

Module 5

Establishing Rules, Routines and Expectations

Objective: In this module, you will develop a tentative plan for developing a code of conduct and for teaching this code of conduct to your students.

August 28:

Dear Journal:

I am at the end of my first week. While I can't say I love all of it, I really am enjoying it. The kids are great and the coop is very creative. I have two bulletin boards that are "mine" to do with what I will. Our school is doing its professional development on different instructional approaches. My co-op and I picked synectics. To be truthful, I didn't even know what it meant. We are going to work through some STJ materials on it and will do a presentation for the staff, complete with "kitchen-tested" lesson plans. Guess that means I will be synecticing (is that a word?) lots.

Why did I say "While I can't say that I love all of it ...?" I have found a part of myself that I really don't like very well. I have always seen myself as fair; now I am not so confident. Today I taught a lesson in the morning and I did a little drill with a smaller group this afternoon. In the morning this one girl was chatting with her neighbour and I just waited for her to stop. It didn't really bother me. This afternoon this bigger boy in the class was joking with one of his buddies and I told him to stop it. He accused me of favouring the girls. We have a rule in our class, "Respect other people." I am not sure why, but this morning it didn't bother me; this afternoon it did. So, is that because I am a morning person - I don't think so! Is it because I don't like boys - again, I don't think so! It is more like the way it was done. So, if I am going to keep liking myself, I guess I had better find a way to apply the rules fairly.

Mom and Dad are bringing J. and they are all coming to see me this weekend. They want to see where I am living and teaching. It would have been nice to have gotten home, but this is probably better. No travel and more time to work.

AM

Rules: A Rationale

Whenever students are confused about what is expected of them, they will act out. This acting out is simply a form of testing the limits to establish what the boundaries are. Clarity and consistency are the keys to establishing rules, procedures, and expectations that are effective. Teachers who emphasize rules and procedures in the beginning weeks of school and then make frequent references to them during the school year have fewer behavioural problems than those who take rules for granted.

Rules are codes of conduct that apply across situations. Vulgarities are unacceptable in the classroom, the science lab, hallway and gymnasium.

Routines are procedures that are context-specific. A physical education teacher may begin each class by having the students stretch out while a math teacher may begin her class by having students write the solutions to the last day's assignment on the chalkboard.

Expectations are standards that are lesson- or activity-specific. A physics teacher may require that students submit word-processed experiment notes and a family-life teacher may expect students to discuss issues quietly in small groups.

Guidelines for Establishing Rules, Routines and Procedures

Several authors have prepared guidelines for establishing classroom rules, routines and expectations (Chernow & Chernow, 1989; Levin & Nolan, (1991; Medland & Vitale, 1984). While each of these authors make minor distinctions, they all suggest that to be effective rules should be short, few in number, specify definable behaviours, countable (i.e., measurable), reasonable, enforceable, and positive. These guidelines are helpful but create a number of paradoxes.

The first paradox involves balancing the tension between stating rules positively and at the same time keeping them short. There is little argument that the rule "Speed Limit: Walking" is more positive than "No Running In The School". However, rules such as "No Smoking" are difficult to phrase positively, particularly if they are to be stated succinctly (e.g., "Do your part to maintain a smoke-free environment.").

The second paradox involves balancing the call for rules to specify countable, measurable behaviours with the guideline that rules should be few in number. "Only one person speaks at one time," and "Listen until the speaker is finished." are clearer than rules stated as general principals (e.g., "In this classroom we respect each other."). However, it is difficult to state behavioural rules (e.g., "No chewing gum. No walking around in class. No talking to your neighbour during work periods. No spitting. No carving initials in desks, etc.,), and still limit the number of rules to five or fewer. Similarly, it is virtually impossible to anticipate every specific behavioural infraction that might occur in a classroom and to create a rule to avoid it. The general principle, "In this class, we respect each other's property," covers a multitude of behaviours including low frequency offenses such as eating a classmate's erasure, drawing obscene pictures on the class register, and feeding the gold fish pencil shavings. The flaw in stating rules as general principles is that different people assume various interpretations about general principle words such as "respect" and "cooperate".

