

LESSON 1.1e – Class Rules

Learning Objectives:

Unit 1: Awareness / Orientation to the Curriculum

- E. Establishing a culture of respect within the classroom

Materials:

- Rules Worksheet [older students]
- Chalk board, white board, or flip chart and sticky notes

Time:

One class session

Setting:

Large group and small group (older students)

Directions:

Lesson Preparation

Refer to the suggested implementation for younger and older students listed below and prepare classroom materials as needed.

Lesson Implementation

The purpose of this lesson is to help students identify classroom etiquette and communication skills that will be important in ensuring that all students are treated respectfully when participating in lesson activities found in this curriculum. In addition, this activity will help students think about how their behavior carries over to home and community settings. Ultimately, students should be able to identify important behaviors that demonstrate respect when working with classmates, family members, and community members. This is an opportunity for students to determine how they would like to be treated and what commitments they will make to their own behaviors toward others. By creating a

common understanding of classroom rules, students will be prepared for future lessons requiring the use of a variety of social skills such as listening, asking questions, and using respectful language and terminology.

Working with Younger Students –

Working with the whole class, facilitate students creating a list of class rules. While introducing the activity, remind students that one student should talk at a time, and each student can share his/her ideas without fear of criticism. Write these two rules on the board to start the list of classroom rules. As needed, prompt students to identify school rules (classroom, playground, cafeteria, etc.) to address the following issues:

- sharing ideas without fear of criticism
- name-calling or physical / emotional bullying behavior
- listening when others are talking
- asking questions in a respectful manner
- respecting other person's opinions
- helping each other learn new skills through mentoring and peer tutoring
- respecting the confidentiality of other students
- sharing classroom resources (art supplies, etc.)
- taking turns

When students have completed their list, review the list and ask students to identify which rules also apply when they are at home, and when they are in a community setting (store, restaurant, park, etc.).

As time allows, have students work individually or in small groups to draw a picture related to each classroom rule. The pictures can be displayed in the classroom on a bulletin board, and later made into a "classroom rules" notebook.

Working with Older Students –

Have students work in small groups to complete the Rules Worksheet. [Note: Instructors may transfer the Venn diagrams from the worksheet to a legal size paper or large sheet of butcher paper in order to give students more space for writing.] Each group identifies a recorder and a reporter.

Returning to the large group, each group reports on the rules identified. While each group reports, create a cumulative Venn diagram on the board or on a flip chart that can be displayed in the classroom. Use the Venn diagram on the Rules Worksheet as a template. As each group reports, the location of specific rules may be relocated to a different location on the diagram to reflect group consensus. [Note: If using a flip chart, first write each rule on a sticky note so that it may be repositioned as needed. Use the rule discussion prompts as listed in the Younger Student information above.]

Lesson Wrap-up / Follow-up

Review the commitments students made to treat each other respectfully and how that relates to communicating with or about people with disabilities. Explain when the next lesson will be scheduled. If using the shoe box art activity in lesson 1.2, remind students to bring a box to class.

Notes: