

Class Rules

Teacher guidance

You can use this resource to introduce underpinning concepts that will help learners with autism and other types of SEND to understand the **rule of law**.

It also provides opportunities for learners to develop and practise their **English skills** including:

Reading

- Read single words or short phrases or recognise symbols used within the slides

Writing

- Write short sentences

Speaking and listening/communicating

- Respond to questions
- Listen to others
- Contribute ideas to discussion
- Summarise the views of a group

Introduction

For many learners with autism and other types of SEND, abstract concepts such as the rule of law can be difficult to understand. By situating the learning in the familiar context of working together as a group of learners, the concepts become more concrete and meaningful.

This resource takes the form of a group exercise in which learners work together to create a set of class rules and discuss why, particularly when a group of people is doing something together, it is important to set and follow a shared set of rules.

You may need to adapt elements of the resource to suit the particular needs of the learners you are working with; the notes for teachers below include some suggestions for how to do this.

SLIDE NO.	ACTIVITIES AND NOTES
1	<p>Start by introducing the purpose of the task: to create a set of rules that we agree</p> <ul style="list-style-type: none"> • are good rules to have • to stick to when we are working in class together.
2	<p>Reinforce ownership of the rule-making process and the group/individuals to whom the rules apply by visually displaying photos of the learners in the group. You will need to have added these before you begin to show the slides.</p> <p>You could also have learners pinning up photos of themselves onto a pinboard or sticking them onto a poster which will eventually become their class charter.</p> <p>Ensure staff photos are also displayed to help reinforce the message that these rules apply to everyone in the classroom, not just learners. This is a key aspect of rule of law – it applies equally to everyone.</p>
3	<p>If your learners are able to engage with the question, 'Why do we need rules?', you can use this slide to explore how rules can help with the smooth running of sessions, fairness, creating an environment conducive to learning etc. Alternatively, you can move straight to Slide 4 in which you, as the teacher, set out these reasons.</p> <p>Ask learners why they think we need rules in a classroom. You might break the question down by asking them to complete one or both of the following sentences:</p> <ul style="list-style-type: none"> • Rules will help us to... • Rules will stop people from... <p>You could do this as a whole class activity or have small groups coming up with reasons and feeding them back to the whole class. Depending on their abilities, you could ask groups to prioritise their answers and pick the one they think is most important.</p> <p>If you have included this brainstorming exercise, you can then introduce Slides 4 – 8, as your answer to the question, 'Why do we need rules?' and see how well it matches up with what the learners said. You could add a slide, during or straight after the session, to capture any extra ideas they came up with.</p>

<p>4 - 8</p>	<p>Use Slides 4 – 8 to reinforce the reasons we have rules. For each of fairness, safety, kindness, good teamwork, root these abstract concepts in actual classroom practice, relevant to the group. e.g.</p> <p>Fairness – everyone should be able to have a go with the 3-D printer</p> <p>Safety – we don't want people running around when they are using a craft knife</p> <p>Kindness – if we laugh at people when they get something wrong, that makes them feel bad</p> <p>Good teamwork – if we all talk at once, we don't get to hear what each person is saying.</p> <p>You might conclude with a quick summary/discussion of</p> <ul style="list-style-type: none"> • what good things rules help us to do • what bad things can happen if there are no rules or if everyone ignores the rules.
<p>9 - 10</p>	<p>Before moving on to the business of creating their own set of rules, some learners will benefit from being given a couple of concrete examples of possible rules. There are two suggestions offered in slides 9 and 10. You may wish to amend these to reflect your own learners' ideas or choose to use just one of them.</p> <p>For more able learners, you could point out the difference in expression between the two examples – the first is a negative command: No shouting; the second is a positive command: Listen to each other. Learners could then choose whether they want to focus on positives or negatives in their own rules.</p>
<p>11 - 12</p>	<p>These two slides provide you with some prompt questions to get learners coming up with their own rules. You could use just one or both of these to help learners come up with their own ideas.</p> <p>This could be done in small groups or pairs, who then feedback their suggestions to the class as a whole or as a whole-class activity, depending on the number of learners involved and their confidence levels in engaging in larger group discussions.</p> <p>Learners' suggestions need to be captured, e.g. onto a whiteboard, on post-it notes on a display board or by writing/drawing them onto a large poster. You then need to decide as a group which rules you all agree are important. Learners could vote with a show of hands or by dot-voting (putting a sticker next to the rules they support) or you could use a clap- or cheer-ometer. This gives you an opportunity to introduce the concept of democracy as a fair way to make decisions that affect everyone.</p>

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This slide is provided as an example of a final agreed set of rules designed by a group of learners in a specialist college.

You can use it at the end of your own discussions to

- show your learners what a class contract looks like
- compare it with the rules they came up with.

But you may choose not to share it, preferring instead to focus explicitly on your own learners' ideas.

It can be useful to create a simple visual or written contract to be displayed in the classroom and used to remind the learners from time to time of the rules they came up with and agreed to abide by. This might take the form of a poster with learner photos included, as mentioned in the notes for slide 2.