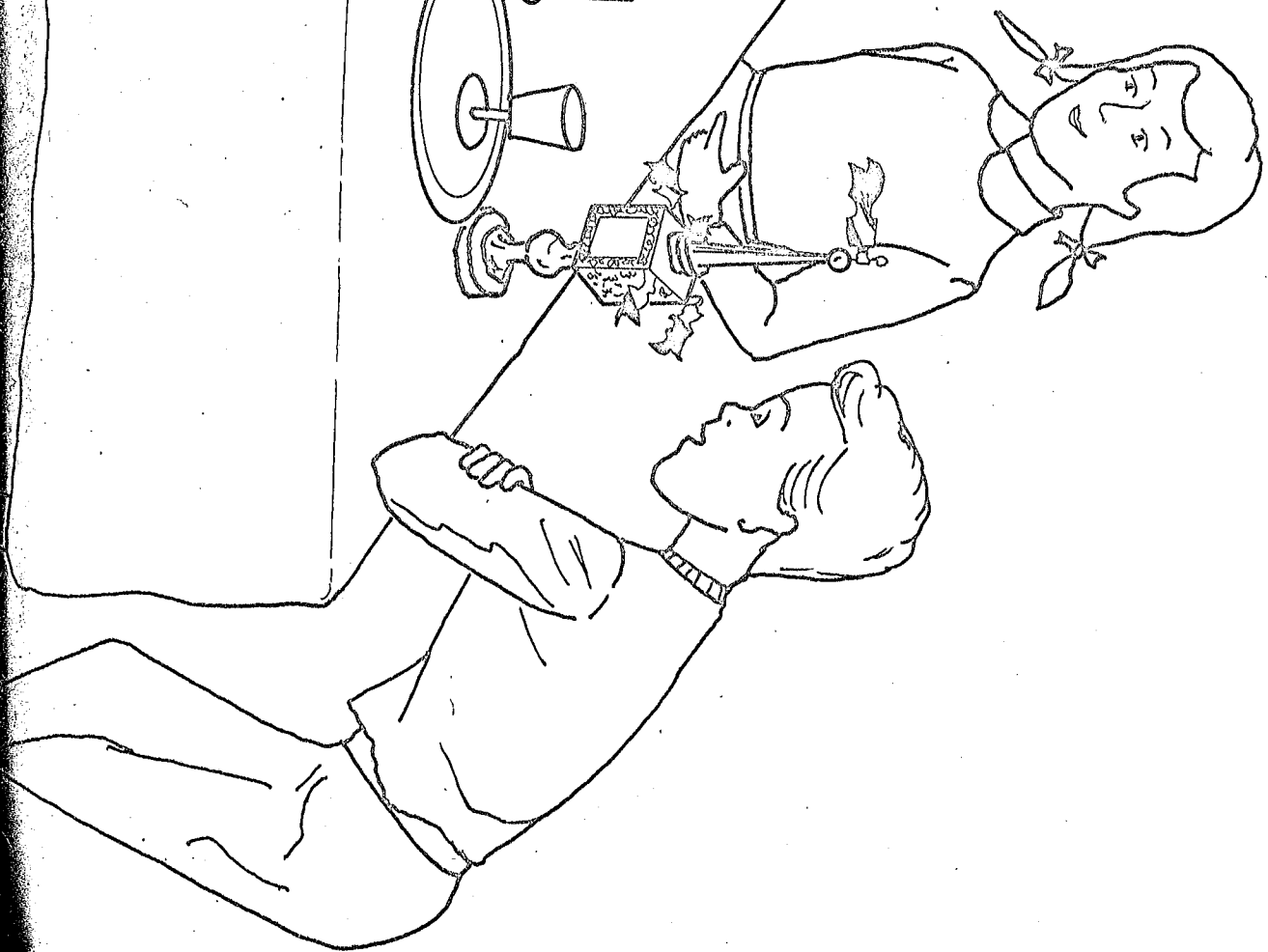
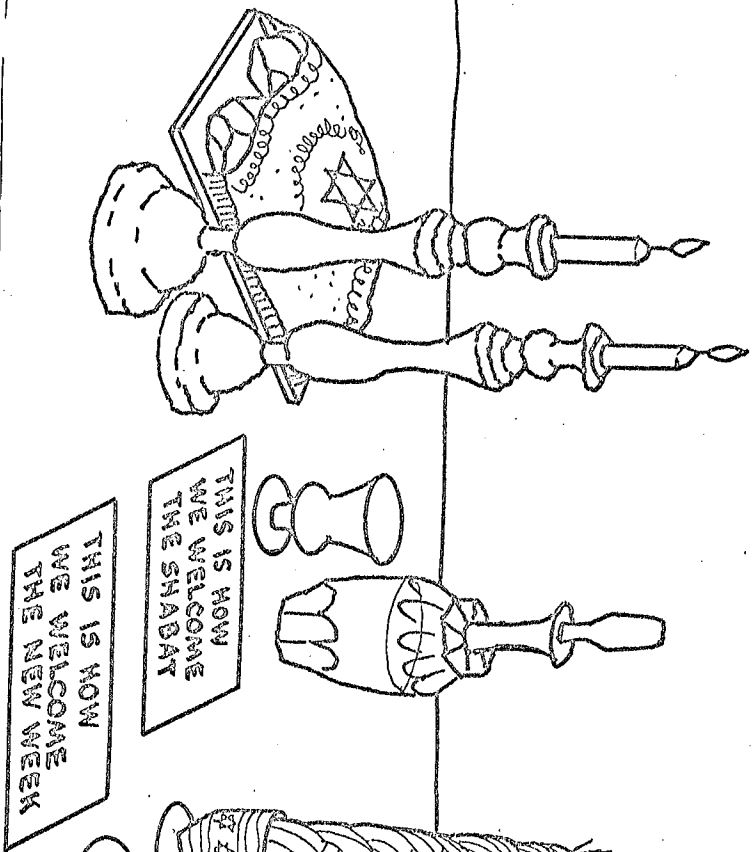
# VI. USE MAPS, GLOBES, POSTERS



