

Becky McDonald

CAWS Lesson Plan

REHAU - week of 6/9/2014

Overview:

Get young learners involved in the development of classroom rules! Students and the teacher will discuss the purpose of having rules, including how rules provide order, security and safety. Then learners will design pictures to accompany the classroom rules. In addition to learning about the importance of rules, the class will practice how to share, take turns and raise their hand to speak during this lesson. This lesson is most appropriately taught at the beginning of the school year. Explain that being in a classroom is different from being at home and that we will need to develop classroom rules so that we can operate in a democratic and efficient manner.

Purpose:

To encourage students to consider the effect their individual actions have on the group. To encourage students to brainstorm and develop ideas for classroom rules that will allow them to be the better student. To then consider how rules, laws and regulations apply around us and will one day apply to their job.

Duration:

1 hour or less

Objectives:

The learner will:

- Determine and interpret classroom rules.
- Explain why classroom rules are important.
- State three reasons for classroom rules.
- Relate how rules are similar to laws
- Infer how these classroom rules will relate to a job in their future

Materials:

- Chart paper
- Markers
- Journals

Instructional Procedure(s):

- Explain that the class is going to develop classroom rules, but that it is important to know why we have rules. We have rules for three reasons:
 - To help keep us safe
 - To help us get along and work together
 - To help us learn/perform our job

- Explain that students will be helping to write the classroom rules so that our classroom will be a pleasant place for all of us to do our job, which is to learn. We will talk about how we should treat each other and how we can all get along and not hurt each other. Discuss how without rules goals cannot be achieved.
- Sitting in a discussion circle, ask the students to brainstorm what the classroom would sound like, feel like, and look like if it were a safe, fair, and fun learning place. Ask the students to think about what they should "do" in their classroom. Have them think about what the students and teacher might be doing in a safe, fair, and fun learning place. Try to discourage negative responses such as "Nobody would be pushing anyone" or "Don't kick." Encourage the students to phrase their answers positively, such as "Everyone would keep their hands and feet to themselves." Write the positive behaviors on a chart or chalkboard as the students make suggestions.
- Guide students to the topic of attendance and how it is a school rule and discuss the importance of being at school daily and on time. Teacher will discuss county attendance policy. Add this as a rule to follow.
- Looking at the list of positive behaviors, guide the students into seeing that there are some natural ways to **organize** what they have said into a few clear rules. The organization will vary according to each class' list and discussion. Some may be grouped as safety concerns (always walk, use furniture the way it was intended to be used). Some behaviors are **courtesy** concerns (keep your hands to yourself, respect other people's property). Some may be learning concerns (use quiet voices wait your turn, always try your best). Lists should be organized according to what makes best sense to the students in the context of the discussion. This is a good opportunity to introduce/use character words such as **respect**, **caring**, and **honesty**.
- Discuss what the roles of the students, teacher, parents, and principal would be if students were not ready to behave in the way agreed upon. Try to focus the discussion on consequences that would help the student(s) change the undesirable behavior.
- Ask the students to draw a picture of the classroom they have envisioned, including themselves behaving in a positive way.
- Have the students explain their pictures to each other, presenting to the whole group or in small groups, indicating what good behavior they are **modeling**.
- After the students brainstorm ideas, finalize the list making sure that the rules are stated in language that the students can understand.
- Copy the room rules onto a chart and display in classroom for future reference.

Assessment:

- Teacher observation. Note whether children were able to develop classroom rules. Ask students to tell ways that each rule will help them in school.
- Students will write in their journals ways rules affect our lives at home, in school, and in jobs.

Follow-up Activity:

- Students will share journal entries in small groups.
- Have students to sign a copy of the behavior plan/contract stating that they agree to follow these rules each day.

School/Home Connection:

Attach the classroom behavior plan/contract to the student pictures. Ask students to take their pictures home and explain to their parents what their classroom will look, feel, and sound like. Teachers may request that parents sign the plan/contract and return it to school. Keep a signed copy to refer back to at any time during the school year.

Cross-Curriculum Extensions:

Social Studies. Introduce the US Constitution as the supreme law of the land.