

一页纸示例方案：「泳池边的成长」班会策划书与逐条点评

下面是一份示例策划书，假设某班四十五人，班会安排在周五下午最后一节，教室课桌摆成马蹄形。

活动主题：泳池边的成长。活动目标：一，每位同学能复述至少一个同学学游泳时克服困难的细节；二，全班写出鼓励卡，每张至少写一件具体的事；三，朗诵环节全班齐读一段诗歌。活动流程：开场两分钟，班主任说明规则；故事分享十五分钟，三位发言人各两分钟、提问各一分钟；诗歌朗诵八分钟，领读加齐读；互写鼓励卡十分钟，写三分钟、收卡两分钟、抽读五分钟；总结五分钟；机动三分钟。

环节规则：发言人提纲卡提前一周发放，周五中午前交稿给主持人过目；诗稿选八到十四行，标注齐读句；鼓励卡只准写具体的事，比如「你上次摔了没哭，第二天还去练」，不准只写「你真棒」；抽读时念卡不念名，被鼓励的同学可以起身认领。

分工：两名主持人负责串场，班长计时，生活委员备卡五十张、笔十支、卡片盒一只，宣传委员抄诗稿五十份，电教委员管话筒和投影。物资清单注明「周四放学由生活委员与班长共同验收」。

逐条点评这份示例。目标三条全部可检查：复述细节可以在提问环节验证，鼓励卡质量看抽读环节，齐读看现场，这是目标写法值得保留的地方。流程里「写三分钟、收卡两分钟、抽读五分钟」把十分钟拆成三段，比笼统写十分钟好执行，这个拆法照抄即可。规则里「只准写具体的事」直接堵住了鼓励卡最容易流于形式的地方，属于关键条款。分工全部落到名字对应的职务加人名，换班使用时把人名换成自己班的即可。需要自己改的地方：发言人数量按班级情况调，十五分钟里三人是上限，小班可以两人各三分钟；诗稿长度按朗诵水平调，读不好的班选八行以内；马蹄形摆位需要值日生提前十分钟到场，这一条示例没写，实际使用时要补进分工里，否则当天早上没人挪桌子。

套用方法：把示例里的人名、数量、时间三处换成自己班的实际值，其余框架原样保留，再补一条场地布置分工，这份策划书就能直接用。

A One-Page Sample Plan: The Poolside Growth Class Meeting, Annotated Line by Line

Below is a sample plan. Suppose the class has forty-five students, the meeting sits in the last period on Friday afternoon, and the desks are pushed into a horseshoe.

Theme: Growth by the Pool. Goals: one, every student can retell at least one detail of how a classmate overcame a difficulty while learning to swim; two, the whole class writes encouragement cards, each card naming at least one specific event; three, the class reads one stanza of a poem together during the recitation. Agenda: opening two minutes, the teacher states the rules; story sharing fifteen minutes,

three speakers at two minutes each plus one question each; recitation eight minutes, lead reading plus choral reading; card exchange ten minutes, three to write, two to collect, five to read aloud; summary five minutes; three minutes reserve.

Segment rules: speaker outline cards go out one week early and come back to the hosts by Friday noon; the poem should be eight to fourteen lines with choral lines marked; encouragement cards may only name specific events, such as you fell and did not cry and came back the next day, never empty praise like you are great; when cards are read aloud, names stay hidden, and the encouraged student may stand up to claim the card.

Roles: two hosts run the transitions, the monitor keeps time, the logistics officer prepares fifty cards, ten pens, and one box, the publicity officer copies fifty poem sheets, and the media officer handles the microphone and projector. The supply list adds one line: the logistics officer and the monitor check everything before school ends on Thursday.

Now the line-by-line notes. All three goals are checkable: retelling gets verified in the question round, card quality in the reading round, choral reading on the spot. Keep this way of writing goals. Splitting the ten card minutes into three, two, and five beats writing ten minutes as one block, and this split can be copied as is. The rule that cards may only name specific events blocks the usual way encouragement cards turn hollow, so treat it as a key clause. The role table pairs duties with names; when another class borrows the plan, just swap in its own names. Parts to adjust: speaker count depends on class size, three is the ceiling inside fifteen minutes, smaller classes can do two speakers at three minutes each; poem length depends on reading level, weaker classes should stay under eight lines; the horseshoe layout needs the duty team ten minutes early, which this sample misses, so add it to the role table or nobody moves the desks that morning.

How to reuse it: replace names, quantities, and times with your class values, keep the rest of the frame, add one line about room setup, and the plan is ready to run.