Class Planning Workbook

Contents

Note: This book should be used as a guideline for your classes. You do not need to fill every section or answer every question. Identify what is relevant to your class and let this book guide you through dificult decisions or considerations you may not have thought of.

1 Your Big Idea

2 Refining Your Class

3 Learning Outcomes/Class Values

4 Know Your Audience

5 Student Experience

6 Weekly Planning

7 Time/Schedule Management

8 Materials

Contents (cont'd)

9 Budget

10 Classroom Management

11 Safety

12 Accessibility

13 Parent Communication

14 Marketing

15 Putting It All Together

16 Reflection

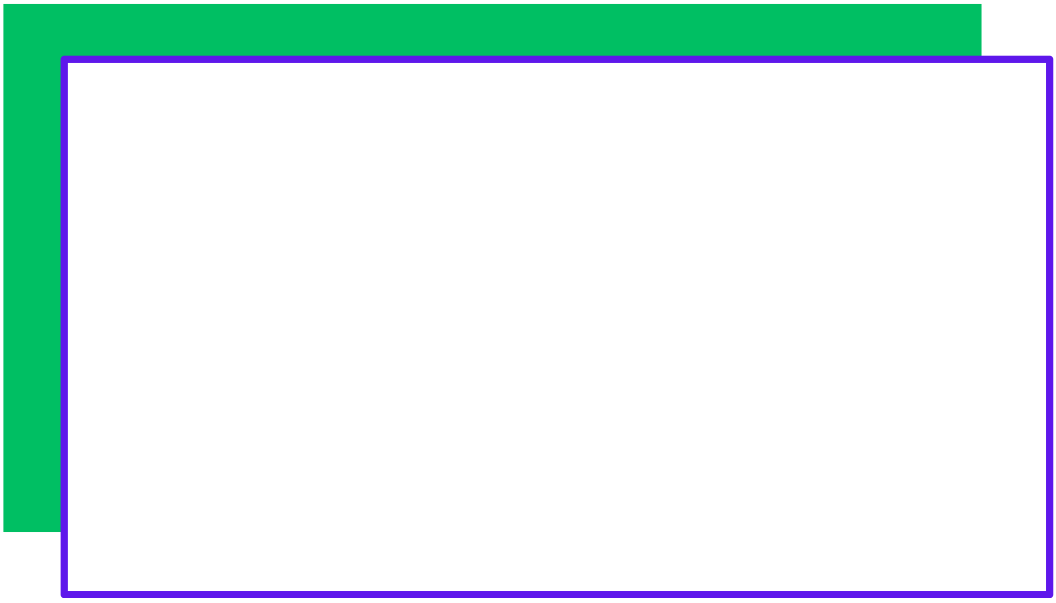
17 Class Proposal

Section 1: Your Big Idea

Questions to Answer

- *What is something you're interested/passionate about?*
- *What is something you wish students or young adults knew more about?*
- *What is something you wish someone had taught you?*
- *What is something you're really good at?*
- *What do you think would be fun to experience?*

Identify 3-5 fun ideas, whether activities or concepts.



If you are looking at activities, how can these be combined into a class idea? It is possible you may need more activities than this to create a class, but we will work on that later on in this workbook.

If you are looking at a concept, start thinking about what that looks like in terms of activities.

Section 2: Refining Your Class

Questions to Answer

- *What is your class about in one sentence?*
- *Why are you excited to teach it?*
- *Why will students be excited to take it?*
- *What problem does this class solve?*
- *Is it educational, creative, social, practical, or a mix?*
- *What makes your class different from similar classes?*

Describe your class in 25 words or less.

Section 3: Learning Outcomes/Class Value

One mistake new teachers make is only planning activities not thinking about outcomes. While activities are the center of the class, knowing the ultimate outcome of the class will help guide writing your description and the cadence of the class.

Ask:

- *What should students know by the end?*
- *What should students be able to do?*
- *What should students create?*
- *How will they demonstrate learning?*

Finish this sentence:

By the end of this class, students will be able to...

Examples:

Build a working catapult.
Perform a short improv scene.
Paint using watercolor techniques.
Identify five edible herbs.
Safely forge a bottle opener.

Section 4: Know Your Audience

Questions
What ages is this class for?
What is the skill level or previous knowledge they should have?
Does this class require any independent reading?
Does this class require any specific physical abilities?
Does this class have any prerequisites?
Maximum enrollment?
Minimum enrollment?

NOTES:
Teaching six-year-olds is completely different than teaching twelve-year-olds. Aside from physical differences, maturity and exposures will be drastically different. When teaching interim ages (6-8, 10-13) you will experience students with significantly different life experiences and behavioral expectations. Some 6 year olds are reading fluency while some 8 year olds may not be reading at all. Some 10 year olds have been hunting and fishing their entire lives, and some have 12 year olds have never held a knife. This is the time to think of parental warnings, heads-up, and notices. It. Is also the time to ensure you are clear on class and student expectations. These are important things to include in your class description not ensure that parents have a full understanding of what this class will entail to accurately and appropriately decide to place their child in it.

Section 5: Student Experience

Picture the first five minutes. What happens when students walk in? How do they introduce themselves? Do you take attendance? How do you learn names? Do you use name badges? How do you get them interested and involved? How do you ensure they understand expectations?

Next think abut how do students leave? How should they leave feeling?

Consider your daily class plan and how these pieces can fit into that.