A third tension exists between rules being behavioural and measurable and a rule being enforceable and reasonable. To be fully measurable, a rule might be, "Students will be 5 feet away from the school door within 2 minutes of the recess bell ringing." However, this is neither reasonable nor enforceable.

In resolving the dilemma of how to phrase rules, most teachers opt to have a few general rules, perhaps with one or two specific rules that are near and dear to their hearts. Many of the paradoxes inherent in the guidelines for rule construction can be avoided if an appropriate process for introducing and teaching rules is followed (Chernow & Chernow, 1989; Levin & Nolan, 1991; Medland & Vitale, 1984). The recommendations of these authors have been combined to structure a general process for teaching rules.

General Process for Teaching Rules

1. Begin with a general discussion about the importance of having rules,
2. Either provide the students with a copy of the rules or lead the students in the process of developing the rules,
3. Review each rule,
 - state or ask a student to read the rule
 - provide or elicit the rationale for the rule
 - provide and elicit examples of the rule
 - provide and elicit non-examples of the rule
 - describe (with a smile) the rewards attached to following the rule, and
 - describe (with a serious face) the consequences for violating the rule
4. Post the rules in the classroom,
5. Review the rules regularly,
6. Reward students for following the rules,
 - state the rule that was honoured,
 - describe the honouring behaviour,
 - state the benefit,
 - follow through with the reward,
7. Impose consequences for breaking the rules:
 - state the rule that was broken,
 - describe the offending behaviour,
 - state the consequence,
 - follow through on the consequence.

Formulating Rules

While there is agreement on the importance of clarifying expectations, there is less consensus regarding precisely how these procedures and rules should be formulated. Most argue that students should be directly involved in rule making (Castle & Rogers, 1993/94; Chernow & Chernow, 1989; Glasser, 1992; Jensen, 1975; Yorke, 1988). Others view rule setting as the right and responsibility of the teacher (Canter, & Canter, 1976; McDaniel, 1982).

Collaborative Approach

Teachers who approach rule making as a cooperative classroom venture, base the practice on the premise that rules are more likely to be followed when all of those affected by the rules have input (Chernow & Chernow, 1989). When rules are developed with the students, it is still important for the teacher to exercise executive functioning since students vary in their levels of moral reasoning (Kohlberg, 1976). The teacher is responsible for ensuring that rules meet the needs of the situation and that consequences are reasonable. It is also critical that the teacher not pretend to negotiate terms which are unrealistic or non-negotiable. For instance, a school rule might stipulate that hats are not to be worn in the building. Pretending to negotiate the rule places teachers in an untenable situation. They would have to veto the students' voice and in so doing, admit that the process was merely a pretence. Similarly, the teacher may have some personal "bottom lines" that he or she is unwilling to negotiate. Such rules need to be clarified at the beginning of the rule making meeting.

The teacher's task when developing rules collaboratively is to facilitate the group's discussion. Schmuck and Schmuck (1992) outlined twelve communication skills required for effective group leadership. These include:

Initiating: Proposing tasks or goals; defining a group problem; suggesting a procedure for solving a problem; suggesting other ideas for consideration.

Information or Opinion-Seeking: Requesting facts about the problem; seeking relevant information; asking for suggestions and ideas.

Information or Opinion-Giving: Offering facts; providing relevant information; stating a belief; giving suggestions or ideas.

Clarifying or Elaborating: Interpreting or reflecting ideas or suggestions; clearing up confusion; indicating alternatives and issues before the group; giving examples.

Summarizing: Pulling related ideas together; restating suggestions after the group has discussed them.

Consensus Testing: Sending up “trial balloons” to see if the group is nearing a conclusion; checking with group to see how much agreement has been reached.

Encouraging: Being friendly, warm, and responsive to others; accepting others and their contributions; listening; showing regard for others by giving them an opportunity or recognition.

Expressing Group Feelings: Sensing feeling, mood, relationships within the group; sharing own feelings with other members.

Harmonizing: Attempting to reconcile disagreements; reducing tension through “pouring oil on troubled waters”; getting people to explore their differences.