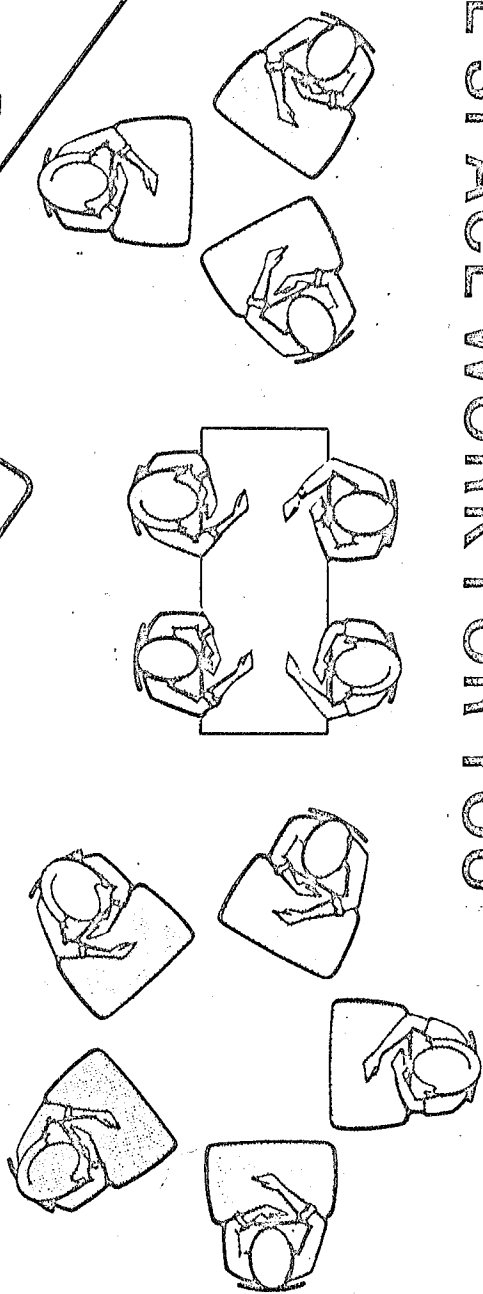
LET'S VISIT  
ISRAEL



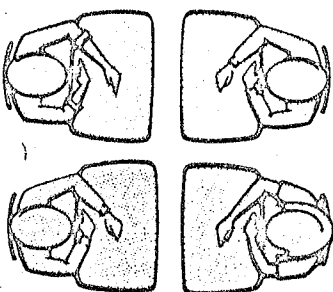
# VII. MAKE SPACE WORK FOR YOU



# MAKE SPACE WORK FOR YOU



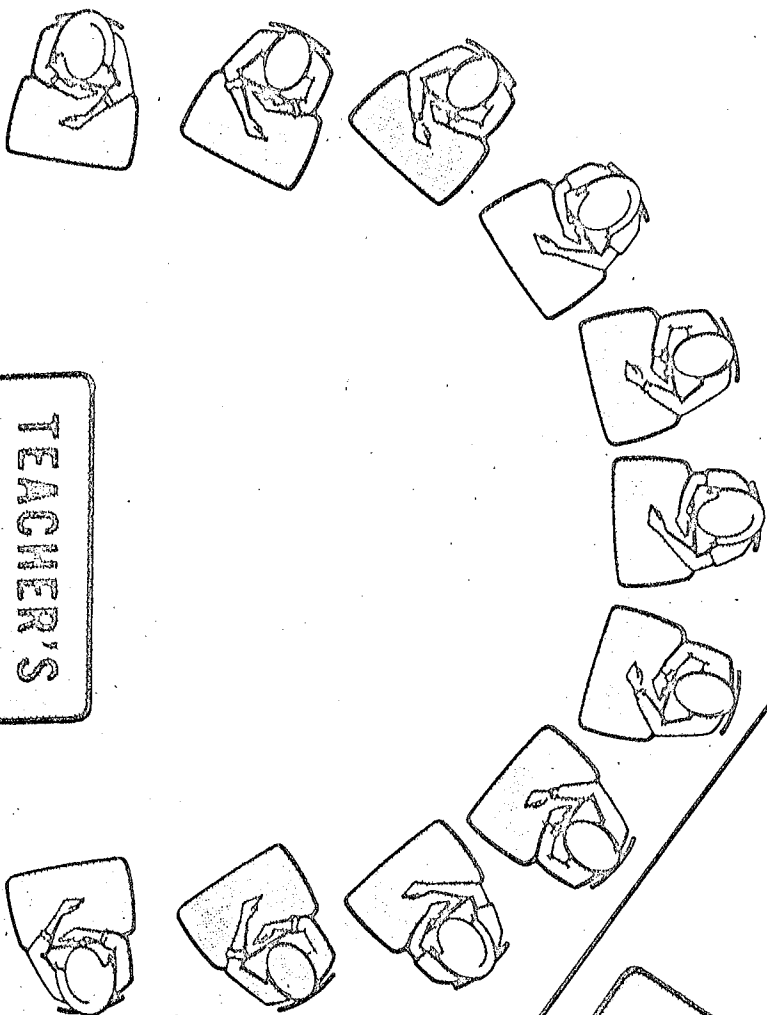
TEACHER'S  
DESK



"GROUPS"

"U.N."

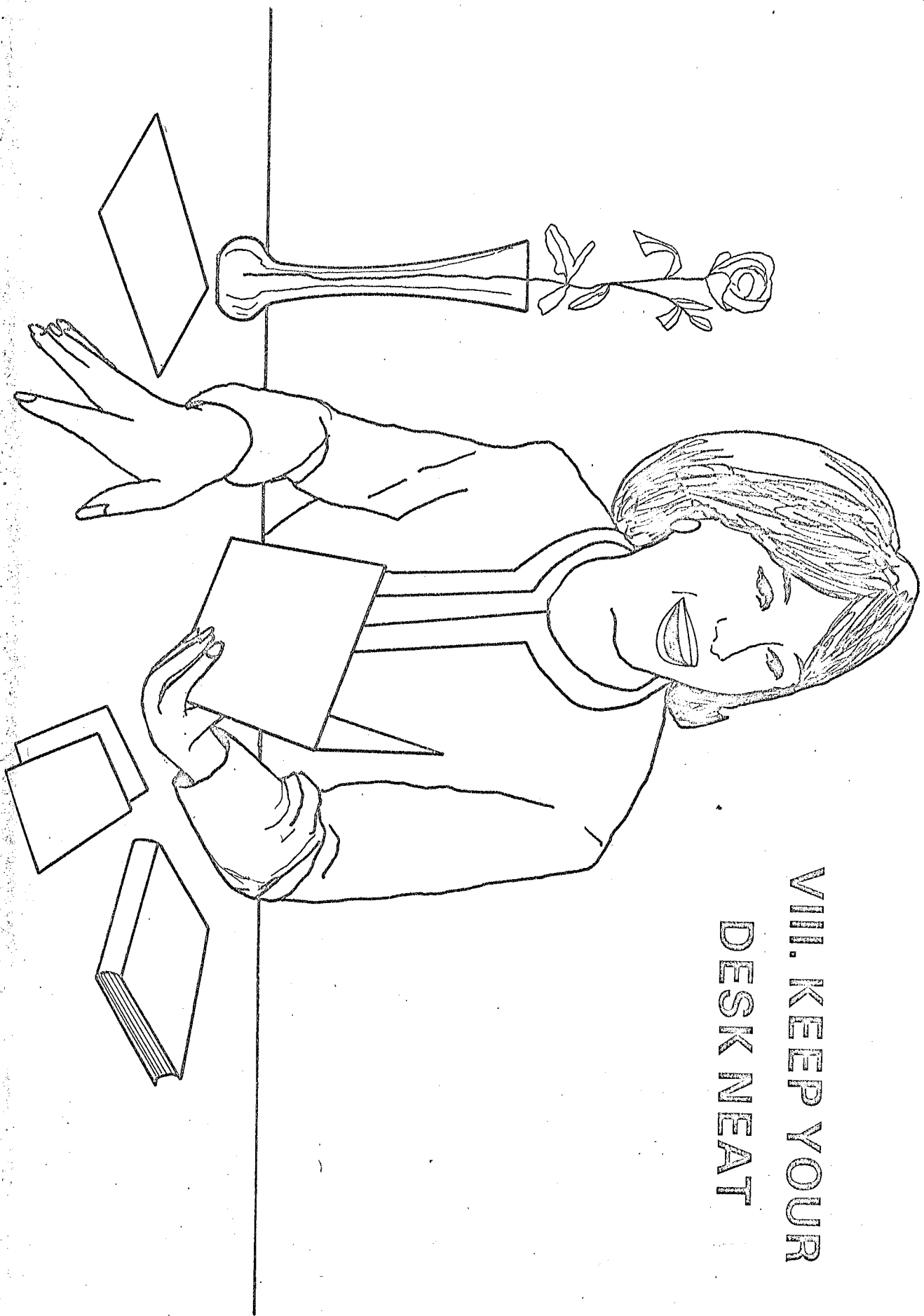
TEACHER'S  
DESK



# *REMEMBER!*

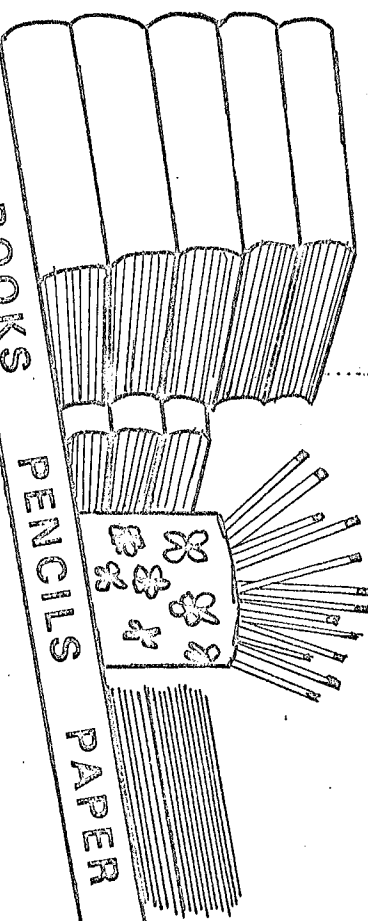
- ☐ KEEP DESKS AWAY FROM RADIATOR PIPES,  
DRAFTS, AND EXHAUST VENTS.
- ☐ NO DESKS SHOULD FACE THE WINDOW.
- ☐ NO DESKS SHOULD BE PLACED SO THAT THE  
STUDENT HAS TO TWIST TO SEE THE TEACHER.

VIII. KEEP YOUR  
DESK NEAT



IX. KEEP YOUR  
STORAGE  
CLOSET  
NEAT

HISTORY BOOKS



PENCILS  
PAPER



GLUE



WATER  
COLORS



SCISSORS

## REVIEW OF THE "POINTERS FOR EFFECTIVE CLASSROOM MANAGEMENT"

- I. Before each class, check: lights, ventilation, neatness, supplies.
- II. Provide a pleasant setting for learning.
- III. Keep basic supplies on hand.
- IV. Make your blackboard work for you.
- V. Use models and objects to make a lesson concrete.
- VI. Use maps, globes, posters.
- VII. Make space work for you.
- VIII. Keep your desk neat.
- IX. Keep your storage closet neat.

## TWO 'NOT-SO-MINOR' REMINDERS

### SICK STUDENTS:

- Send them home.
- Watch for contagious diseases; do not admit them to class.

