

"Kids' Rules"



Key Stage 2
Group rule setting session.



Session 1

Why do we have rules?

1. Think about rules in school.
2. List the school rules.
3. Describe why the rule is there.

Session 2

What rules would you choose?

1. Match the work card rules to reasons.
2. Choose the most important rules for your class.

Session 3

How can we remember the rules?

1. Design a poster to explain a class rule.
2. Think of a range of rewards the class could have for following the class rules.



Session 1

List all the school rules you can think of.

Rules	Why?



Session 2

Match the rules to the reason. Which are the most important?

Be kind.	You will get more friends.
Don't copy.	The teacher wants to see your own work.
Put your hand up.	The teacher can see you want to speak.
Don't hurt people.	You will upset them.
Be quiet.	You will distract people.
Listen.	So you know what to do.



Don't tease

It will upset people.

Try your best.

You might get the answer right.

Be quiet

Don't distract other people.

Help people

It is rude.

Keep still.

You might hurt someone.

Be helpful.

People can't hear you.

Speak quietly.

Tell the teacher if you have a problem.



Session 2

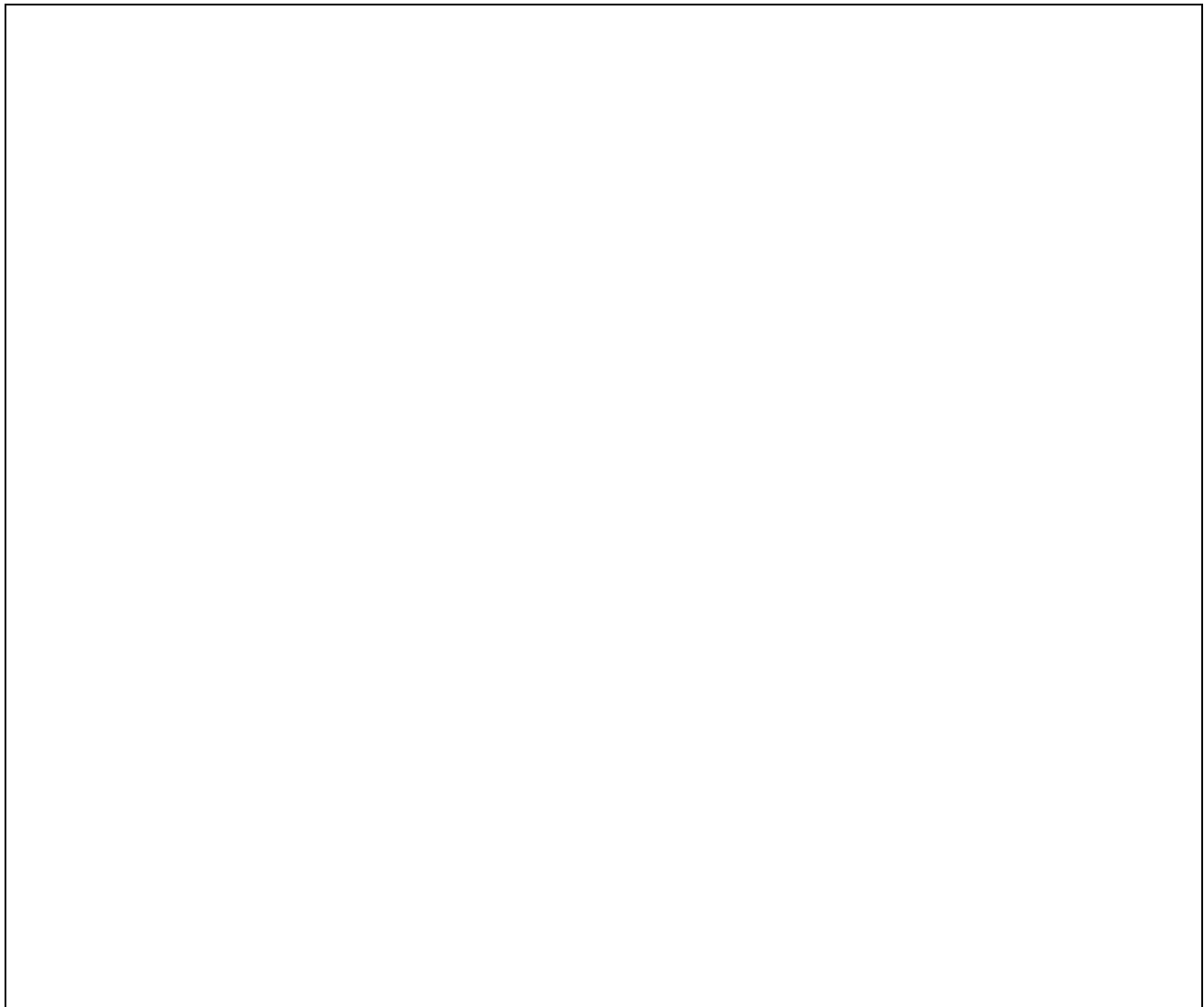
Which 3 rules do you think are the most important?

Rules	Why?



Design a poster to explain a class rule.

Rule:



Why we have the rule.



Think of some rewards the class could have for following the class rules.



Resource materials,
examples
and
lesson plans.











Rule: Try your best..



Rule: Be quiet



Rule: put your hand up



Rule: Try your best



Rule: *Keep Still*



Rule: *Be quiet*



Rule: *Listen*



Rule: *put your hand up*



Some suggested rewards.

- Stickers
- Extra playtime
- Extra PE
- Extra maths
- Flowers on the teachers table
- Extra sweets
- Bring pets into school
- Extra football
- Extra dinnertime
- Music
- Extra apparatus
- A lolly for everyone
- Do a play (dressing up)
- Flowers on everyone's table
- Good marks
- Go swimming
- More art
- A picnic
- Go to the park
- A bouncy castle
- Have skipping ropes and things at playtime
- Bookmark
- Have a party
- A disco in the hall
- Making models
- Read a story
- Watch T.V.
- Ice cream
- Split the boys and girls up
- Clay modelling
- Have a school trip
- Theme week (Vikings Wednesday, Romans Thursday etc)
- Pokemon reward stickers
- More stories
- Drink time
- Theme dinner (China etc).



Behaviour Support Team Lesson Plan/Planner

Teacher:	Date:	Time:
Subject: Behaviour	Class:	Set:
Topic: Rules (session 1)	Number in Class:	Boys: Girls:
<p>Content: Describe to pupils the difference between "discussion" when directed and "talking". Give specific time limits to discussions and a specific signal (clap) to end discussions. Collect the children's views on school and classroom rules.</p> <p>Learning Objectives: To learn the difference between <i>directed</i> discussions and <i>chatting</i>. Pupils to respond to positive behaviour management techniques involving rewards for appropriate behaviour. The children will select classroom rules that they feel are appropriate to follow.</p> <p>Resources: "Kids' Rules" resource pack. Bookmarks and stickers. (Link to classroom reward system as appropriate.)</p>		
<p>Additional Staff: Classroom assistant and class teacher to assist with small groups as appropriate.</p>		
<p>Activities for Pupils:</p> <ol style="list-style-type: none"> 1. Discussion of rules currently being followed within school. 2. Individually list rules they understand are active within their classroom.(worksheet) 3. Pupils to describe what their understanding of why the rules is important.(worksheet) 		
<p>Differentiation:</p> <p>Staff to assist with groups as necessary, especially the input by the special needs group. Groups to assign a scribe for appropriate tasks but stress for all to participate in directed discussion time.</p>		
<p>Class Evaluation:</p>		
<p>Lesson Evaluation:</p>		



Behaviour Support Team
Lesson Plan/Planner

Teacher:	Date:	Time:
Subject: Behaviour	Class:	Set:
Topic: Rules (session 2)	Number in Class:	Boys: Girls:
<p>Content: Get the children to match rules to reasons within selected groups / tables. Reiterate specific time limits to discussions and a specific signal (clap) to end discussions. Pupils to choose 3 specific rules they feel are important.</p> <p>Learning Objectives: To learn the difference between <i>directed</i> discussions and <i>chatting</i>. Pupils to respond to positive behaviour management techniques involving rewards for appropriate behaviour. The children will select classroom rules that they feel are appropriate to follow. Resources: "Kids' Rules" resource pack. Bookmarks and stickers. (Link to classroom reward system as appropriate.)</p>		
Additional Staff: Classroom assistant and class teacher to assist with small groups as appropriate.		
Activities for Pupils: 1. Pupils use the <i>rules cards</i> to match rules to descriptions of why rules are important. 2. Pupils to select 3 rules from their table they feel are the most important and record.(worksheet)		
Differentiation: Staff to assist with groups as necessary, especially the input by the special needs group. Groups could assign a scribe for appropriate group tasks but stress for all to participate in directed discussion time.		
Class Evaluation:		
Lesson Evaluation:		



Behaviour Support Team
Lesson Plan/Planner

Teacher:	Date:	Time:
Subject: Behaviour	Class:	Set:
Topic: Rules (session 3)	Number in Class:	Boys: Girls:
<p>Content: Pupils will draw a poster to describe a rule in a simple graphic way (with text as appropriate). Reinforce specific time limits to discussions and a specific signal (clap) to end discussions. Allow the pupils to suggest rewards they wish to have for following the class rules.</p> <p>Learning Objectives: To learn the difference between <i>directed</i> discussions and <i>chatting</i>. Pupils to respond to positive behaviour management techniques involving rewards for appropriate behaviour. The children will display their classroom rules and indicate their preferred rewards.</p> <p>Resources: "Kids' Rules" resource pack. Sign example cards. Bookmarks and stickers. (Link to classroom reward system as appropriate.)</p>		
Additional Staff: Classroom assistant and class teacher to assist with small groups as appropriate.		
Activities for Pupils: 1. Pupils to design a poster to illustrate a chosen rule.(worksheet) 2. Children to brainstorm a list of rewards for the group for following rules.(worksheet)		
Differentiation: Staff to assist with groups as necessary, especially the input by the special needs group. Groups may assign a scribe for appropriate tasks but stress for all to participate in directed discussion time.		
Class Evaluation:		
Lesson Evaluation:		