Compromising: Offering to compromise own position, ideas, or status; admitting error; disciplining self to help maintain the group.

Gatekeeping: seeing that others have a chance to speak; keeping the discussion a group discussion rather than a 1-, 2-, or 3-way conversation.

Setting Standards: Expressing standards that will help group to achieve; applying standards in evaluating group functioning and production. (Schmuck & Schmuck, 1992, pp.146-147)

The attachments to this module contain a sample lesson plan using the discussion approach that could be used when involving students in collaborative rule-making process.

Teacher-Directed Approach

While it is less popular in the literature, it is acceptable for a teacher to simply provide the students with a list of rules. These rules can be introduced by saying something to the effect that, "I have three simple rules that have worked for me and for students in the past. We will start off this year with the rules, and I will check with you in a month or so to see if they are working for us. Let's take a

look at these rules and discuss them." When this approach is used, it is particularly important to clarify the rationale for having rules and an explication of classroom rules that will govern the teacher's behaviours.

The attachments to this module contain a sample lesson plan using the concept attainment approach that could be used when establishing clarity regarding teacher-determined classroom rules.

Regardless of the process used to arrive at the rules and consequences, it is critical that rules be explicitly taught if they are to be effective. However teachers elect to create and present rules, the primary concern is clarity. Once students know what is expected and experience action that supports expectations, classrooms tend to function effectively.

Consequences, Restitution, and Encouragement

Reality is mapped by its consequences. Most classroom discipline systems include a discussion of negative consequences for violating rules. However, it is equally important to identify the positive consequences of complying with the rules. When formulating rules, a general discussion of consequences is appropriate. However, while consistency is a desirable goal, consequences are rarely an automatic "if/then" proposition.

Part of human wisdom involves flexibility. There are times when a teacher will decide to be more or less lenient. Teachers need to reserve the right to decide, within a range of reasonable options, the specific consequences for individual violations. Several factors mediate consequences: the student's intentions, the students' reactions to the violation, the context in which the violation occurred, as well as the teacher's and the classroom's state at the time of the violation. There are instances when a child violates a rule in genuine innocence. Sometimes a child responds to his or her own misbehaviour with regret and spontaneous efforts to make restitution. However, there are times when the child's response is callous and unrepentant. Sometimes the child is provoked into an action by the calculated efforts of one or several classmates. If the child has a sense for his "spirit being wounded", it is possible that the misbehaviour is a clear call for help. At times the teacher, in reflecting on the situation in which the violation occurred, recognizes that the necessary structure was not in place to guide the

students' behaviours. Possibly the general classroom situation has been in a general state of decline and action needs to be taken by the teacher. Sometimes, the general classroom situation is running smoothly and the feedback from the classmates to the offending student is sufficient to effect the desired change. All of these variables feed into the teacher's decision making process when selecting an appropriate response from a range of options.

Consequences are logical and natural results of behaviours. Logical consequences are imposed by others and make sense given the behaviour and the situation. For example, students who are physically violent on the playground may have breaks at different times from the rest of the student body or may be permitted on the playground only when accompanied by an adult. Similarly, students who leave lab equipment in disarray may be required to spend time organizing the storage area. Natural consequences are events that occur without any intervention on the part of people. Students who disregard instructions and remove their eye protection when working with a grinder may lose an eye (natural consequence). Hopefully, the teacher will see the student remove the eye protection before any damage is caused and remove the privilege of using the equipment independently (logical consequence).

Consequences are qualitatively different from punishment. Consequences are tied to the behaviour; punishment is arbitrary. Consequences are based on the needs of the situation; punishment is based on the personal power needs of an individual. Consequences are educational; punishment is judicial. Consequences place teachers in the role of mentor, educator, counsellor, supervisor and advocate; punishment places teachers in the role of police officer, judge, and jailer. Consequences lead to healing; punishment leads to resentment. Consequences are delivered in a rational frame of mind; punishment is delivered with anger, guilt, and revenge. Figure 3.1 outlines the essential differences between consequences and punishment.

