

RE Classroom Covenant

Covenantal relationship is part of the mission of ERUUF. Modeling and expecting respectful behavior is how we affirm the inherent worth and dignity of all people and to all living things. Setting clear and limited expectations and consequences with children and youth in your care is how we model respect. The suggested covenant below can be used for younger children up to 3rd grade. Covenants for older youth can be created together, again limit the expectations and the consequences. Use only affirmative language (e.g. Refrain from using the words "not", or "no" when creating expectations)

Sample of Children's Covenant:

Draw a large but simple stick person with the features listed below labeled on the drawing. You can create this on a large post it easel pad and reuse each week.

Head:

Open your mind to learning and wonder

Eyes: Be Safe

Look for ways to help

Ears:

Listen when others are speaking.

Lips:

Talk about what **you** think and feel.

Use your words and ask for what you need.

Heart: Be kind. Treat others as you want to be treated

Hands:

Offer a helping hand when someone asks for your help.

Legs:

Try to understand what a person is saying by walking in that person's shoes. Imagine how you would feel if you were them. (omit this if you are creating a covenant for very young children)

Method:

Use the figure with body parts to review the expectations. Ask the children what they think they mean? Review weekly. Eventually the children will explain the expectations themselves without the assistance of an adult.

Establishing Consequences in RE

The purpose of establishing consequences to breaking the covenant is to replace undesirable behavior with the desired behavior. The consequences for breaking a classroom rule are at least as important as the rule itself. Every teacher must create consequences with which they are comfortable. Keep in mind that the consequences are not designed to be punitive; they are opportunities for the child/youth to make clear choices.

We recommend that the assistant teacher in the class take over the task of classroom management, thereby enabling the lead teacher to continue with the lesson uninterrupted.

Suggested Consequences for RE classes:

First time: *Verbal warning (mark on attendance sheet since you might forget)*

Sit next to the disruptive student.

Second Time:

In privacy, ask the child what is going on with them and if there is something they need to be able to continue in the class.

Perhaps meeting there needs is possible and perhaps it is not, the important thing is you asking.

Third time:

Give the child a choice of either following the covenant or going to the RE office until the end of the class.

Classroom management is an essential part of having a successful classroom. If your classroom is well managed the students will easily transition, pay attention when needed, as well as have very few behavior problems. The less time you spend on classroom management the more time there is for fun. Here are a few techniques used by licensed teachers that can help your classroom be successfully managed.

SIGNALS

Signals are one way to get students' attention. Signals can be silent, verbal, visual, or musical. It is important to have some type of signal that everyone knows means stop, look, and listen.

BELL OR CHIMES

Use a bell or chimes to make a sound to get the students attention. This can be a great tool. It can be used as a signal for the students to do something as well. Perhaps to clean up or move to the next task.

1-2-3 Eyes on Me

Teachers says, "1-2-3 Eyes on Me" to get students attention.

This can be modified for elementary students by doing the following.

Teacher says, "1-2-3 Eyes on Me"

Students respond, "1-2 Eyes on You!"