

# **CLASSROOM VOLUNTEER TRAINING**

Classroom volunteers will.....

- \*\*\*\* Look over the daily schedule
- \*\*\*\* Go over the classroom rules
- \*\*\*\* Learn and use the Head Start Discipline Approach
- \*\*\*\* Be given information on the Learning Centers  
(This information is posted in the centers)
- \*\*\*\* Be aware of children coming from the restrooms and make sure they always wash their hands
- \*\*\*\* Be aware of any child going out the door
- \*\*\*\* Be given a variety of things to do to help the Teachers
- \*\*\*\* Assist in redirecting children to maintain control of the classroom environment

## VOLUNTEERING IN THE CLASSROOM

Centers:

### 1. Art

- a. Make sure their name and date is on all of their artwork.
- b. Make sure that scissors are used only for cutting paper and not hair or clothing.
- c. Help them use glue when appropriate - we want them to learn to use a drop of glue.
- d. At the easel, make sure they are painting the paper and not each other or the furniture.
- e. Call children over to paint, help them put on an art smock, and give them fresh clean paper.
- f. Help them with their cutting. Some of them become really frustrated.
- g. Help at clean up time. Make sure they clean up before they change centers.

### 2. Blocks

- a. Make sure they do not build any taller than themselves, so if it falls, it won't hit them in the head.
- b. Make sure they are playing safely with the blocks, not hitting each other with them or swinging them around.
- c. Make sure they clean up before they change centers.
- d. Help them build something.

### 3. Books

- a. Read a story to the child.
- b. Let them read a story to you.
- c. Use the puppets to tell a story.
- d. Ask them to tell you about the book.
- e. Ask them questions.

### 4. Housekeeping

- a. Let them cook dinner for you.
- b. Ask them questions about what they are doing.
- c. Help them with the clothing.
- d. Make sure they play appropriately.
- e. Help them to clean up before they change center.

### 5. Science

- a. Ask them questions about the items and pictures on the table.
- b. Weight the things and talk about the word "heavy".
- c. Help them to clean up before changing centers.

### 6. Games and Puzzles

- a. help them work a puzzle.

- b. Help them string the beads.
- c. Work on making pieces fit.
- d. Ask them to count or sort pieces according to colors.
- e. Help them clean up before changing centers.

7. Playground

- a. Go down the slide, not up.
- b. One at a time on slides and swings.
- c. Keep tricycles on the bike track.

8. Meal Time

- a. Help children to find a seat.
- b. Help the children open ketchup, mustard, and salad dressing.
- c. Assist children with setting the table.
- d. Assist children as they leave the lunchroom.
- e. Help the children clean off the table.

9. Brush Teeth

- a. Help children with toothpaste.
- b. Supervise brushing teeth.

10. Transition

- a. Help keep the children all together encouraging them to keep their hands on their own body.
- b. Instead of singling out a child that is not picking up a toy, say: "I like the way that \_\_\_\_\_ is cleaning up", choosing someone that is cleaning up appropriately.

# **DISCIPLINE**

The teachers will administer the discipline in the classroom.

We use redirection and "time away".

## Time Away

When a child is directed to time away, they sit in a chair away from the situation or activity when the inappropriate behavior occurred.

This allows the children time to calm their selves with the assurance that they may re-enter the activity once they can exhibit appropriate behavior. It further enhances child self control, problem solving and an alternative appropriate behavior.