

班会策划书的五块搭法：目标、流程、分工、物资、环节细节

写「我学会了游泳」主题班会策划书，别从标题开始写，先把五块骨架搭起来：活动目标、活动流程、分工表、物资清单、三个环节的操作细节。五块各自写清楚，拼起来就是一份能直接执行的策划书。

目标块写两三条能检查的行为，不写口号。「学会游泳很重要」这种句子没法检查，换成「每位同学能说出自己或同学学游泳时遇到的一个困难和克服办法」「每人写出一张具体的鼓励卡」，班会结束后对照目标看结果，就知道这节班会算不算成功。

流程块按分钟数排。一节课四十五分钟，可以这样分：开场两分钟，成长故事分享十五分钟，诗歌朗诵八分钟，互写鼓励卡十分钟，班主任总结五分钟，合计四十二分钟，留三分钟机动。每个环节后面括号标注时长和负责人，执行时谁拖了时间一眼就能看出来。

三个环节各要定死几条规则。成长故事分享提前选定三位发言人，一个怕水型、一个动作不协调型、一个坚持最久型，起点不同，故事才不会雷同；每人发一张提纲卡，按「当初最难的是什么、后来怎么过的、现在会了什么」三句准备，控制在两分钟内。诗歌朗诵环节提前打印诗稿，字号放大，指定一名领读人，标出全班齐读的句子，避免一人念全班走神。互写鼓励卡要定死三件事：卡片匿名、由班委统一收进盒子、现场随机抽取念出十张，念完的卡课后发给被鼓励的同学。

分工表写名字不写职务。「班委负责」等于没人负责，要写成「班长管计时，两名主持人各管一个环节，生活委员采购卡片和笔，宣传委员抄写诗稿」。物资清单提前三天备齐：鼓励卡按全班人数加十张备用、笔、打印诗稿、计时器、备用话筒，清单末尾注明由生活委员在班会前一天验收并签字。

五块搭完后通读一遍，检查两处：每个环节是否都有对应的负责人，每条规则是否不需要再解释就能执行。做到这两点，策划书就合格了。

Building a Class Meeting Plan in Five Blocks: Goals, Agenda, Roles, Supplies, Details

When writing the plan for a class meeting themed I Learned to Swim, do not start with the title. Set up five blocks first: meeting goals, meeting agenda, role assignments, supply list, and operating details for the three segments. Write each block clearly, then assemble them into a plan anyone can execute.

Write the goals block as two or three checkable behaviors, not slogans. A line like swimming is important cannot be checked. Replace it with every student can name one difficulty from learning to swim and the way it was overcome, and every student writes one specific encouragement card. After the meeting, compare the results with

the goals and you know whether the meeting worked.

Arrange the agenda block by minutes. A class period lasts forty-five minutes. Try this split: opening two minutes, growth story sharing fifteen minutes, poetry recitation eight minutes, exchange of encouragement cards ten minutes, teacher summary five minutes, forty-two in total, with three minutes held in reserve. Put the length and the owner in brackets after each segment, and any overrun becomes obvious during execution.

Each of the three segments needs fixed rules. For story sharing, pick three speakers in advance: one who feared water, one whose movements were uncoordinated, one who kept going the longest. Different starting points keep the stories from sounding alike. Give each speaker an outline card with three prompts: what was hardest at first, how it was passed, what I can do now, and keep each talk inside two minutes. For the recitation, print the poem in large type, name one lead reader, and mark the lines the whole class reads together so nobody drifts off. For the card exchange, fix three things: cards stay anonymous, class officers collect them into one box, and the host reads ten cards drawn at random, then the cards are delivered after class.

Write names in the role table, not titles. Class officers take charge means nobody takes charge. Write it as: the monitor runs the clock, two hosts each run one segment, the logistics officer buys cards and pens, the publicity officer copies the poem. Prepare supplies three days early: one card per student plus ten spares, pens, printed poems, a timer, a spare microphone. Add one line at the end: the logistics officer checks and signs off the day before.

After assembling the five blocks, read the whole plan once and check two things: every segment has a named owner, and every rule can be carried out without further explanation. Pass both checks and the plan is ready.

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「周四放学后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.