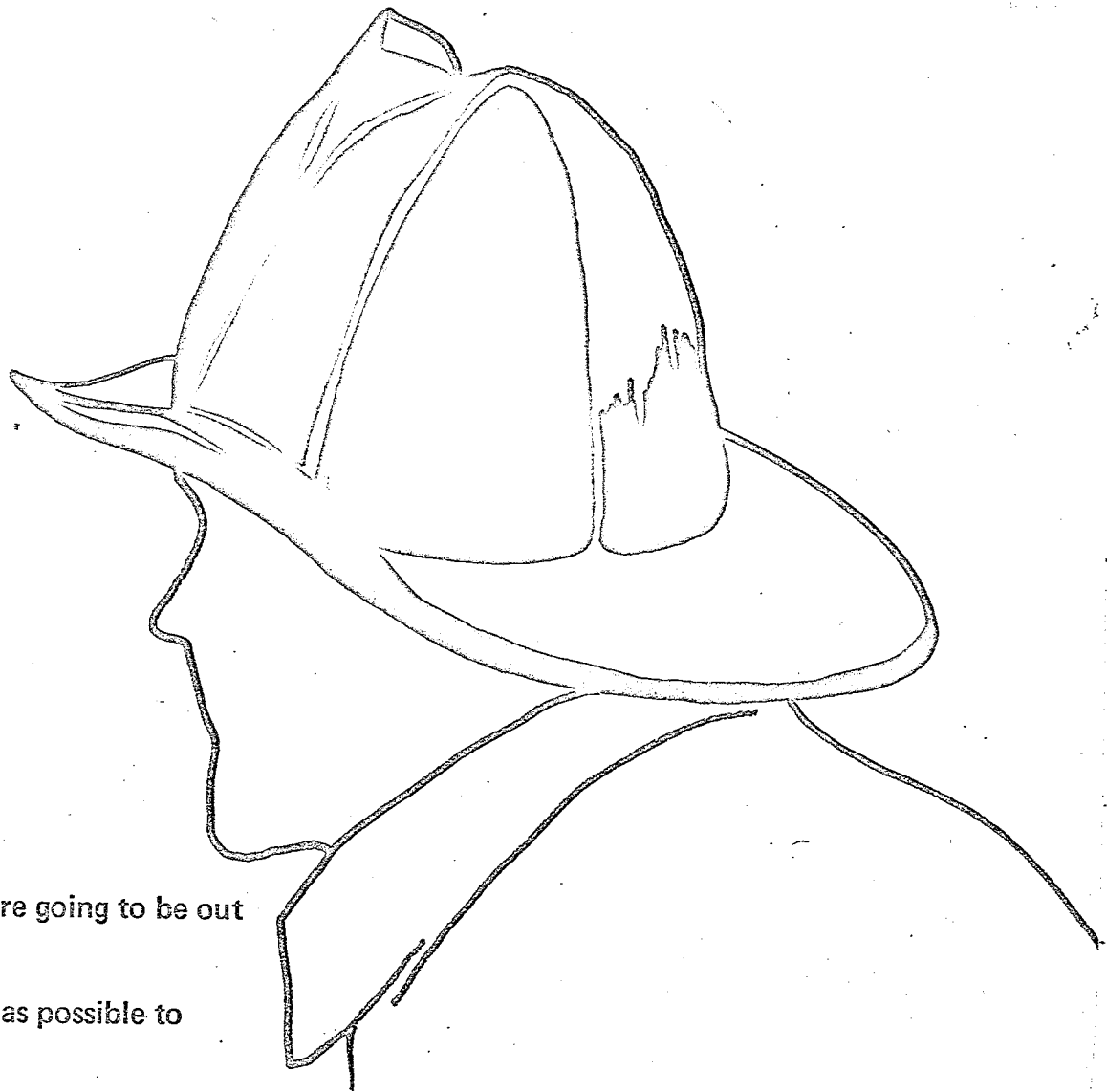
### CALLS OF NATURE:

- Requests to go to the bathroom should be honored.
- If requests are numerous, check to see why.
- Note the time the student is out of the room.
- Send a classmate with small children.


## FIRE DRILLS:

### BE PREPARED!

1. Make sure that all know which exit to use.
2. Children should take outer clothing if they are going to be out of the room for a long time.
3. After everyone is out, check the roll as soon as possible to account for all students.
4. Keep the exits from your room clear at all times.
5. If it is a drill, do not inform the class: it should seem like the real thing.



NOW YOU TRY IT



**START  
TODAY**

MAKE A LIST OF ALL THE THINGS  
YOU CAN DO TO MAKE YOUR  
CLASSROOM WORK FOR YOU.

APPENDIX B

COPIES OF SLIDES FOR SESSION TWO

"LESSON PLANNING"

1

2

3

4

5

6

7

8

9

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11

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20

# **PLANNING A LESSON INVOLVES TWO BASIC ELEMENTS**

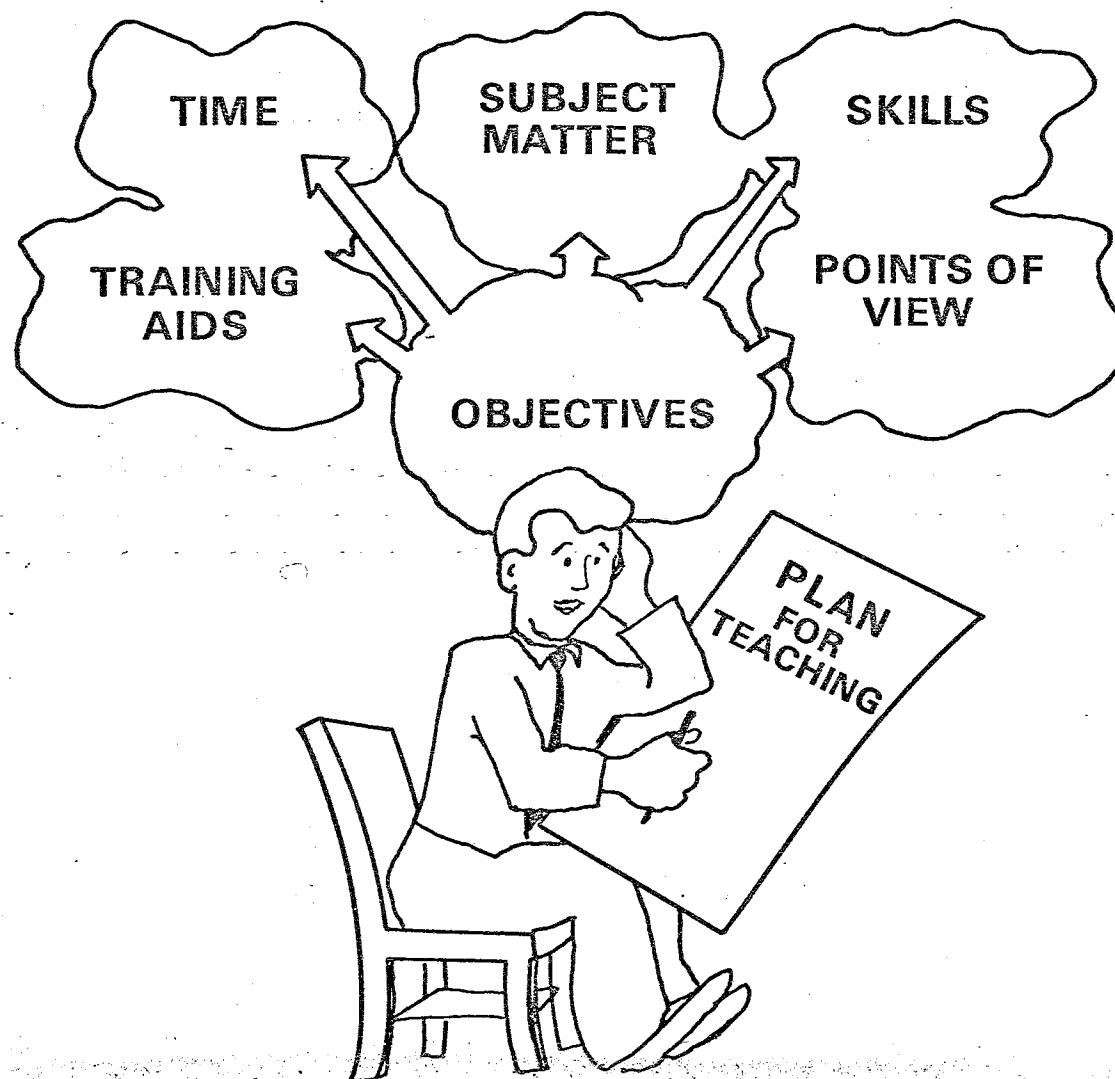
**KNOWING WHAT TO TEACH**

**KNOWING HOW TO TEACH IT**

# HERE IS AN OUTLINE THAT WILL HELP YOU ORGANIZE YOUR THOUGHTS

| LESSON PLAN FORM  |                                 |  |                    |   |
|---|---------------------------------|--|--------------------|---|
| GRADE _____ TEACHER _____   |                                 | DATE _____ TEXTBOOK _____ PP. _____  |                    |   |
| UNIT NO. & TITLE _____  |                                 | LESSON NO. & TITLE _____   |                    |   |
| <b>TEACHER'S OBJECTIVES</b><br>Insights:<br><br>Experiences:<br><br>Skills: |                                 | <b>PUPIL'S OBJECTIVES</b><br>Why subject important to pupil?<br><br>Application to his life? |                    | <b>MOTIVATION</b>   |
| <b>KEY QUESTIONS<br/>OR TOPICS<br/>(Time)</b>                               | <b>THE ANSWERS<br/>IN BRIEF</b> | <b>ESSENTIAL FACTS<br/>(Knowledge Taught)</b>  | <b>METHODOLOGY</b> | <b>ENRICHMENT<br/>(Illustration, Ex-<br/>perience, Activity)</b>  |
| 1.  |                                 |  |                    |   |
| 2.  |                                 |  |                    |   |
| 3.  |                                 |  |                    |   |
| 4.  |                                 |  |                    |   |
| <b>SUMMARY</b><br>(Review or Application)                                   |                                 | <b>ASSIGNMENT</b><br>What?<br>Motivation:  |                    | <b>EVALUATION OF LESSON</b><br>Objectives achieved?<br>Effective presentation?<br>How relevant?<br>Improvements needed: |

