

# LESSON 1.1m – Ground Rules

## Learning Objectives:

Unit 1: Awareness / Orientation to the Curriculum

E. Establishing a culture of respect within the classroom and school

## Materials:

- large sticky notes or index cards and tape
- flip chart
- markers

## Time:

One class session

## Setting:

Small and large groups

## Directions:

### **Lesson Preparation**

Prepare materials as described above.

### **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. 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 them to utilize a variety of social skills such as listening, asking questions, and using respectful language and terminology.

Have students work in small groups. Each group will have ten minutes to brainstorm a list of rules for interacting with other students, teachers and guests in the classroom. Use sticky notes and have groups write one rule per note. As needed, prompt students to identify rules addressing 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 each person's opinion
- 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

At the end of the activity, each group takes a turn placing their rule notes on the board (or other blank wall surface). As each group takes a turn, similar rules may be grouped together. When all rule notes are displayed, facilitate a review of the notes. Take the opportunity to adjust the groupings as needed. Using a flip chart, have students identify the specific rules they agree to implement in the classroom. Grouped rule notes may be combined to form one or two specific rules to be placed on the rule list. Have the class identify where they want to display their list (wall and/or transferred to notebook size paper).

### **Lesson Wrap-up / Follow-up**

Review the commitments students made to treat each other respectfully and how they relate to communicating with or about people with disabilities. Explain when the next lesson will be scheduled and what topic will be covered.

Notes: