



Guiding Young Children's Behavior

Segment 4: Establishing Classroom Rules

TRANSCRIPT for Objective 3

Using Child-Created Rules Throughout the Year

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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. 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 you think good friends should do, right? And then, you said we need to have some rules. Carolyn, could you go get some rules for us and bring them over? Thank you, Carolyn. Alright, let's see if we can remember what these are. These are "rules for being a good friend" what was number one? Maybe these visual...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-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 we didn't like. Yea. 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 yesterday. He invited a friend to look over the rules again to remind everybody how to be a good friend. Right Kyle? And I 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 2: Alright, number three, 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 you hit our friends?

Children: No!

Teacher: We do what again?

Children/Teacher: 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. 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.

Activity 4B: Creating Class Rules

Voiceover: Make a list of what you would need to do to create a class rules list. Do you need any supplies? Is there someone you would like to collaborate with? Are there any skills you want to practice in advance? Once you have created the list, create a timetable for accomplishing each task and then for conducting the initial meeting with the children.

Did you consider ...?

Voiceover: Some materials you might need are:

- Markers
- A large pad of paper for recording children's original thoughts about rules
- Poster board or colorful paper for creating a permanent rules chart for the classroom

People you might collaborate with:

- Other teachers or assistant teachers
- Parents who might consider creating a similar rules chart with children at home
- Children in your classroom

Skills you might need are:

- An ability to ask good, open-ended questions to guide children's discussion of rules
- An ability to paraphrase children's rules and to restate the ideas of several children into a single rule
- An ability to write ideas, as you conduct group time, so children can see the print
- An ability to construct a neat and artistic permanent rules chart to be posted in the classroom.
- An understanding of why it is important to involve children in creating rules, so you can explain the approach to parents and colleagues

Host: This concludes the information in segment four. Now let's take a moment to review our objectives. 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. You can apply these ideas to your own classroom by completing the ideas into practice for this segment. Or you can return to the main menu and move to another segment.