# FIRST: SET FORTH YOUR OBJECTIVES



# WHAT YOU WANT TO TEACH

KNOWLEDGE (Information)

---

UNDERSTANDINGS (Generalizations or insights that can be  
applied to everyday Jewish life)

---

SKILLS

### **TEACHER'S OBJECTIVES**

**Insights:** *To show how one man, by a single act, made it possible for the Jews to cross the mental bridge that had kept them prisoners in the ghetto.*

**Experiences:** *Use of students' own resources to solve a problem.*

**Skills:** *Problem solving.*

**NEXT: WHAT OBJECTIVES DO YOU  
WANT THE PUPIL TO HAVE**

?

WHY IS IT IMPORTANT  
TO THE PUPIL

?

WHAT IS THE APPLICATION  
TO HIS LIFE

?

## **PUPIL'S OBJECTIVES**

**Why subject important to pupil?**

*To find out how my great-grandparents got out of the ghetto.*

**Application to his life?**

*If Moses Mendelssohn had not lived, would I still be living in a ghetto today?*

# MOTIVATION

---

## INTRINSIC

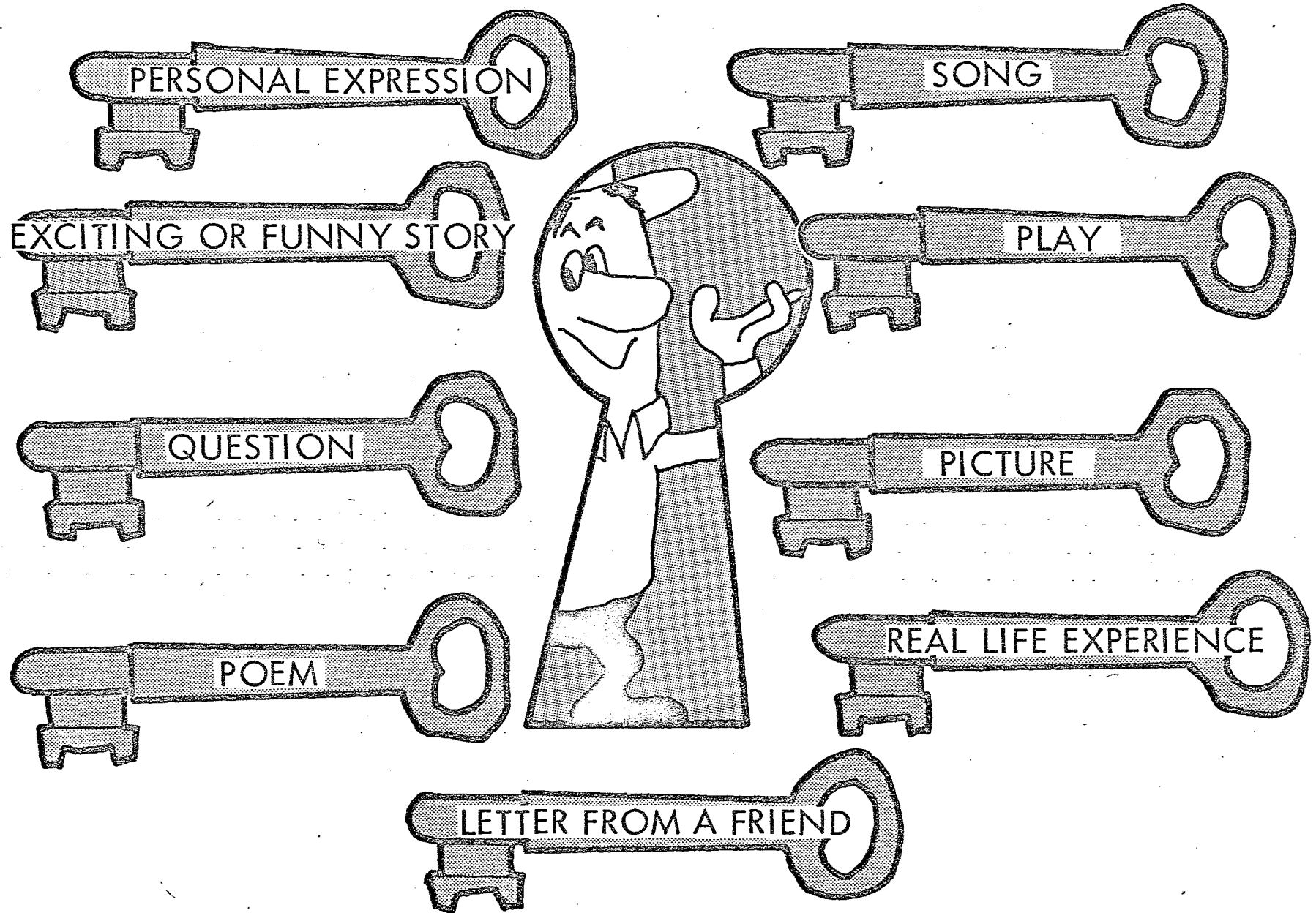
grows out of the natural situation of the individual, his feelings, etc.

---

## EXTRINSIC

uses external factors, such as rewards

---



## MOTIVATION

*The Jews, living in the ghetto, speak only Yiddish.  
The Germans outside speak only German. The  
Jews cannot become a part of society until they  
learn German. HOW WOULD YOU ALONE  
TEACH THE JEWS GERMAN?*

