

STRUCTURED EDUCATIONAL ACTIVITY – ELEMENTARY

Understanding the importance of following the rules of conduct that apply in a given setting, and the consequences for themselves and for others if these rules are not respected

The template used in the following example is deliberately short and may be different from the one used at your school. Its objective is to guide you in choosing or creating an activity based on clear objectives, and in choosing the means to make it possible to achieve them. The suggested activity must be adapted or enhanced according to your needs and situation.

Summary

(Approximate duration of the activity: 30-45 minutes)

The purpose of this activity is to foster the understanding of the importance of following the rules of conduct that apply in a given setting and of the consequences for ourselves and for others if these rules are not respected. Taking the needs of others into consideration and understanding the role that rules of conduct play is conducive to a healthy environment free of violence.

Preparing the activity

1 Prepare to lead the activity

Leading this activity requires you to have a clear understanding of the rules of conduct in place at your school and to have examples in mind of the expected behaviours and the potential natural consequences when these rules are respected or not. The task of leading the activity can be assigned to a school staff member or shared between members.

2 Analyze the group of students targeted by the activity

Conduct a short analysis of the group you will address. Is it a class group? At what grade level? Is it a multi-program group? Familiarity with the group of students will enable you to adapt the way you lead the activity as well as how it is carried out in order to effectively meet the objectives.

3 Define the objectives

Define not only the overall objective, but also those specific to the activity. What do you hope to have accomplished with your group by the end of the activity?

General objective: Develop in the students the understanding of the importance of following the rules of conduct and of the potential consequences of not respecting them.

- Specific objective 1
- Specific objective 2

For example:

Do you want the students to name three elements of the code of conduct? Or to remember the rules in place in the classroom or at the school daycare service? Do you want them to learn about the consequences associated with failing to follow a rule?

4 Activity and process

Based on the objectives defined, what activity would you carry out with your group of students? How will this activity unfold? What steps will there be? What means will you use to encourage interactions?

5 Materials, schedule and space

Next, think about the materials you will need, your schedule and the space in which you will carry out the activity. These three elements can either be winning factors or obstacles to meeting the activity objectives.

6 Instructions

Lastly, think of the instructions you will give the students to ensure that the activity runs smoothly and that the objectives are thus met.

Leading the activity

1 Present the objectives and purpose of the activity

Start the activity with a key element that will encourage the students to participate and spark their interest. Next, present the activity by mentioning the theme of rules of conduct and making sure this theme is understood. It is also possible and relevant to encourage the students' engagement by activating their prior knowledge by naming, for example, the potential connections between the proposed activity and any previous experiences or acquired concepts.

Recommendation:

Revisit a situation experienced with the group or at the school (e.g. a situation in which the group had difficulty following the class rules and instructions) to render the example more concrete and meaningful for the students.

2 Present the instructions

Before continuing, it is important to present the rules and steps of the activity as well as the expected behaviours. Are there any specific characteristics or aspects of the activity that should be emphasized?

Make direct connections with the activity in progress by explaining the benefits of respecting these rules (e.g. respecting the right to speak, stronger community life, etc.) or the potential consequences of not respecting them (e.g. strained relationships, climate conducive to learning, etc.).

3 Lead the activity

It is now time to implement the steps for carrying out the activity and present the learning expected of the students.

A few ideas:

Propose discussions on the subject by, for example, revisiting a situation that was actually experienced. You could also decide to organize an improvisation session where half the students respect the rules and the other half does not, followed by a review of the activity. This is a great time to be innovative and use an impact technique to encourage the students to participate.

Throughout the activity, it is important to make connections between the learning and the development of personal and social skills, namely in relation to adopting prosocial behaviour, making informed lifestyle choices and being socially engaged.

4 Review the activity and integrate the learning

Encourage the students to verbally express and share their own realizations, discoveries and understanding following the activity. This review does not require any complex planning or the use of an evaluation instrument. You could simply ask a spontaneous question and make sure to provide feedback on the responses. From the information obtained during this session, you could identify any sources of error or difficulties in understanding, and then adjust your educational strategies accordingly.

Important

Verify the students' understanding at various points and in various ways, both during and after the activity, by asking them open-ended questions (e.g. Can you tell me something you have learned so far? Can you give me an example of following the rules? What happens when we follow the rules? And when we don't?).

Prepare the end of the activity by making sure to foster the integration of what has been learned by focusing on a key concept that will be reapplied by the students on different occasions.

Transfer of learning

The objective of this step is to apply the knowledge and strategies acquired during the learning activity in different contexts. This step can also be seen as the transferring of skills or the generalization of acquired knowledge or competencies that contribute to their consolidation. It is therefore important to plan out this step.

The learning must be reapplied in the different school subjects. For example, when reading a novel, you could reiterate the importance of respecting the rules, while highlighting the different potential consequences of failing to do so. The students could

also make a drawing of an important school rule, and write a short text to explain the usefulness of this rule and the potential consequences of failing to respect it. Volunteers could then present their work in front of the class.

The learning acquired must also be reapplied on a daily basis, at different times and in different contexts, to allow for this learning as well as the skills developed to be put into practice.

It is also important to work as a team in order to make use of all of the activities and services offered at the school. For example, this transfer of learning can take place at the school daycare service or during extracurricular activities.

The transfer of learning is essential and can take place:

- during the teaching of the school subjects
- on a daily basis (through reminders, when rules are respected, when instructions are not followed, etc.)
- at the school daycare service
- during extracurricular activities

The Ministère de l'Éducation would like to thank its partners and collaborators for this activity sheet:

- **Boscoville**, Psychosocial expertise service | Expert organization in the development and implementation of innovative practices in youth intervention | Youth knowledge centre

Only the content referred to in the heading is compulsory. