

## **Session 4: Purposeful Classroom Management Review Questions**

### **QUESTION 1**

The text compared the pedagogy of love or social cohesion with:

- a. The pull of waves toward a shore
- b. The story behind George Washington Carver's invention of peanut butter
- c. The relationship of plants to light
- d. The tendency to succeed when that success will help someone
- e. All the above
- f. None of the above

### **QUESTION 2**

Research implies the truth of each of the following statements except one. Which one?

- a. It is more effective to call a child a helper than to compliment a helping behavior
- b. Reward and punishment create lasting change
- c. Learners raise their self-expectations when they see themselves as humanitarians, givers, peacemaker, helpers, etc.
- d. Maslow's citation of the need to belong corresponds with another need—to help others belong
- e. Effective teachers create coherent classroom management plans that reinforce the societal norms of their curriculum and pedagogy

### **QUESTION 3**

As teachers prepare, plan, and practice classroom management strategies, they:

- a. Turn challenges into opportunities for growth
- b. Help students develop lifelong patterns of purpose
- c. Improve the sense of purpose in their own life's work
- d. Foster a sense of connectedness in class
- e. All the above

### **QUESTION 4**

How early do the guidelines suggest preparing a classroom management plan?

- a. Any time
- b. By the third month of school
- c. Before the school year begins
- d. During winter break
- e. After a crisis

### **QUESTION 5**

Before school begins, a teacher makes a class chart, based on these guidelines:

- a. Three islands, pyramid steps, mountains, stars, or other features appear, based on elements relevant to the curriculum

- b. Upcoming habit-of-heart themes appear on each of the three, with self-mastery on the clouds at the top
- c. Students each have an emblem the teacher moves from place to place
- d. When everyone reaches self-mastery, the whole class celebrates
- e. All the above are true
- d. All the above except (a) are true

#### QUESTION 6

Student groups create pictorial posters (e.g., River of Respect) as the teacher:

- a. Strolls about looking for continuity in the actions and words on the posters
- b. As students present their posters, jots a summary of three actions they have in common. (e.g., We show respect with our words; We respect natural and human resources; We respect the needs of one another.)
- c. Presents these sentences to the class as a code of ethics
- d. Gains their input and pledges that they will follow the code throughout the year
- e. All the above

#### QUESTION 7

The Server Nomination strategy encourages students to:

- a. Demonstrate and refine an understanding of a positive habit or social norm
- b. Call attention to the positive acts and attributes of others
- c. Envision service to others as the greatest reward
- d. All the above
- e. None of the above

#### QUESTION 8

Effective teachers have intervened in misbehavior by:

- a. Presenting a challenge as an opportunity for growth
- b. Reminding a student of their commitment to the class code of ethics
- c. Invoking the class name (Helpers, Peacemakers, etc.) to inspire an action
- d. Attaching positive words to a posture of readiness, so the class models it
- e. Using restorative justice tools to hold a student accountable for deeds
- f. All the above

#### QUESTION 9

Which of the following is not prioritized as an activity at a Mastery Ceremony?

- a. Certificates from teachers, honoring students for their best habit-of-heart
- b. Certificates from students, honoring loved ones for a habit-of-heart
- c. Student descriptions of the relationship of habits, applied academics, and community transformation projects
- d. Local disc jockeys or entertainers
- e. class songs and artwork relevant to the completed projects

#### QUESTION 10

**How far in advance do the guidelines suggest a teacher plan a mastery ceremony?**

- a. 5 months**
- b. 5 weeks**
- c. 1 week**
- d. 8 months**
- e. None of the above**