Figure 3.1

LOGICAL CONSEQUENCES	PUNISHMENTS
Learning processes	Judicial proceedings
Adult plays the role of an educator	Adult plays the role of policeman, judge, and jailer
Adult is understanding, sympathetic	Adult is usually angry
Adult is interested in the situation and its outcome	Adult is interested in retaliation.
Adults tries to be objective with little emotional involvement	Adult often is subjective, with considerable emotional involvement
Express the reality of the social order, not of the person	Expresses the power of a personal authority
Are intrinsically related to misbehaviour	Has an arbitrary connection to misbehaviour and its consequences
Have no element of moral judgment	Inevitably involves some moral judgment
Are concerned with what will happen now	Is concerned with the past
Give the child a choice of his behaviour and the results	Give no choice to the child
Respect the child	Belittle or demeans the child
Distinguish between the deed and the doer	Denote sin
Child is accepted, although his behaviour is not	Imply that the child has no value
Are firm but fair	Are often unfair
Voice is calm and friendly	Voice is loud and angry
Is appropriate in a democratic setting	Belongs only in an autocratic setting

(adapted from Dreikurs & Cassel, 1972, pp.64-65)

Restitution (Gossen, 1990) is gaining attention as a process by which

students can develop self-discipline and maturity. Restitution involves the student deciding what it is that he or she can do to make up for what has happened. Rather than imposing a consequence, the teacher simply asks the student to describe the behaviour, the impact it has had on the victim, and is then to come up with a plan for making the situation right again. This process facilitates healing of both victim and offender in that in owning what has happened and taking steps to make restitution, the offender begins to re-define him or herself as a responsible, caring member of the classroom community.

Encouragement (Dreikurs, Greenwald & Pepper, 1982) is the process by which teachers celebrate and build on the positive efforts of the student. Students who misbehave may be viewed as lacking the courage to try to achieve their goals and gain recognition using legitimate means. As a result, they act on their discouragement to gain recognition and to get what they believe is they have to "settle for". The encouragement process involves teachers searching for the glimmers of hope on a sometimes bleak horizon and in a sincere, matter-of-fact way, reflecting those points of potential back to the student. When offering encouragement, teachers may make an observation about the benefits to others of the student's actions (e.g., Your suggestions for the mural helped us get creative.), offer to work with the student on a difficult task (e.g., This is tough; let's work together and see if we can't get over the hurdle.), build on a small success (You completed the first question already; that will help you tackle the rest of the assignment.) or reflect the student's experience (You seem to be enjoying working with your partner.). The common characteristics of encouragement are that it recognizes effort rather than the personality, it is given while the student is struggling with a task rather than when it has been finished, it emphasizes cooperation rather than competition, and it appeals to an ethic of optimism rather than pessimism.

Classroom Rules in The Internship

The internship is a special situation in respect to classroom rules, routines and procedures. Because you are a guest in the cooperating teacher's classroom and because you will be doing more observing than teaching during the first portion of your internship, it is unlikely that you will strike it out on your own as you establish rules, routines and procedures on your own with the classroom. It is more probable that you will need to find a way to fit into the cooperating

teacher's processes with the students. If the cooperating teacher establishes rules collaboratively, you will likely be part of the meeting and may even team teach that lesson. If the cooperating teacher present teacher-formulated roles, you are more likely to be in an observer role.

There are two strategies that interns can use to reinforce with the students that the same rules apply with you as with the cooperating teacher. First, it is important to ask the cooperating teacher about his or her approach to establishing rules with the students. You may find that your cooperating teacher does very little (i.e., "They know the rules; I shouldn't have to be spending time with them at this grade level.") or may use one of the approaches outlined earlier. Whatever the cooperating teacher's approach is, it is important for you to ask for clarification on those items that will affect you. You may wish to prepare some questions that will give you the information you need to present a unified set of expectations to the students. It is important for you to clarify such things as:

- Do students need permission to leave the classroom, for example, to go to the washroom or their lockers?
- What processes do you use when taking in assignments? Do students hand them into you directly? Do you record anything that says that you received the assignments?
- What happens when an assignment is late?
- What is your attendance policy?
- Are there any rules that I should know about, things like hats?
- When do you involve the principal or the parents? What is the process for involving administration and the home?

