Host: There is one final step in the process, reviewing the rules throughout the year. In order for the rules to really work, they have to become a part of the class routine. Reviewing helps children remember the rules. It also provides a time for the class to add a rule or delete one as the year progresses.

Host: Now let’s visit two pre-school teachers to see how they review rules on the rules chart at group time.

Teacher: So you guys made some very good choices. You wrote, we made a big list, and we wrote down all of the things that you think good friends should do, right? And then, you said we need to have some rules. Carolyn, could you go get our rules for us and bring them over? Thank you Carolyn. Alright, let’s see if we remember what these are. These are “rules for being a good friend” what was number one? Maybe these visual...

Child: Taking turns.

Teacher: That’s right. It says, “Play together nicely by taking turns and sharing materials and toys”. So we share, and we take turns. You thought that was very important. You wanted that to be number one. And number two, what do you think?

Child: Say nice words.

Teacher: That’s right. Say nice words to each other. They’re saying nice words like “I like you” and number three, what do you think that says?

Child: Hands and feet to yourself.

Teacher: Right. If we keep our hands and our feet to ourselves, that would be acting like a good friend.

That way we wouldn’t push, we wouldn’t hit, and all of those things that we didn’t like.

Child: We wouldn’t take somebody’s milk from them.

Teacher: Yeah. So we’re keeping our hands and feet to ourselves. That’s rule number three. And you know what? I’ve seen that some of you invite your friends to go over to the friendship corner and look at these rules with you. If they’re doing something you don’t like, I noticed Kyle doing that yesterday, he invited a friend over to look at the rules again to remind everybody how to be a good friend. Right Kyle? And I really like the way you’re able to do that.
Narrator: As caregivers review rules, they can ask questions that encourage children to think about and discuss why rules are important. Also caregivers can guide children in practicing some of the rules on the chart.

Teacher: Alright, number three, number three, nice touches! Nice Touches. Touch somebody next to you and show me nice touches. Good job. Those are touches we use in the classroom. Do we push our friends?
Children: No.
Teacher: Do we hit our friends?
Children: No!
Teacher: No, we give what again?
Children: Nice touches!

Host: Teachers can also use the rules chart throughout the day to remind individual children of rules of they may have forgotten. This creates an opportunity to remind the child of the rule as well as provide a literacy experience. Of course as we saw in the previous video, some children may use the chart themselves to remind friends of the rules.

Host: Now we want you to think about what you would need to create rules with the children in your class. We’d like you to create a timetable for accomplishing each task and then for conducting the initial meeting with the children.

Review of Segment 4

Host: This concludes the information in segment four. Now let’s take a moment to review our objectives.

Host: First we discussed why children should be involved in setting rules in the classroom. Next we described the process of creating rules with children during a class meeting. And finally, we discussed how you can use child-created rules throughout the year to promote positive classroom behavior.

Host: You can apply these ideas to your classroom by completing the ideas into practice for this segment. Or you can return to the main menu and move to another segment.

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