

班会活动策划书怎么写：走进夏天分享快乐的设计方法

策划书和活动方案的最大区别是可操作四个字。班会策划书写完是要交给班干部照着执行的，所以每一段都要回答谁、在什么时间、做什么、用什么东西。以走进夏天分享快乐这节班会为例，四个部分按下面的方法写。

活动目标写三条，每条都要可检验。别写感受夏天的美好这种没法验收的话，改成能对着结果打勾的写法：一，每位同学在故事中能说出一个自己夏天的具体经历；二，全班齐诵一首短诗，不出错地完成一遍；三，每人完成一张手绘夏天小画并贴上黑板。三条分别对应故事分享、诗歌朗诵、手绘夏天三个环节，目标和环节一一对应，检查班会效果时就照着三条看。

流程按分钟切，总长一节课四十五分钟。开场导入约五分钟，用一段小溪边的录音把话题带进来；夏天故事分享约十五分钟，先小组内轮流讲两分钟，再推举两三名代表上台；诗歌朗诵约十分钟，先齐读一遍，再分组接龙读；手绘夏天约十分钟，发纸当场画，画完贴到黑板拼成一面夏天墙；总结收尾约五分钟，班主任用黑板上的画和刚才的故事收束。每个环节后面括号标时长，执行的人才知道什么时候该推进。

三个环节的衔接要在策划书里写明，这是班会顺不顺的关键。故事分享结束后，主持人用一句话把话题从故事引到诗：刚才大家讲的是自己的夏天，接下来这首诗写的是所有人的夏天。诗歌朗诵结束后，主持人再说：诗里有别人画的夏天，接下来我们自己画一个。衔接句直接写进策划书，班干部照着念就行，不用现场想词。

分工表用一行一人的格式列：总负责一名班干部，控全场时间；主持人一名，串场和念衔接句；计时员一名，每个环节到点举手提醒；物资员两名，提前领纸、彩笔、胶带；录音播放一人，管开场的小溪录音；黑板布置两人，课前画好夏天墙的边框。谁缺勤由谁替补也写一行，班会当天才不乱。

物资清单按数量写，不写大概：A4白纸每人一张共五十张、水彩笔十二盒、双面胶四卷、黑板边框装饰纸两张、小溪流水录音一段提前下载、短诗打印稿每组一份共十份。每项后面标负责人和到位时间，比如短诗打印稿由学习委员提前一天交。策划书最后加一行应急预案：录音放不出就由主持人现场朗读导入，手绘时间不够则完成者可先贴画，其余课后补贴。

How to Write a Class Meeting Plan: Designing the Share the Joy of Summer Meeting

The biggest difference between a planning document and a loose activity idea lies in the words actionable and executable. A class meeting plan is handed to student cadres for execution, so every paragraph must answer who, at what time, does what, with what supplies. Take the meeting Walking into Summer, Sharing the Joy as an example and write the four parts as follows.

Write three activity objectives, each verifiable. Do not write feel the beauty of summer, which cannot be checked; write lines you can tick against results: one, each student can tell one concrete experience of their own summer during the story session; two, the whole class recites one short poem together and finishes one pass without mistakes; three, each student finishes one hand drawn summer picture and sticks it on the blackboard. The three lines match the three segments of story sharing, poetry recitation and hand drawing, and when checking the meeting afterwards you just look at these three.

Cut the running order by minutes, forty five minutes in total. Opening lead in about five minutes, using a recording of a small stream to bring the topic in; summer story sharing about fifteen minutes, first take turns in small groups for two minutes each, then two or three representatives go on stage; poetry recitation about ten minutes, read once together, then groups take turns line by line; hand drawing summer about ten minutes, hand out paper and draw on the spot, then stick the pictures on the blackboard to form a summer wall; closing summary about five minutes, the homeroom teacher wraps up using the drawings and the stories just told. Put the duration in brackets after each segment so the executor knows when to push forward.

The links between the three segments must be written into the plan; this decides whether the meeting flows. After story sharing, the host moves the topic from stories to the poem with one sentence: you just told your own summers, now this poem writes everyone s summer. After recitation the host says: the poem holds other people s painted summers, now let us paint our own. Write the linking sentences directly into the plan so cadres just read them aloud instead of inventing words on stage.

List the duty roster one line per person: one cadre in overall charge, keeping the whole time; one host, bridging segments and reading the linking sentences; one timekeeper, raising a hand when each segment ends; two supply staff, collecting paper, pens and tape in advance; one person playing the stream recording; two people decorating the blackboard frame before class. Add one line on who substitutes when someone is absent, and the day will not fall apart.

Write the supply list by quantity, not roughly: fifty sheets of A4 paper, one per student; twelve boxes of watercolor pens; four rolls of double sided tape; two sheets of border decoration paper; one stream recording downloaded in advance; ten printed copies of the short poem, one per group. Mark the owner and the deadline after each item, for example the poem copies are handed in by study commissioner one day early. End the plan with one line of backup: if the recording fails, the host reads the opening aloud; if drawing time runs short, finished students stick first and the rest paste after class.