By clarifying processes between you and the cooperating teacher you will have a clearer understanding of the general principles that the school and the classroom operate under.

The second strategy that you can use to reinforce the cooperating teacher's expectations is to pick one "rule" that is particularly important to each lesson that you teach and to reinforce that rule at the beginning of the class. For example, as you begin a lesson that involves brainstorming, it would be appropriate to say something to the effect of:

During a brainstorm the purpose is to generate as many ideas as we can. If

people are afraid that their ideas are going to be laughed at or put down, they will be reluctant to share their ideas and creativity will go down hill. So it will be really important to show respect to each other by not commenting on the ideas as they are put forward.

By clarifying the co-operating teacher's expectations and by reinforcing one of his or her rules with the students at the beginning of each lesson, students soon learn that the classroom expectations are as high when you are teaching as when the cooperating teacher is at the front of the classroom.

Beginning Writing

Based on your reading of this module and the in-class activities, construct a tentative plan for beginning the term with the cooperating teacher and the students. As you select options, honour yourself and the needs of the situation. If you are a highly structured individual, you may wish to use a highly structured approach to rules, routines, and expectations. If you are a more spontaneous person, you may wish to clarify the rules, routines, and expectations but put less pressure on yourself to follow through with daily structure. Conversely, you may also decide that this is an opportune time to experiment with and learn another "way of being".

At a minimum, identify the following within your plan:

- How you will clarify what the cooperating teacher's rules are and the process he or she uses for establishing those rules.
- How you will introduce or reinforce the rules.
- The routines you will establish.

If the cooperating teacher is prepared to leave establishing rules and expectations to you, outline how you will go about that.

SAMPLE LESSON PLAN

COLLABORATIVE APPROACH TO FORMULATING CLASSROOM RULES

NOTE: THIS LESSON PLAN IS HIGHLY DETAILED WITH A NUMBER OF KEY AND AUXILIARY QUESTIONS PROVIDED. THIS IS NOT TO SUGGEST THAT THIS NEEDS TO BE A LONG, DRAWN-OUT LESSON. PARSIMONY IS A VIRTUE! ASK ONLY THOSE QUESTIONS THAT ARE REQUIRED FOR THE STUDENTS TO MEET THE OBJECTIVE AND THEN MOVE ON. ON THE OTHER HAND, THE QUESTIONS DO IMPLY THAT STUDENTS ARE TO BE HIGHLY ENGAGED IN THIS PROCESS.

Objectives:-

- to clarify the rationale for having classroom rules*
- to establish the basic classroom rules*
- to clarify abstract terms (respect, cooperate, consequences)*
- to clarify the process students can expect when classroom rules are followed and when they are broken*

Instructional Approach: *Discussion*

Materials: *Class Discussion Guide*

Motivational Set (*Centre Circle of Discussion Guide*):

- KQs:** *What do Paul Bernardo and OJ Simpson have in common?*
 What is the purpose of laws, the police, and courts?
 How would your life be different if there were no laws?
 What other groups or organizations have laws?
 What are some family laws?
 What are some hockey laws? Soccer laws? Basketball laws?
 What would happen if there were no rules in this classroom?

State Objectives:

- To establish the basic classroom rules*
- To create a sense of group/ student ownership of the rules*
- To clarify the non-negotiable points up front*

Facilitate Discussion (*use following sample key questions (KQ) and the guidelines from Schmuck & Schmuck, 1992*)

*Share any school rules or personal rules that are **non-negotiable** and define them as such.*

- KQ:** *What rules would be helpful?*
 (brainstorm a number of rules and then move to a discussion of these suggested rules)
 Why would that be a useful rule?
 What disadvantages might there be to that rule?
 What other points of view are there?
 What words in this rule might we not all agree on?
 How could we clarify what these words mean?
 What would be some examples of _____?
 What would be some nonexamples of _____?
 What characteristics do all of these examples have in common?

What characteristics do all of these nonexamples have in common?

What alternatives are there to this rule?

phrase differently

combine with another rule

separate into two rules

What impact do these alternatives have on the rule?