# THE LESSON

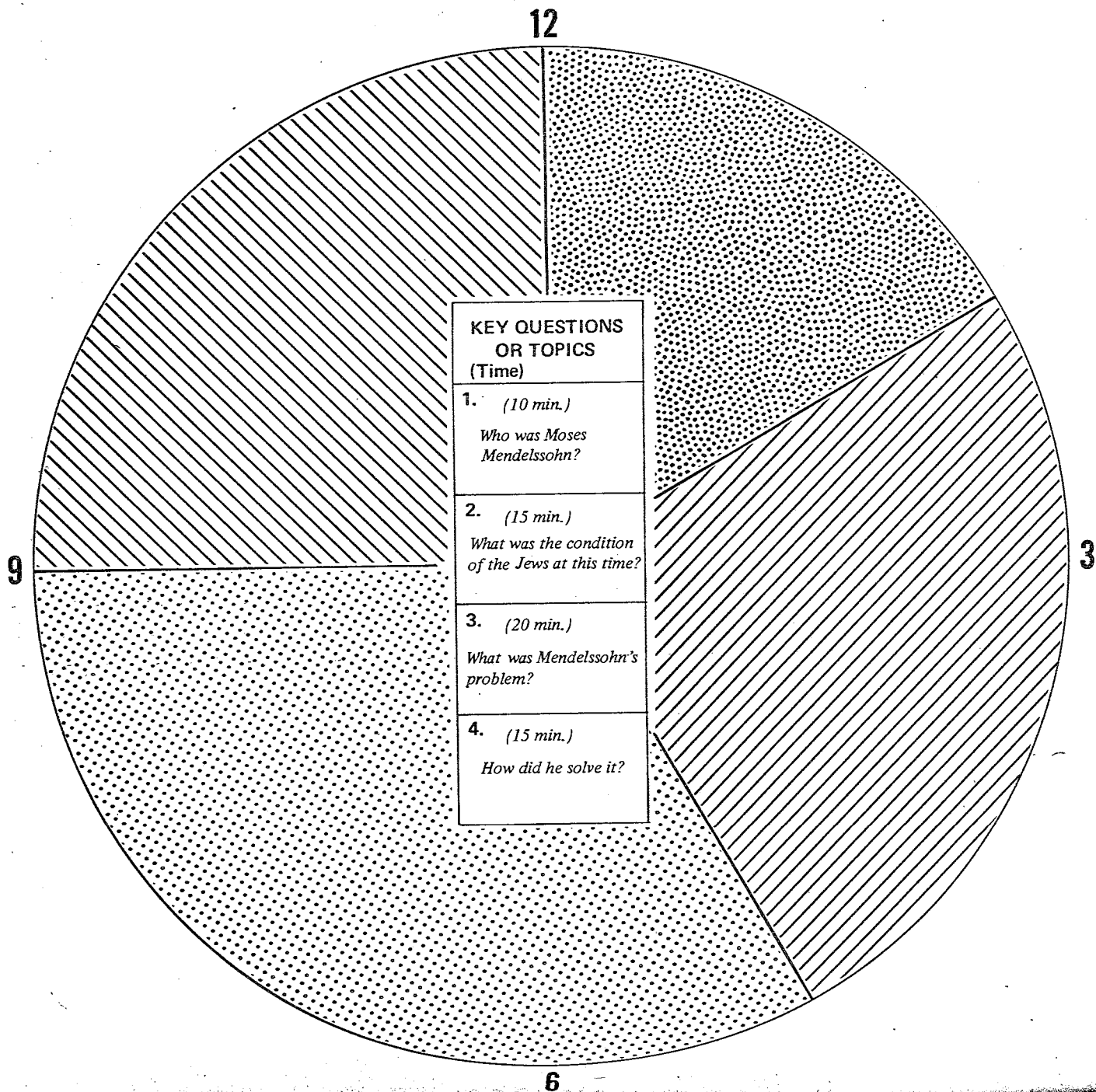
KEY QUESTIONS OR TOPICS

ESSENTIAL FACTS

BRIEF ANSWERS

METHODOLOGY

ENRICHMENT



| KEY QUESTIONS<br>OR TOPICS<br>(Time)  | THE ANSWERS<br>IN BRIEF  |
|---|--|
| 1. (10 min.)<br><i>Who was Moses<br/>Mendelssohn?</i>                       | <i>A German Jew who broke down the<br/>intellectual isolation of the ghetto.</i>   |
| 2. (15 min.)<br><i>What was the condition<br/>of the Jews at this time?</i> | <i>Lived in ghettos, isolated from the world.<br/>Poor, much disease. Knew nothing of what<br/>was going on in the world – such as the<br/>discoveries of science.</i> |
| 3. (20 min.)<br><i>What was Mendelssohn's<br/>problem?</i>                  | <i>To teach the Jews German, so that they<br/>might become a part of the general stream of<br/>life.</i>   |
| 4. (15 min.)<br><i>How did he solve it?</i>                                 | <i>Translated the Bible into German.</i>   |

| KEY QUESTIONS<br>OR TOPICS<br>(Time)                                | THE ANSWERS<br>IN BRIEF  | ESSENTIAL FACTS<br>(Knowledge Taught)   |
|---|--|---|
| 1. (10 min.)<br>Who was Moses<br>Mendelssohn?                       | <i>A German Jew who broke down the<br/>intellectual isolation of the ghetto.</i>   | <i>Lived from 1729 to 1786. Well-versed in<br/>both Jewish and general secular knowledge.<br/>Known for his brilliant writings. He was one<br/>of the first Jews accepted in high German<br/>society.</i> |
| 2. (15 min.)<br>What was the condition<br>of the Jews at this time? | <i>Lived in ghettos, isolated from the world.<br/>Poor, much disease. Knew nothing of what<br/>was going on in the world – such as the<br/>discoveries of science.</i> | <i>Lived in ghettos, isolated from the world.<br/>Times changing: now possible for the Jews to<br/>leave the ghetto, but they don't know German,<br/>and don't want to learn it.</i>                      |
| 3. (20 min.)<br>What was Mendelssohn's<br>problem?                  | <i>To teach the Jews German, so that they<br/>might become a part of the general stream of<br/>life.</i>   | <i>Mendelssohn realized that only if the<br/>Jews learned German, could they break out<br/>of the ghetto and become citizens of the<br/>world, taking advantages of all that life could<br/>offer.</i>    |
| 4. (15 min.)<br>How did he solve it?                                | <i>Translated the Bible into German.</i>   | <i>1783: Translated the Bible into German<br/>USING HEBREW LETTERS. Since the Jews<br/>knew the Bible by heart – it was easy to learn<br/>German.</i>   |

| KEY QUESTIONS<br>OR TOPICS<br>(Time)                                | THE ANSWERS<br>IN BRIEF  | ESSENTIAL FACTS<br>(Knowledge Taught)  | METHODOLOGY   |
|---|--|--|---|
| 1. (10 min.)<br>Who was Moses<br>Mendelssohn?                       | A German Jew who broke down the<br>intellectual isolation of the ghetto.   | Lived from 1729 to 1786. Well-versed in<br>both Jewish and general secular knowledge.<br>Known for his brilliant writings. He was one<br>of the first Jews accepted in high German<br>society. | Lecture   |
| 2. (15 min.)<br>What was the condition<br>of the Jews at this time? | Lived in ghettos, isolated from the world.<br>Poor, much disease. Knew nothing of what<br>was going on in the world – such as the<br>discoveries of science. | Lived in ghettos, isolated from the world.<br>Times changing: now possible for the Jews to<br>leave the ghetto, but they don't know German,<br>and don't want to learn it.                     | Question and answer, based<br>on previous homework<br>assignment.         |
| 3. (20 min.)<br>What was Mendelssohn's<br>problem?                  | To teach the Jews German, so that they<br>might become a part of the general stream of<br>life.  | Mendelssohn realized that only if the<br>Jews learned German, could they break out<br>of the ghetto and become citizens of the<br>world, taking advantages of all that life could<br>offer.    | Small groups to solve the<br>problem posed here and in the<br>motivation. |
| 4. (15 min.)<br>How did he solve it?                                | Translated the Bible into German.  | 1783: Translated the Bible into German<br>USING HEBREW LETTERS. Since the Jews<br>knew the Bible by heart – it was easy to learn<br>German.  | Class reports, followed by<br>answer from teacher.                        |

## **OTHER WAYS OF PRESENTING YOUR LESSON**

- \* QUESTION AND ANSWER  
RECITATION
- \* INFORMAL DISCUSSION
- \* INDIVIDUAL REPORTS
- \* COMMITTEE REPORTS
- \* INCIDENTAL QUESTIONING
- \* LECTURE OR TEACHING PERIOD
- \* DEMONSTRATION
- \* DRAMATIZATION
- \* ILLUSTRATED TALK
- \* REVIEW OR SUMMARY
- \* ORAL TEST OR  
EXAMINATION
- \* AUDIO-VISUAL AIDS

| KEY QUESTIONS<br>OR TOPICS<br>(Time)                                | THE ANSWERS<br>IN BRIEF  | ESSENTIAL FACTS<br>(Knowledge Taught)  | METHODOLOGY   | ENRICHMENT<br>(Illustration, Ex-<br>perience, Activity)     |
|---|--|--|---|---|
| 1. (10 min.)<br>Who was Moses<br>Mendelssohn?                       | A German Jew who broke down the<br>intellectual isolation of the ghetto.   | Lived from 1729 to 1786. Well-versed in<br>both Jewish and general secular knowledge.<br>Known for his brilliant writings. He was one<br>of the first Jews accepted in high German<br>society. | Lecture   | List of Mendelssohn's<br>achievements on the<br>blackboard. |
| 2. (15 min.)<br>What was the condition<br>of the Jews at this time? | Lived in ghettos, isolated from the world.<br>Poor, much disease. Knew nothing of what<br>was going on in the world — such as the<br>discoveries of science. | Lived in ghettos, isolated from the world.<br>Times changing: now possible for the Jews to<br>leave the ghetto, but they don't know German,<br>and don't want to learn it.                     | Question and answer, based<br>on previous homework<br>assignment.         | Pictures of some<br>ghettos of the period.                  |
| 3. (20 min.)<br>What was Mendelssohn's<br>problem?                  | To teach the Jews German, so that they<br>might become a part of the general stream of<br>life.  | Mendelssohn realized that only if the<br>Jews learned German, could they break out<br>of the ghetto and become citizens of the<br>world, taking advantages of all that life could<br>offer.    | Small groups to solve the<br>problem posed here and in the<br>motivation. | Group problem solving.                                      |
| 4. (15 min.)<br>How did he solve it?                                | Translated the Bible into German.  | 1783: Translated the Bible into German<br>USING HEBREW LETTERS. Since the Jews<br>knew the Bible by heart — it was easy to learn<br>German.  | Class reports, followed by<br>answer from teacher.                        | A copy of<br>Mendelssohn's translation.                     |

## **OTHER METHODS OF ENRICHMENT**

**\* FIELD TRIPS**

**\* SPECIAL LECTURES**

**\* SPECIAL DEMONSTRATIONS**

**\* SPECIAL ACTIVITIES  
(projects)**

**SUMMARY**  
**(Review or Application)**

*Mendelssohn's translation made it possible for a  
large number of Jews to learn German easily.  
This sped the crumbling of the ghetto walls.*

## ASSIGNMENT

**What?** *Next chapter of our text.*

**Motivation:** *6 years after Mendelssohn's translation, an event occurred that broke down the physical walls of the ghetto, and changed the entire structure of Europe. What was that event? This event made it possible for you to be a citizen.*

## EVALUATION OF LESSON

Objectives achieved? *Yes*

Effective presentation? *Yes*

How relevant? *O.K.*

Improvements needed: ---

## **SOME QUESTIONS TO ASK YOURSELF**

**?**

WHAT WENT WRONG?