班会策划书范文逐段点评：一节走进夏天分享快乐的四十五分钟

下面这份策划书按班会当天的执行顺序写，逐段看它做得对的地方，每段后面附一句点评，班主任可以直接把这份当骨架改成自己班的数字。

第一段活动名称与时间地点：走进夏天分享快乐主题班会，周五下午班会课，本班教室，全班五十人。点评：第一行就把人、时、地交代完，策划书不需要任何铺垫句，执行的人只查信息。

第二段活动目标：一，每人讲出一件自己夏天的事；二，全班正确齐诵短诗小溪走了一天一遍；三，每人完成一张手绘并拼上黑板夏天墙。点评：三条全部可验收，班会结束后班委对着三条开两分钟小结，效果当场有结论。

第三段流程之一，故事分享环节，十五分钟。写法是：小组内每人两分钟轮流讲，组长记下组里最有趣的两个故事，代表上台讲，台上每人不超过一分钟。点评：这个环节最怕冷场和超时，范文用两分钟轮流加代表一分钟把说话次数和时长都锁死，主持人只需要在超时一分钟时举手，不需要打断同学。

第四段流程之二，诗歌朗诵环节，十分钟。写法是：打印稿每组一份，领读人先带读一遍，然后四组接龙，每组读两行，最后一遍全班齐读。点评：接龙比齐读更稳，因为每组只负责两行，走神的人也轮得到；最后一遍齐读收尾，气氛最高点正好衔接下一环节。

第五段流程之三，手绘夏天环节，十分钟。写法是：发A4纸横放，画一个刚才同学故事里出现过的夏天场景，画完写上名字，贴到黑板边框内拼成夏天墙。点评：画同学故事里的场景这一句限制得好，比自由发挥省时间，也让三个环节串成一条线，黑板墙上出现的是刚才讲过的溪水和虾。

第六段分工：总负责、主持、计时、物资、播放、黑板布置各一人到两人，写明替补。第七段物资清单按数量列，标负责人和到位时间。第八段应急预案两行：录音故障改现场朗读，手绘未完课后补贴。点评：分工和物资分开列是对的，合并写容易漏；应急预案只写两条最可能出的故障，写十条反而没人看。

这份范文可以再收紧的一处是开场导入只写了放录音，没有写录音放完后主持人说什么。补一句衔接词进策划书，开场到故事分享的过渡就不用主持人现场发挥了。

A Sample Class Meeting Plan Reviewed Paragraph by Paragraph: Forty Five Minutes of Summer Sharing

The plan below follows the execution order of the meeting day. Read it paragraph by paragraph; the good parts are marked, each paragraph ends with one line of review, and homeroom teachers can use this as a skeleton and swap in their own class numbers.

Paragraph one, name, time and place: Walking into Summer, Sharing the Joy class

meeting, Friday afternoon meeting period, this classroom, fifty students. Review: the first line finishes people, time and place; a plan needs no warm up sentences, executors only check facts.

Paragraph two, objectives: one, each student tells one thing from their own summer; two, the class recites the short poem A Day on the Stream together correctly in one pass; three, each student finishes one drawing and joins the blackboard summer wall. Review: all three are checkable; after the meeting the cadres hold a two minute review against these three lines and the effect gets a conclusion on the spot.

Paragraph three, segment one, story sharing, fifteen minutes. It reads: within each group everyone speaks two minutes in turn, the group leader notes the two funniest stories, representatives tell them on stage, one minute each on stage. Review: this segment fears dead air and overtime most; two minutes in turn plus one minute on stage lock both the number of speakers and the length, and the host only raises a hand one minute over instead of interrupting students.

Paragraph four, segment two, poetry recitation, ten minutes. It reads: one printed copy per group, the lead reader goes once through first, then four groups take turns two lines each, and the last pass is the whole class together. Review: turn taking is steadier than unison choral reading, because each group owns only two lines and even daydreamers get their turn; ending with full unison puts the energy peak right before the next segment.

Paragraph five, segment three, hand drawing, ten minutes. It reads: hand out A4 paper in landscape, draw one summer scene that appeared in a classmate's story just now, write your name, stick it inside the blackboard frame to build the summer wall. Review: the limit draw a scene from the stories just told is well chosen; it saves time compared with free drawing and threads the three segments into one line, so the wall shows the stream and shrimp that were just spoken about.

Paragraph six, duties: overall charge, host, timekeeper, supplies, playback, blackboard, one to two people each, with substitutes named. Paragraph seven, supply list by quantity with owners and deadlines. Paragraph eight, two backup lines: recording failure switches to live reading, unfinished drawings are pasted after class. Review: keeping duties and supplies in separate lists is right, merging them causes misses; the backup plan lists only the two likeliest failures, ten lines would go unread.

One place this sample could tighten: the opening only says play the recording, without writing what the host says after it stops. Add one linking sentence into the plan and the transition from opening to stories needs no improvisation.