Would someone volunteer to briefly summarize what has been said so far?

There seems to be a feeling that we have agreement on some things. What are they? What rules are emerging as having general support?

What does the word "consequence" mean?

What consequences do we need to have in place?

What does the word "restitution" mean?

What are some incidents that might occur where there will need to be consequences and restitution?

What would an appropriate consequence be?

How could someone make an appropriate restitution in this case?

Summarize:

Ask questions to coach the students in summarizing the consensus that has been reached regarding the rules.

Generalization

State need for the rules to be posted. Forecast Art lesson later in the day when students will produce cartoon character rule posters.

Forecast using the rules being used to evaluate the acceptability of student behaviour.

SAMPLE LESSON PLAN TEACHER-ESTABLISHED CLASSROOM RULES

NOTE: THIS LESSON PLAN IS HIGHLY DETAILED WITH A NUMBER OF KEY AND AUXILIARY QUESTIONS PROVIDED. THIS IS NOT TO SUGGEST THAT THIS NEEDS TO BE A LONG, DRAWN-OUT LESSON. PARSIMONY IS A VIRTUE! ASK ONLY THOSE QUESTIONS THAT ARE REQUIRED FOR THE STUDENTS TO MEET THE OBJECTIVE AND THEN MOVE ON. ON THE OTHER HAND, THE QUESTIONS DO IMPLY THAT STUDENTS ARE TO BE HIGHLY ENGAGED IN THIS PROCESS.

Objectives:

- to clarify the rationale for having classroom rules
- to establish the basic classroom rules
- to clarify abstract terms (respect, cooperate, consequences)
- to clarify the process students can expect when classroom rules are followed and when they are broken

Instructional Approach: Concept Attainment

Materials: Concept Attainment Note Sheets (one per student to use as a guide)

NOTE: Even though the students will be providing examples and will be analysing the always present, sometimes present and never present characteristics, the intern should fill-in a Concept Attainment Note Sheet prior to teaching the lesson. This will assist the intern in anticipating challenging student responses as well as in having probes ready in the event that students are not able to answer some of the questions.)

Motivational Set:

- KQs:** What do Paul Bernardo and OJ Simpson have in common?
 What is the purpose of laws, the police, and courts?
 How would your life be different if there were no laws?
 What other groups or organizations have laws?
 What are some family laws?
 What are some hockey laws? Soccer laws? Basketball laws?

Present Objective:

- to establish the basic classroom rules

Present Basic Rules

- In this classroom we:
 Respect each other
 Respect property
 Cooperate with instruction

- KQ:** What is the problem with these classroom rules?
 What words in the classroom rules might we not agree on?
 What would be the alternative to using these confusing words?
 What would be the problem with the alternative?

Present Sub-Objective:

to clarify abstract terms (respect, cooperate, consequences)

Hand Out Concept Attainment Outline

Instruct students to fill in the top boxes:

Respect Classroom Rules

KQs: *What are some examples of respect to people?*

Saying please, thank-you, excuse me, I'm sorry.

Complimenting.

Staying in your own space.

Waiting until someone is finished talking.

Telling someone the truth when they hurt your feelings..

What are some ways that I can show you respect? you can show me respect?

What are some nonexamples of respect to people?

Taking things without asking permission.

Calling names, giving put-downs.

Bumping, pushing, shoving, touching.

Interrupting.

Lying to make someone feel better.

What are some ways that I could show you disrespect? you could show me disrespect?

What are some examples of respect to things?

Putting things back.

Using things for what they were meant to be used.

Using things in the way they were meant to be used.

What are some nonexamples of respect to things?

Leaving them out; not putting them back.

Using things in a way that will destroy them. (e.g., kicking a volleyball, basketball)

What are some examples that might be considered respect by some people and not be considered respectful by others?

Smoking in someone's house or car.

Wearing a hat in school.

What is the respectful thing to do when there is confusion about what is respect?

Ask if you think of it.

Apologize and follow the wishes of the other person if they tell you they are offended.