HOW WELL WERE THE OBJECTIVES ACHIEVED?

WAS THE LENGTH SATISFACTORY?

HOW EFFECTIVE WERE THE VARIOUS ELEMENTS? MOTIVATION?

HOW INTERESTED WERE THE STUDENTS?

**?**

LESSON PLAN FORM

GRADE 8 TEACHER Miss Cohen DATE Sept 27 TEXTBOOK Our Book PP. 70-83

UNIT NO. & TITLE Emancipation LESSON NO. & TITLE # 6 Moses Mendelssohn

#### TEACHER'S OBJECTIVES

**Insights:** To show how one man, by a single act, made it possible for the Jews to cross the mental bridge that had kept them prisoners in the ghetto.

**Experiences:** Use of students' own resources to solve a problem.

**Skills:** Problem solving.

#### PUPIL'S OBJECTIVES

**Why subject important to pupil?**

To find out how my great-grandparents got out of the ghetto.

**Application to his life?**

If Moses Mendelssohn had not lived, would I still be living in a ghetto today?

#### MOTIVATION

The Jews, living in the ghetto, speak only Yiddish. The Germans outside speak only German. The Jews cannot become a part of society until they learn German. HOW WOULD YOU ALONE TEACH THE JEWS GERMAN?

| KEY QUESTIONS OR TOPICS (Time)                                   | THE ANSWERS IN BRIEF  | ESSENTIAL FACTS (Knowledge Taught)   | METHODOLOGY   | ENRICHMENT (Illustration, Experience, Activity)       |
|--|---|--|---|---|
| 1. (10 min.)<br>Who was Moses Mendelssohn?                       | A German Jew who broke down the intellectual isolation of the ghetto.   | Lived from 1729 to 1786. Well-versed in both Jewish and general secular knowledge. Known for his brilliant writings. He was one of the first Jews accepted in high German society. | Lecture   | List of Mendelssohn's achievements on the blackboard. |
| 2. (15 min.)<br>What was the condition of the Jews at this time? | Lived in ghettos, isolated from the world. Poor, much disease. Knew nothing of what was going on in the world – such as the discoveries of science. | Lived in ghettos, isolated from the world. Times changing: now possible for the Jews to leave the ghetto, but they don't know German, and don't want to learn it.                  | Question and answer, based on previous homework assignment.         | Pictures of some ghettos of the period.               |
| 3. (20 min.)<br>What was Mendelssohn's problem?                  | To teach the Jews German, so that they might become a part of the general stream of life.   | Mendelssohn realized that only if the Jews learned German, could they break out of the ghetto and become citizens of the world, taking advantages of all that life could offer.    | Small groups to solve the problem posed here and in the motivation. | Group problem solving.                                |
| 4. (15 min.)<br>How did he solve it?                             | Translated the Bible into German.   | 1783: Translated the Bible into German USING HEBREW LETTERS. Since the Jews knew the Bible by heart – it was easy to learn German.   | Class reports, followed by answer from teacher.                     | A copy of Mendelssohn's translation.                  |

#### SUMMARY (Review or Application)

Mendelssohn's translation made it possible for a large number of Jews to learn German easily. This sped the crumbling of the ghetto walls.

#### ASSIGNMENT

**What?** Next chapter of our text.

**Motivation:** 6 years after Mendelssohn's translation, an event occurred that broke down the physical walls of the ghetto, and changed the entire structure of Europe. What was that event? This event made it possible for you to be a citizen.

#### EVALUATION OF LESSON

**Objectives achieved?** Yes

**Effective presentation?** Yes.

**How relevant?** O.K.

**Improvements needed:** ---

## **FOR A LESSON ON ROSH HA-SHONAH:**

WHAT MOTIVATION WOULD YOU USE?

WHAT WOULD BE YOUR OBJECTIVES?

WHAT WOULD BE THE PUPIL'S OBJECTIVES?

WHAT ACTIVITY WOULD YOU PLAN?

APPENDIX C

COPIES OF SLIDES FOR SESSION THREE

"DISCIPLINE"

**dis.cern** \dis-'orn, diz-\ *vb* [ME *discernen*, fr. MF *discerner*, fr. L *discernere* to separate, distinguish between, fr. *dis-* apart + *cernere* to sift] *vt* 1 *a* : to detect with the eyes *b* : to detect with other senses than vision 2 : to come to know or recognize mentally 3 : to recognize or identify as separate and distinct : DISCRIMINATE ~ *vi* : to see or understand the difference — **dis.cern-er** *n* — **dis.cern-ible** \-'ər-nə-bəl\ *adj* — **dis.cern-ibly** \-blē\ *adv*

**dis.cern-ing** *adj* : revealing insight and understanding : DISCRIMINATING (a ~ critic) — **dis.cern-ing-ly** \-'ər-niŋ-lē\ *adv*

**dis.cern-ment** \dis-'orn-mənt, diz-\ *n* 1 : an act of discerning 2 : skill in discerning or discriminating : keenness of insight

**syn** DISCERNMENT, DISCRIMINATION, PERCEPTION, INSIGHT, ACUMEN mean a power to see what the average mind. DISCERNMENT stresses accurate character or motives; DISCRIMINATION stresses to distinguish and select what is true or appropriate; PERCEPTION implies quick and often symbolic as of shades of feeling; PENETRATION implies a goes beyond what is obvious or superficial; INSIGHT of discernment; ACUMEN implies character combined with keen practical judgment

**dis.charge** \dis(h)-'chärj, 'dis(h)-\ *vb* [ME *descharger*, fr. LL *discarricare*, fr. L *dis-* + *car-* to load] *vt* 1 : to relieve of a charge, load, or burden: *a* : UNLOAD *b* : to release from an obligation 2 *a* : to let go : clear out *b* : SHOOT (~ an arrow) *c* : to release from confinement, custody, or care (~ a prisoner) *d* : to give outlet or vent to : EMIT 3 : to dismiss from employment (2) : to release from service (~ a soldier) *b* : to get rid of (as a debt) by paying *c* : to set aside : ANNUL *d* : to order (a legislative committee) to end consideration of a bill in order to bring it before the action 4 *a* : to receive and distribute (as the weight of a wall above an opening) *b* : to relieve from the weight of a wall : to bleach out or remove (color or dye) in dyeing and printing 6 : to cancel the record of the loan of (a library book) up ~ *vi* 1 : to throw off or deliver a load, charge, or burden go off : FIRE *b* : RUN (some dyes ~) *c* : to emit or give vent to or other contents **syn** see FREE, PERFORM — **dis.charge-** \-ə-bəl\ *adj* — **dis.charg-ee** \(-\)dis(h)-,chär-'jē\ *n* — **dis.charg-er** \dis(h)-'chär-jər, 'dis(h)-\ *n*

**dis.charge** \dis(h)-'chärj, dis(h)-\ *n* 1 *a* : the act of relieving of something that oppresses or releases; *esp* : a certificate or fact of being discharged or unloading 4 : legal 6 *a* : a flowing or issuing that is emitted 7 : the 8 *a* : release or dismissal *b* : complete separation of a difference of electricity

**discharge lamp** *n* : an electric lamp in which discharge between electrodes causes luminosity of the enclosed gas with the receptacle enlarged into a conspicuous disc

**dis.ci-form** \dis-(k)ə-'fōrm\ *adj* : round or oval in shape

**dis.ci.ple** \dis-'i-pəl\ *n* [ME, fr. OE *discipul* & OF *disciple*, fr. LL and L; LL *discipulus* follower of Jesus Christ in his lifetime, fr. L, pupil] 1 : one who accepts and assists in spreading the doctrines of another: as *a* : APOSTLE 1 *b* : a convinced adherent of a school or doctrine 2 : a member of the Disciples of Christ founded

pline *b* : designed to correct or punish breaches of discipline (took ~ action) 2 : of or relating to a particular field of study

**dis.ci-pline** \dis-'a-plən, -(ə)plīn\ *n* [ME, fr. MF & L; MF, fr. L *disciplina* teaching, learning, fr. *discipulus* pupil] 1 *obs* : INSTRUCTION 2 : a subject that is taught : a field of study 3 : training that corrects, molds, or perfects the mental faculties or moral character 4 : PUNISHMENT 5 *a* : control gained by enforcing obedience or order *b* : orderly or prescribed conduct or pattern of behavior *c* : SELF-CONTROL 6 : a rule or system of rules governing conduct