班会策划最容易出的六个问题：夏天分享班会自查与救场

班会策划书的好坏，班会当天四十几分钟就见分晓。下面六个问题按出事概率排，每个给三样东西：现场的样子、策划书里怎么预防、当天已经出事了怎么救。

问题一，环节平均用力。样子是三个环节各十五分钟，结果故事分享讲爽了，手绘只剩五分钟，画到一半下课铃响。预防写法是在策划书里给三个环节排权重：故事分享十五分钟、朗诵十分钟、手绘十分钟，开场和收尾各五分钟，时长直接印在流程表上。救场办法是手绘环节宣布简化：来不及画完的同学只画一个夏天物件，一片叶子一只虾都算完成，先贴上去拼墙。

问题二，故事分享变成吐槽大会。样子是有同学讲夏天被蚊子咬、被晒脱皮，越讲越丧，全班起哄。预防写法是在策划书的故事要求里加一句限定：讲一件让你笑过或者惊讶过的夏天事。救场办法是主持人用衔接句转向：这件倒霉事当时一定很好笑，我们把它留给诗，接下来听别人讲开心的。

问题三，朗诵环节没人开口。样子是打印稿发下去，领读人读了一遍，接龙时第一组就沉默。预防写法是策划书里把接龙改成先练后赛：每组先用自己的两分钟练一遍，再开始接龙；并且指定每组先由声音最大的同学起头。救场办法是降级为全班齐读，接龙留到下一遍，先让声音出来再谈层次。

问题四，手绘环节收不回来。样子是画到兴头上，计时员举手没人理，黑板贴得乱七八糟。预防写法是策划书里写明收束动作：计时员到点摇一次小铃，画完的按名字字母顺序排队贴画，贴画由黑板组两人按位置贴，不由作者自己找位置。救场办法是宣布未画完的课后交给宣传委员统一贴，先把总结环节抢回来。

问题五，分工只写职务不写人名。样子是策划书写着物资负责人学习委员，当天学习委员请假，没人知道纸在哪里。预防写法是每个职务后面写人名加替补名，物资清单每项写到位时间，班会前一天放学会前由总负责逐项打勾。救场办法是当天早上开五分钟班委会，对着分工表逐个确认到人，缺一个当场换人。

问题六，没有应急预案。样子是录音文件在教室电脑上打不开，开场冷场两分钟。预防写法是策划书末尾固定两行预案：录音故障主持人现场朗读导入，投影故障短诗改黑板抄写。救场办法只有一个原则：任何设备故障，主持人立刻用嘴顶上，策划书里提前写好那段嘴替词，念出来就不冷场。

Six Common Problems in Class Meeting Plans: Self Checks and Rescue Moves for the Summer Sharing Meeting

The quality of a class meeting plan shows itself within the forty odd minutes of the meeting day. The six problems below are ordered by likelihood; each gets three things: what it looks like in the room, how to prevent it inside the plan, and how to

rescue it on the day when it already happened.

Problem one, equal weight on every segment. It looks like three segments of fifteen minutes each: the stories ran long, drawing got only five minutes, and half the class was mid picture when the bell rang. Prevention in the plan: assign weights, stories fifteen minutes, recitation ten, drawing ten, opening and closing five each, and print the durations right on the running order. Rescue: announce a simplified drawing rule, students short on time draw one summer object only, one leaf or one shrimp counts as finished, stick it on the wall first.

Problem two, story sharing turns into a complaint session. It looks like students talking about mosquito bites and sunburn, the mood sinking while the class jeers. Prevention: add one limit to the story requirement in the plan, tell a summer story that made you laugh or marvel. Rescue: the host pivots with a linking line, that unlucky moment must have been funny at the time, let us leave it to the poem and hear someone s happy story next.

Problem three, nobody speaks in the recitation segment. It looks like printed copies go out, the lead reader finishes one pass, and the first group goes silent at the turn taking. Prevention: change turn taking to practice first, compete second, each group gets two minutes to rehearse its two lines before the chain starts, and name the loudest student in each group to start. Rescue: downgrade to whole class unison, keep the chain for the second pass, get the sound out first and add layers later.

Problem four, the drawing segment cannot be closed. It looks like everyone is absorbed, the timekeeper raises a hand to nobody, and the blackboard ends up a mess. Prevention: write the closing actions into the plan, the timekeeper rings a small bell once at time, finished drawings queue in name order, and the two blackboard staff place them by position instead of letting authors choose spots. Rescue: announce unfinished works will be handed to the publicity commissioner after class, and take back the closing segment first.

Problem five, the duty roster lists posts without names. It looks like the plan says study commissioner for supplies, the commissioner is absent that day, and nobody knows where the paper is. Prevention: write a name plus a substitute after every post, write a deadline for each supply item, and the overall charge ticks every item at the after school meeting the day before. Rescue: hold a five minute cadre meeting that morning, confirm every post person by person against the roster, and swap in substitutes on the spot if someone is missing.

Problem six, no backup plan. It looks like the recording file will not open on the classroom computer and the opening stalls for two minutes. Prevention: fix two backup lines at the end of the plan, if the recording fails the host reads the

opening aloud, if the projector fails the poem is copied onto the blackboard. Rescue follows one principle: for any equipment failure the host immediately covers with their own voice, and the plan already contains that spoken substitute text, so reading it out prevents the dead air.