Abstraction

NOTE: This next segment of the lesson requires a high level of abstract reasoning. Students are asked to extrapolate from the examples and nonexamples identify characteristics that are always, sometimes and never present in respect. Be prepared to coach students through this process.

KQs: Looking over the list of examples of respect, what characteristics are always present when we are acting in a respectful way?

Courtesy

Consideration for other's feelings & wishes

Treating people as equals

Looking over the list of nonexamples of respect, what characteristics are never present when we are acting in a respectful way?

Self-interest

Mean spirited

Indifference to other people.

Looking over the list of examples and nonexamples of respect, what characteristics are sometimes present when we are acting in a respectful way?

Pleasant

Serious

Positive

Instruct the students to write their definitions in the Definition box.

Respect is: (USE STUDENT SUPPLIED ALWAYS CHARACTERISTICS TO CONSTRUCT A DEFINITION: e.g., Treating people as equals and with courtesy by considering their feelings and wishes. Do unto others as you would have them do unto you.)

Extrapolate:

KQs: Now I am going to give you some examples and nonexamples and I want you to tell me where they belong.

A younger child is playing with a soccer ball and you want to play. You go and take the ball and tell her that she can watch from the sidelines.

What characteristics (always, sometimes, never) does this incident have?

Is this an example or nonexample of respect?

The teacher is talking and a student accidentally bumps his books onto the floor. It makes a loud bang. The student looks at the teacher and says, "I'm sorry."

What characteristics (always, sometimes, never) does this incident have?

Is this an example or nonexample of respect?

A teacher misplaces three of the students assignments and asks them to re-submit the assignments.

The students meet with the teacher and say that they handed the assignments in and they think it is unfair to ask them to re-do them.

What characteristics (always, sometimes, never) does this incident have?

Is this an example or nonexample of respect?

Summarize:

KQ: *What is respect?*

Give me some more example of respect?

Now that we are clear on respect, even though we haven't talked about every example of respect, we will know when we are following the first two rules and when we are not.

Transition:

Now let's move on to the next confusing word: cooperate. ... (repeat the process of eliciting examples, nonexamples, characteristics that are always, sometimes and never present, structuring a definition from the ALWAYS CHARACTERISTICS and then using this definition to decide whether additional instances are examples or nonexamples.)

Generalization

Consequences

What does the word "consequence" mean?

What consequences do we need to have in place?

What does the word "restitution" mean?

What are some incidents that might occur where there will need to be consequences and restitution?

What would an appropriate consequence be?

How could someone make an appropriate restitution in this case?

State need for the rules to be posted. Forecast Art lesson later in the day when students will produce cartoon character rule posters.

Forecast using the rules being used to evaluate the acceptability of student behaviour.

the first of these, the "moral" one, is the one that is most often
 the subject of the "moral" one, and the one that is most often
 the subject of the "moral" one, and the one that is most often
 the subject of the "moral" one, and the one that is most often

the second of these, the "moral" one, is the one that is most often
 the subject of the "moral" one, and the one that is most often
 the subject of the "moral" one, and the one that is most often

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 the subject of the "moral" one, and the one that is most often
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Assignment 1.2: Optional Outline
Reflective Summary of Establishing Rules, Routines, & Procedures

Intern: _____	Student #: _____
Tentative Plan <i>(To Be Completed During Orientation Day)</i>	
Intern's Observations on Implementation & Notes on Dialogue with Cooperating Teacher <i>(Attach Data/Notes Gathered During Implementation)</i>	
Reflections on Implementation <i>(To Be Completed During Class Session Sept 14, 1998)</i>	

Check your proposed plan with your cooperating teacher. Upon receiving feedback, revamp your plan and implement it.

During the implementation, collect information for your log/journal. Reflective entries may include your thoughts on: what went right, what was disappointing, what you wish you had done differently, what you would do differently next time, and to what level [control and conformity to student emancipation] is your plan directed.

Date: _____

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Examples	Nonexamples

Characteristics of _____

Always	Sometimes	Never

Definition:	_____ is _____

Date: _____

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Examples	None/Examples

Characteristics of _____

Always	Sometimes	Never

Definition: _____	is _____
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