**discipline** *vt* 1 : to punish or penalize for the sake of discipline 2 : to train or develop (instruction and exercise esp. in self-control) (bring ~ group) under control (~ troops) *b* : to improve (a system) **syn** see PUNISH, TEACH — **dis.ci-plin-er** *n*

**disc.jockey** *n* : a person who conducts and announces a radio or television program of musical recordings often with interspersed comments relating to music

**dis.claim** \dis-'klām\ *vb* [AF *disclaimer*, fr. *dis-* + *claimer* to claim, fr. OF *clamer* to make a disclaimer] 2 *a obs* : to disavow all part or share in (a statement) utter denial ~ *vt* 1 : to renounce a legal claim to (an estate) — **dis.claim-er** *n*

**dis.claim-er** \dis-'klām-ər\ *n* [AF, fr. *disclaimer*, v.] 1 *a* : a denial or disclaimer 2 *a* : a writing that embodies a legal disclaimer 2 *a* : DISAVOWAL, DENIAL *b* : REPUDIATION

**dis.clam-ation** \dis-'klām-'mā-shən\ *n* : DISAVOWAL, RENUNCIATION

**dis.clos-er** \dis-'klōz-ər\ *n* [ME *disclosen*, fr. MF *desclos-*, stem of *disclo-* to disclose, fr. ML *disclo-* to open, fr. L *dis-* + *claudere* to close] 1 : to open up 2 *a* : to expose to view *b* archaic *c* : to divulge **syn** see REVEAL — **dis.clos-er** *n*

**dis.closure** \dis-'klō-zhər\ *n* 1 : the act or an instance of disclosure 2 : something that is disclosed : REVELATION

**dis.cog-ra-phy** \dis-'käg-rə-fər\ *n* : one that compiles discographies

**dis.cog-ra-phy** \dis-'käg-rə-fər\ *n* [F *discographie*, fr. *disc-* + *-graphie* -graphy]

**dis.cuss** \dis-'kʌs\ *vb* [ME *discussen*, fr. MF *disc-*, stem of *disc-* to discuss, fr. L *dis-* + *cutere* to cut] 1 : to open up 2 *a* : to expose to view *b* archaic *c* : to divulge **syn** see REVEAL — **dis.clos-er** *n*

**dis.cuss-er** \dis-'kʌs-ər\ *n* : one who discusses

**dis.cuss-ion** \dis-'kʌs-i-ən\ *n* : a discussion

**dis.col-or-ation** \dis-'kəl-ə-'rā-shən\ *n* 1 : the act of discoloring : the state of being discolored 2 : STAIN

**dis.com-bob-u-late** \dis-kəm-'bāb-(y)ə-'lāt\ *vt* [prob. alter. of *discompose*] : UPSET, CONFUSE

**dis.com-fit** \dis-'kəm-(p)-fət, esp South dis-kəm-'fit\ *vt* [ME *discomfiten*, fr. OF *desconfire*, pp. of *desconfire*, fr. *des-* + *confire* to

**OF WHAT DOES DISCIPLINE CONSIST?**

**\* ORDERS**

**\* PROCEDURES**

**\* RULES**

**\* PLANS**

## **BASIC PREMISES:**

- \* Most students want to do what is right.
- \* The teacher must maintain order.
- \* No individual has the right to destroy the learning process for the class.
- \* A religious school teacher cannot re-make individuals.
- \* The administration should assume some role.

## **PREVENTING THE NEED FOR DISCIPLINE**

1. Think well of the children, each one of them; and let them know it. But do not have pets.
2. Let them know that when they do well, it will be noticed and appreciated.
3. Keep the day's program free from rush, hurry, and push.
4. Give opportunities for relaxing.
5. Be watchful not to overdo group activity. The impact of many children together too long or too often can be upsetting.

# **PREVENTING THE NEED FOR DISCIPLINE**

## **(Continued)**

6. Let the children assume responsibility sometimes. This is different from accepting responsibility that has been assigned.
7. Let the children suggest, plan, and discover, instead of telling them everything. A teacher who knows everything gets very tiresome.
8. Give the children help in knowing what to do as well as what not to do. Often they know what not to do, but are at a loss to know what to do instead.
9. Keep rules to the minimum.
10. Avoid bluffing.

## **REVIEW OF THE "POINTERS FOR EFFECTIVE CLASSROOM MANAGEMENT"**

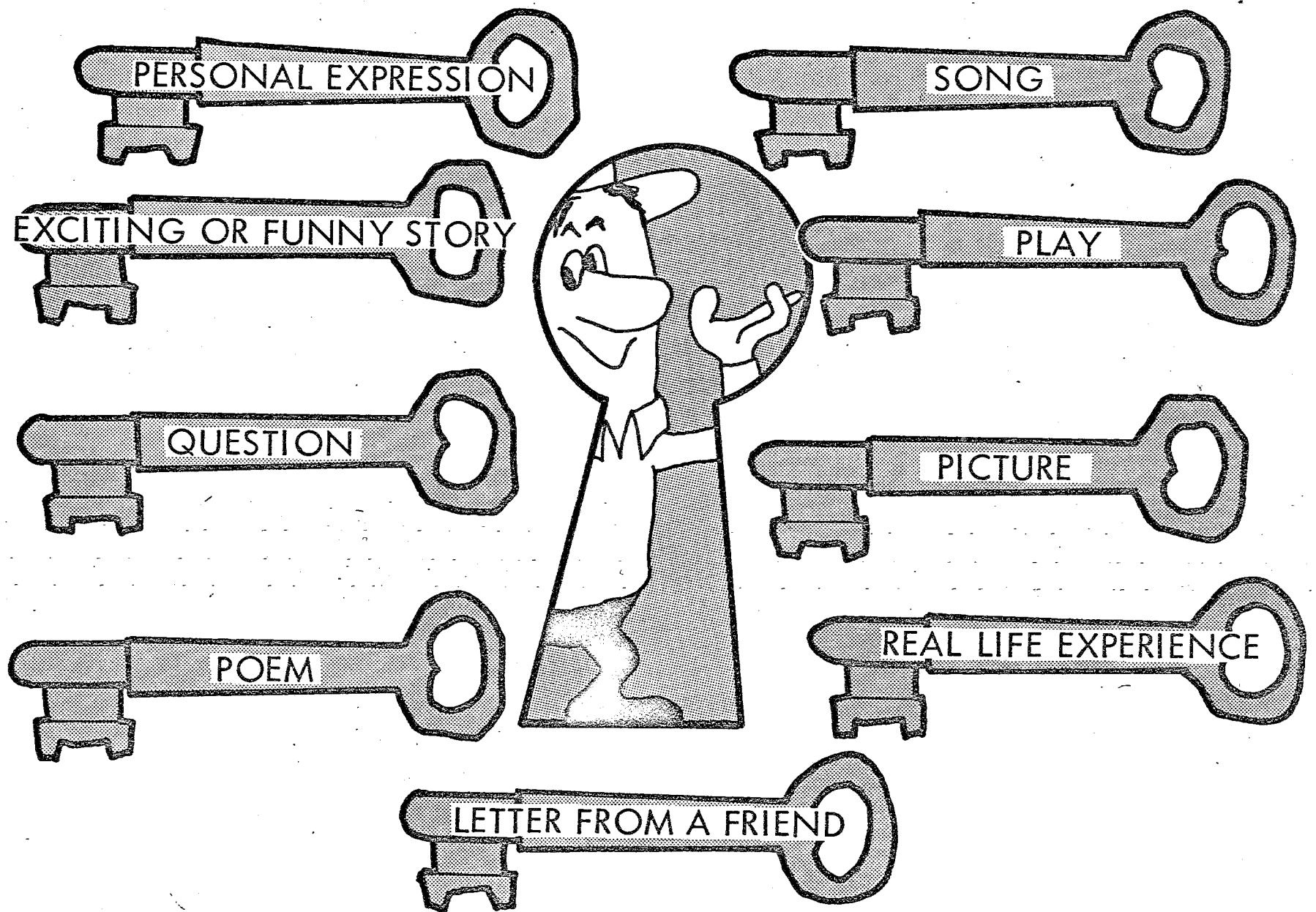
- I. Before each class, check: lights ventilation, neatness, supplies.**
- II. Provide a pleasant setting for learning.**
- III. Keep basic supplies on hand.**
- IV. Make your blackboard work for you.**
- V. Use models and objects to make a lesson concrete.**
- VI. Use maps, globes, posters.**
- VII. Make space work for you.**
- VIII. Keep your desk neat.**
- IX. Keep your storage closet neat.**

# PREVENTING THE NEED FOR DISCIPLINE

1. Think well of the children, each one of them; and let them know it.  
But do not have pets.
2. Let them know that when they do well, it will be noticed and appreciated.
3. Keep the day's program free from rush, hurry, and push.
4. Give opportunities for relaxing.
5. Be watchful not to overdo group activity. The impact of many children together too long or too often can be upsetting.
6. Let the children assume responsibility sometimes. This is different from accepting responsibility that has been assigned.
7. Let the children suggest, plan, and discover, instead of telling them everything. A teacher who knows everything gets very tiresome.
8. Give the children help in knowing what to do as well as what not to do. Often they know what not to do, but are at a loss to know what to do instead.
9. Keep rules to the minimum.
10. Avoid bluffing.