班会办砸的六个坑：从策划书到现场的落差自查清单

假设某班按策划书开「我学会了游泳」班会，现场却乱成一团。会后对照策划书复盘，问题不在方案本身，而在六个没写进方案的细节。把这六个坑列成自查清单，写策划书时逐条对照，能避开大部分现场事故。

坑一：发言人照稿念，台下玩手机。原因是只规定了每人两分钟，没规定脱稿。策划书里补一句「发言人只带提纲卡，不许带全文」；现场补救是主持人随时插问一个细节，把念稿的人拉回对话。

坑二：朗诵环节变成一人念、全班睡。原因是诗稿没标齐读句，也没定领读人。策划书里写明领读人姓名和齐读句标记；现场补救是把齐读段提前两分钟带练一遍再正式读。

坑三：鼓励卡全是「你真棒」「加油」。原因是规则只写了互写，没写内容标准。策划书里加一条「卡片必须写一件具体的事」，并在黑板上举一个例子；现场补救是收卡后先筛，空话卡不发，抽读只念有细节的。

坑四：故事分享超时，挤掉鼓励卡环节。原因是流程只写十五分钟，没写每人到点打断。策划书里写明「每人两分钟，班长计时，到点主持人打断」；现场补救是砍掉提问轮，保住后面的环节，提问挪到课后。

坑五：当天发现卡片盒没有、诗稿只印了二十份。原因是物资清单没有验收人和验收时间。策划书里给清单加一列「谁、哪天检查」；现场补救是临时用作业纸裁卡片，诗稿改为投影全班共看。

坑六：班主任总结讲成纪律训话，全场情绪跌到谷底。原因是总结环节没写内容边界。策划书里写明「总结只点评刚才分享里的具体细节，不延伸纪律问题」；这一坑没有现场补救，只能事后在班级日志里补一段正面反馈。

自查方法：策划书写完后，把六个坑逐条问一遍——脱稿规则有没有、领读人有没有、卡片内容标准有没有、打断机制有没有、验收人有没有、总结边界有没有。六条全部有勾，这节课才算准备完成。

Six Ways a Class Meeting Falls Flat: A Checklist of Gaps Between Plan and Reality

Suppose a class runs the I Learned to Swim meeting exactly as planned, and it still turns into a mess. Reviewing against the plan afterwards, the trouble is not the plan itself but six details that never made it onto paper. Turn those six traps into a checklist and cross-check them while writing the plan, and most on-site accidents disappear.

Trap one: speakers read their scripts while the audience scrolls on their phones. The cause is that the plan set two minutes per speaker but never required speaking without a script. Add one line to the plan: speakers carry outline cards only, full scripts are not allowed. On site, the host can interrupt with one detail question to pull the reader back into conversation.

Trap two: the recitation becomes one voice reading and a class dozing. The cause is an unmarked poem sheet with no lead reader named. State the lead reader by name and mark the choral lines in the plan. On site, rehearse the choral stanza for two minutes before the formal reading.

Trap three: every encouragement card says you are great or keep it up. The cause is a rule that only says write to each other, with no content standard. Add one clause: each card must name one specific event, and put a sample on the blackboard. On site, sort the cards after collecting them, hold back the empty ones, and read aloud only the cards with details.

Trap four: story sharing runs long and eats the card segment. The cause is an agenda that says fifteen minutes with no stop mechanism. Write into the plan: two minutes each, the monitor times, the host cuts off at the bell. On site, drop the question round to protect the later segments and move questions to after class.

Trap five: on the day, the card box is missing and only twenty poem sheets were printed. The cause is a supply list with no checker and no check date. Add a column to the list: who checks, and by when. On site, cut cards from homework paper and project the poem for everyone to read from the wall.

Trap six: the teacher summary turns into a discipline lecture and the room deflates. The cause is that the summary block has no content boundary. Write into the plan: the summary comments only on specific details just shared, with no detours into discipline. This trap has no on-site fix; the only repair is a positive follow-up note in the class journal afterwards.

Self-check method: after finishing the plan, ask the six questions one by one. Is the no-script rule there? Is the lead reader named? Is the card content standard there? Is the cut-off mechanism there? Is the supply checker named? Is the summary boundary set? Six check marks, and only then is the meeting ready.