



WRITING CLASSROOM RULES

OBJECTIVES:

The students will:

- Understand the need for authority and rules
 - Develop rules and consequences
 - Analyze the difficulties in writing consequences and enforcement procedures
 - Compare and contrast their rules with those in the student handbook.
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PROCEDURE:

Day One:

- Students will brainstorm games that they play.
- Break students into groups--each group picks a different game and makes a list of the rules to play the game.
- Class discusses the outcome of the groups' work. Is it possible to play a game and have fun if the rules aren't clear?
- Homework: each student writes 5 to 7 rules for the classroom.

Day Two:

- Read the rules written for homework aloud to the class, anonymously.
- Students will compare and contrast their rules with their classmates.
- The teacher reads the rules she/he would like to have.
- Discuss the rules and have students decide the ones they agree upon.
- Write the rules and post them in the classroom.
- Homework---Ask students to develop consequences for each rule.

Day Three:

- Discuss the consequences for each rule.
- Compare the consequences to the school/system handbook and policies.
- Brainstorm who the authority is that will enforce the consequences.

Students will understand how hard it is to accomplish rule writing (making laws), consequences and enforcement procedures.

Note to the teacher:

The Day Three activity can be saved and applied to another lesson such as citizenship or writing laws and consequences. Students will also learn that the school/classroom rules (laws) are created within the parameter of a larger governance document such as the code of conduct or student handbook (U.S. Constitution).

The following page is the result of applying this process to formulating a Student Bill of Rights and Responsibilities.

PROCEDURE:

(Continued)

NOTES:

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A "STUDENT BILL OF RIGHTS"

Students may develop a "Student Bill of Rights" and a corresponding list of responsibilities. Each month one of the rights and its responsibilities can be posted and reinforced within the classroom or even school wide. This idea is appropriate for establishing a conflict management environment since it reflects the principles of appropriate involvement in planning, collaboration, responsibility, and human dignity.

Student Bill Of Rights

1. I have the right to learn without interference.
2. I have the right to work in a safe environment.
3. I have the right to move without interference.
4. I have the right to be touched by another person only when I choose.
5. I have the right to have my work respected.
6. I have the right to have my property respected.
7. I have the right to be listened to when I'm speaking.
8. I have the right to get help when it is my turn.
9. I have the right to express my feelings appropriately and to have my feelings respected.
10. I have the right to have my opinions respected.

Student Bill Of Responsibilities

1. (Right to Learn) I have the responsibility to allow others to learn. I have the responsibility to work at learning, stay on task, exercise effort.
2. (Safe Environment) I have the responsibility to care for myself and the environment so as not to endanger others.
3. (Right to Move) I have the responsibility to manage my own body so as not to hurt myself or others. I have the responsibility to go to and to remain in designated areas.
4. (Right Not To Be Touched) I have the responsibility to manage my own body so that I don't touch others when they don't want to be touched.
5. (Respect For Work) I have the responsibility to respect the work of others. I have the responsibility to take care of my own work and work area.
6. (Respect For Property) I have the responsibility to respect the property of others. I have the responsibility to keep my possessions where they belong.
7. (Right To Be Listened To) I have the responsibility to listen and respond to others. I have the responsibility to speak clearly, honestly, appropriately, and respectfully.
8. (Right To Help In Turn) I have the responsibility to wait my turn and to respect others' turns. I have the responsibility to ask for help when I need it.
9. (Right To Feelings) I have the responsibility to express my feelings appropriately. I have the responsibility to respect the feelings of others.
10. (Right To Opinions) I have the responsibility to express my opinions appropriately. I have the responsibility to respect the opinions of others.

Developed by the students and faculty of Urban Community School, Cleveland, Ohio.