# HERE IS AN OUTLINE THAT WILL HELP YOU ORGANIZE YOUR THOUGHTS

| LESSON PLAN FORM  |                                 |  |                    |   |
|---|---------------------------------|--|--------------------|---|
| GRADE _____ TEACHER _____   |                                 | DATE _____ TEXTBOOK _____  |                    | PP. _____   |
| UNIT NO. & TITLE _____  |                                 | LESSON NO. & TITLE _____   |                    |   |
| <b>TEACHER'S OBJECTIVES</b><br>Insights:<br><br>Experiences:<br><br>Skills: |                                 | <b>PUPIL'S OBJECTIVES</b><br>Why subject important to pupil?<br><br>Application to his life? |                    | <b>MOTIVATION</b>   |
| <b>KEY QUESTIONS<br/>OR TOPICS<br/>(Time)</b>                               | <b>THE ANSWERS<br/>IN BRIEF</b> | <b>ESSENTIAL FACTS<br/>(Knowledge Taught)</b>  | <b>METHODOLOGY</b> | <b>ENRICHMENT<br/>(Illustration, Ex-<br/>perience, Activity)</b>  |
| 1.  |                                 |  |                    |   |
| 2.  |                                 |  |                    |   |
| 3.  |                                 |  |                    |   |
| 4.  |                                 |  |                    |   |
| <b>SUMMARY</b><br>(Review or Application)                                   |                                 | <b>ASSIGNMENT</b><br><br>What?<br><br>Motivation:  |                    | <b>EVALUATION OF LESSON</b><br><br>Objectives achieved?<br><br>Effective presentation?<br><br>How relevant?<br><br>Improvements needed: |



PERSONAL EXPRESSION

SONG

EXCITING OR FUNNY STORY

PLAY

QUESTION

PICTURE

POEM

REAL LIFE EXPERIENCE

LETTER FROM A FRIEND

## HANDLING MINOR INCIDENTS

1. Make all reprimands with justice and tact.
2. Be consistent in disciplinary actions, be fair.
3. Seek the actual cause of the student's poor work or poor attitude.
4. Maintain order through an interest in work.
5. Don't be influenced by a student's reputation.
6. Stop disorder at its origin.
7. Be businesslike with new groups.
8. Do not discipline an entire class for the acts of an individual.
9. Make the disciplinary action fit the deed.
10. Refuse to get excited over misdeeds, laugh them off.

# **HANDLING CHILDREN WHO CREATE PROBLEMS**

**\* CHILDREN WITH PROBLEMS**

**\* INTERACTORS**

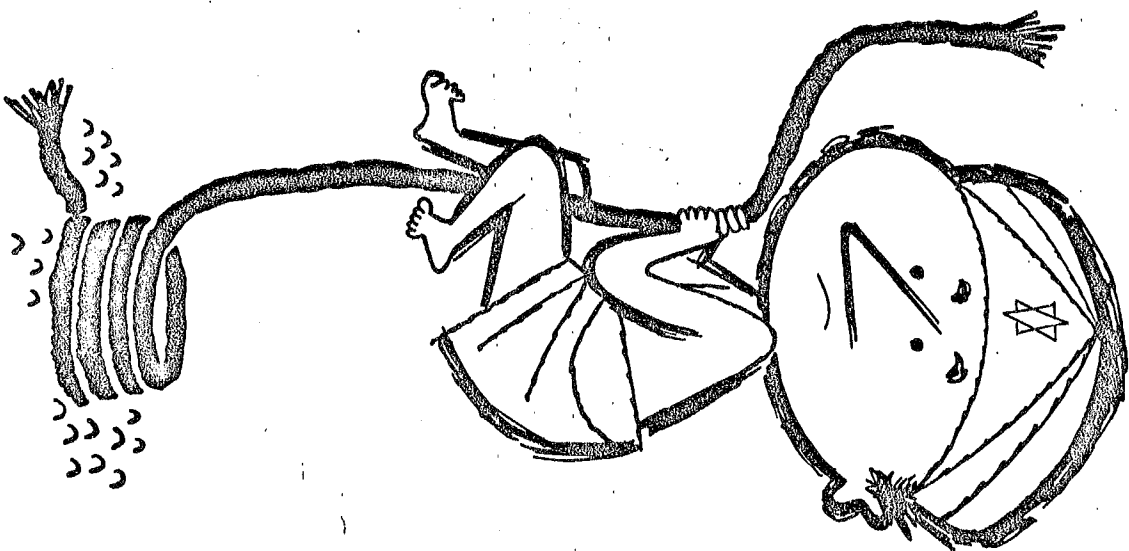
**\* CHILDREN WHO  
MISBEHAVE  
ON OCCASION**



# HANDLING THE PROBLEM CLASS

HAS A REPUTATION AS  
"TEACHER KILLERS"

*HANG ON!*

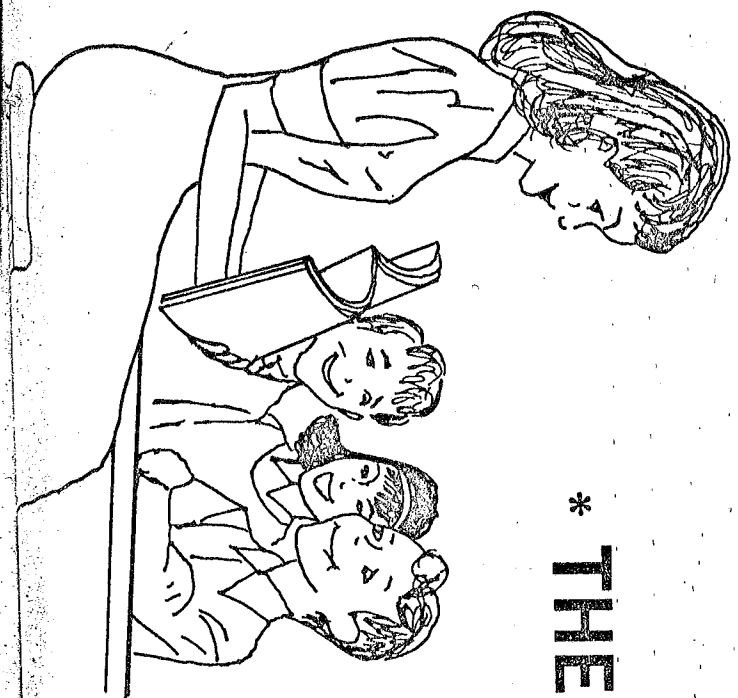


# **GOOD DISCIPLINE GROWS OUT OF:**

**\* THE STUDENT      \* THE LESSON**

**\* THE TEACHER      \* THE CLASSROOM**

**\* THE SCHOOL ITSELF**



**NOW YOU TRY IT**



**START  
TODAY**

# FOOTNOTES

- 1 Union of American Hebrew Congregations, Department of Education. Certification Requirements for Reform Religious School Teachers in Nineteen Communities and the National Certification Program, December 1968, p. 5.
- 2 Ibid.
- 3 Letter from Stanley B. Liedeker, Director of Education, Congregation Beth Israel, West Hartford, Connecticut, July 29, 1969.
- 4 Letter from Rabbi Herbert S. Rutman, Temple Israel, Minneapolis, Minnesota, July 16, 1969.
- 5 Robert M. W. Travers. Research and Theory Related to Audio-Visual Information Transmission (Kalamazoo: United States Department of Health, Education and Welfare, 1967), pp. 6-7.
- 6 Union of American Hebrew Congregations, National Certification Program for Teachers in Reform Religious Schools, Form 2-NCP, p. 3.
- 7 Mrs. Richard Cromer, private interview, Cincinnati, Ohio, July 2, 1969.
- 8 John T. Clark, private interview, Cincinnati, Ohio, July 29, 1969.
- 9 The Reverend James E. Shappelle, material on the teacher training program of the Archdiocese of Cincinnati, Ohio, July 3, 1969.
- 10 Wilbur H. Dutton and John A. Hockett. The Modern Elementary School Curriculum and Methods (New York: Rinehart and Company, Inc., 1959), p. 7.
- 11 John Herbert. A System for Analyzing Lessons (New York: Teachers College Press, 1967), p. 94.
- 12 Henry J. Otto, Hazel Floyd, and Margaret Rouse. Principles of Elementary Education (New York: Rinehart and Company, Inc., 1955), p. 315.
- 13 Lakin Phillips, Daniel N. Wiener, and Norris G. Haring. Discipline, Achievement and Mental Health (Englewood Cliffs: Prentice-Hall, 1960), p. 183.

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