

Intended for Grades: 4-8

Estimated Time: 60+ min. initially; review regularly until established; revisit as needed

Lesson Title: CO-CREATING PROTOCOLS - Agreeing on “How to Be”

Lesson Purpose: Students will:

- * Learn about protocols and agreements
- * Understand kuleana & interconnectedness of individual behavior in a group setting
- * Collaborate with teacher(s) to create specific agreements on “how to be”
- * Learn about any established school and classroom protocols

Materials & Preparation:

- * Ball of yarn or strong string
- * Large sheets of paper / felt pens: 1 paper and 2 or more multi-colored pens per group
- * Tape

Background Information:

A sense of comfort happens when we feel at ease in our environment. This feeling of ease comes with familiarity and knowledge about how to behave. It helps us feel like we belong if we understand protocols of environments and situations.

Collaboratively setting class protocols and clearly sharing any school or personal behavioral expectations helps empower students to feel more secure and have ownership of their conduct, of learning, and of their school environment. Ownership implies that something is important to someone... “They own it”, whether it be something made, a space they feel responsible for, or an action for which a person feels proud.

In Hawaiian, the term *kuleana* means “right, privilege, concern, responsibility...” (Hawaiian Dictionary-Pukui, pg. 179). This lesson offers ideas on how to help students understand the *kuleana* of everyone at the school.

Steps:

1. Introduce this activity by asking your group to sit a circle. Write on the board:
SOMETHING YOU LIKE TO LEARN
2. Join the circle and share one thing you personally like learning (include why). Start making a giant net or web by holding the end of the yarn or string and rolling the ball to someone across from you. Instruct the person who receives the string to share something they like to learn. That person holds the string and roles the ball to someone else across the circle until everyone has had a turn and you have created a web with everyone connected.
3. Discuss the interconnections of their group as well as everyone in the school. When someone pulls hard on the web, that energy is felt by everyone connected, everyone sharing that *mana* or in that same environment. (Demonstrate by pulling your string or having a few people tug on their strings.) Discuss what actions or events might cause a tug in the fabric of a school or classroom community.
4. Ask students to brainstorm how members of their school learning community connect with each other throughout the day. (They talk, listen, walk, compete in sports,

collaborate on projects, watch each other, etc.) Share that most interactions are about communication and sharing of physical spaces.

5. Provide a structure for students to work together, as appropriate for your class (pairs, small groups, etc.). Distribute a large piece of paper and felt pens to each team, and ask students to imagine how they would like their campus to feel and be throughout the school year. Remind them about the web they created and that everyone's actions impact others.

Discuss their group task: Create a sign (web graphic, picture & caption, list, etc.) that shares 4-6 Protocols (code of behavior, agreement on conduct): 2-3 ways to communicate well together and 2-3 ways to appropriately share school space. Create an example for students, like below:

SCHOOL PROTOCOLS - Agreements on "How to Be"

<u>COMMUNICATING TOGETHER</u>	<u>SHARING SPACES</u>
<ul style="list-style-type: none"> * Be kind * _____ 	<ul style="list-style-type: none"> * Respect personal space * _____

- * Have each group figure out who records ideas and who will share when done
- * Provide protocols for group work (i.e.: everyone gets a chance to share ideas)
- * Give students 5-10 minutes to record 2-3 positive school wide protocols or guidelines for *Communicating Together* and *Sharing Physical Space*. Encourage them to use both words and pictures.

6. When done, discuss what each team recorded. Post charts together to uncover themes and repeated ideas. Work together to synthesize a few clear protocols for communicating together and sharing space (movement around others); document ideas.

7. Discuss any other specific school communication and behavior guidelines that are already protocols for your school and your classroom. See list below, where you can add relevant specifics.

8. Shift the focus to specific classroom protocols, helping students understand any procedures and guidelines you have established. (See list below) Review communication and shared space protocols that apply to your classroom.

9. Revisit specific protocols for the school and your classroom frequently for the first few weeks, until these protocols seem established. Remind students as needed.

Reflection Questions:

*What is something you appreciate about the way people behave at this school?
What is one thing you want to do better when communicating with others?*

Resources:

PROTOCOLS AT _____ SCHOOL

AREA	SCHOOLWIDE PROTOCOLS & AGREEMENTS
ABSENT?	
BATHROOM USE	
COMMUNICATING WITH OTHERS	
DRESS CODE	
DRINKING FOUNTAINS	
ELECTRONICS TO SCHOOL	
LOCKERS	
LUNCH TIME	
MANAGING YOUR PACKPACK & PLANNER	
RECESS TIME	
SHARING SCHOOL SPACE	
SNACKS AT SCHOOL	
TARDY?	
VISITORS (INC. SUBS) ON CAMPUS	

PROTOCOLS IN THIS CLASSROOM:

AREA	PROTOCOLS / AGREEMENTS
COMMUNICATING	
RECEIVING INSTRUCTION	
MOVING AROUND	
REQUESTING TO LEAVE CLASS	
RESPECT FOR EACH OTHER	
RESPECT FOR SUPPLIES	
RESPECT FOR THE ENVIRONMENT	
TURNING IN ASSIGNMENTS	
WHEN YOU ENTER CLASS	
WHEN YOU EXIT CLASS	
WORKING IN GROUPS	