Example Schedule:
Opening (5 min)
Teaching (5-10 min)
Activity (20 min)
Cleanup + Closing (5-10 min)

This schedule will not make sense for every class. Some classes the students are given an activity and expected to complete it independently or with help. Some classes are longer lecture styles with less activities. Some classes require more or less clean-up.

Section 5: Student Experience

Week 1 Topic _____

Activity _____

_____

Week 2 Topic _____

Activity _____

_____

Week 3 Topic _____

Activity _____

_____

Week 4 Topic _____

Activity _____

_____

Week 5 Topic _____

Activity _____

_____

Week 6 Topic _____

Activity _____

_____

Week 7 Topic _____

Activity _____

_____

Week 8 Topic _____

Activity _____

_____

Section 7: Time/Schedule Management

How long does every activity actually take?

Next to each activity on the previous page,, estimate the time you think it will take. Teachers almost always underestimate how long each activity will take. Plan to only use 80% of your class time (or approximately 30 minutes). If your activity cannot be shortened and you think you may routinely run over, please request for Period 2 as that will help ensure that you have sufficient time for your activity.

Plan to always have a backup activity, an extension activity, or early finisher options. These help ensure students aren't sitting around if an activity doesn't work or they finish early. List some backup activities to fill class time below.

Also consider having a backup activity left with a parent helper for days you will not be in attendance.

Does every week build on the last? How do absences or closures affect this?

Are there review days, project days, celebration days, showcase opportunities?

Do students need to bring projects back and forth? Who is responsible for managing in-progress projects?

Section 8: Materials

Create a full list of required materials. I recommend building this as an Amazon wishlist, planning for 10 students. This allows an easy way to price it out, but also allows you to share to friends and family in the event someone is motivated to help with the purchase of any items.

Required Materials

Mark each material as either consumables or reusable. Consider special equipment, safety gear, replacement parts (even things like board games you already own can experience significant damage or loss when part of a co-op class).
Storage/transportation needs (tote boxes, etc)

Section 9: Budget

What will this class cost you? Make sure to include materials, equipment, printing, wear and tear, and emergency replacements.

You may also need to consider any time costs: prep time, travel, etc.

Then calculate the minimum cost per student to successfully run this class. I take the cost of the Amazon list and divide by 10 students. This is my cost per student. If there is a direct cost per student or smaller grouping of students, you may use this as well. Just consider the cost for going outside of a specific ratio (for example, a $10 per student may cover the cost for 4 students using a $40 science kit, but if the 5th student will need a new kit, that is no longer covering the cost.)

Consider what your minimum enrollment or break-even enrollment will be.

What is your class cost for each student _____.

Section 10: Classroom Management

How will students ask for help?
What are expectations for student clean up and how will they know what to do?
How will students share tools, if at all?
Will students work in groups?
How will students transition from lesson to activity or from one activity to another?
How will you and students handle mistakes?

Think about:
Noise level
Mess level
Movement level
Safety level

Make sure to share this information with Danielle to ensure we place your classroom in an appropriate location. Use the space below to answer the above questions and jot down other considerations.

Section 11: Safety

Especially important for science, cooking, forging, animals, woodworking, etc.

What possible hazards might we encounter?
Do we need an emergency plan?
Is there any required PPE or specialized first aid supplies?
Are there any necessary age restrictions?
Should we ask about allergies?
We are able to add a parent waiver on the sign-up sheet. Will this be required for this class?
We can also add questions about allergies or other concerns. Will this be required for this class?

Section 12: Accessibility

How can students participate if they have ADHD or Autism?
Will Dyslexia affect their participation level?
Will there be accommodations for anxiety or mobility or speech differences?
What accommodations can be built in and which require parental involvement?

Section 13: Parent Communication

Additional considerations that parents should be aware of:

What should students should wear?

Will there be homework? How much? Are students expected to complete it independently?

Will you be taking photos and do we need to obtain permission for that?

Section 14: Marketing

Let's write your class description!

Why should a parent choose this class?

Instead of
> We learn chemistry.

Say
> Students create colorful chemical reactions while learning why they happen through hands-on experiments.

Section 15: Putting It All Together

Don't lecture the whole time
*Students remember what you **do** not what you say. Aim for a rhythm of brief instruction followed by hands-on exploration.*

Plan for flexibility.
Have a Plan B for every lesson. If an activity finishes early or doesn't work as expected, you'll be ready.

Every student should experience success.
Design activities with multiple ways to participate and varying levels of challenge so everyone can leave feeling accomplished.

Expect cleanup to take longer than you think.
Build cleanup time into your lesson instead of treating it as an afterthought.

Test everything.
Complete every experiment, craft, game, or project yourself before teaching it. Time it, note where students may struggle, and identify common mistakes.

Keep parents informed.
Parents appreciate knowing not just what students made, but what they learned and why it mattered.

Be prepared for different learning speeds.
Have extension activities for fast finishers and simplified options or extra support for students who need more time.

Focus on creating memories.
The classes students talk about later are the ones where they built, explored, laughed, solved problems, and discovered something new.

Section 16: Reflection

After every class ask what worked and what didn't? What took longer than it was supposed to. What surprised students (positively or negatively). What activity was a favorite among students and parents. What questions kept coming up? What would I change next time.

Class Planning Worksheet

Teacher Name: _____

Teacher Bio (to be shared on website):

Class Name: _____

Class Cost for Student: _____ Drop-Off Cost (optional)_____

Class Description (to be shared on website):

Age Groups (you may offer more than one age group)

Location(s

Class Period(s)/Time(s):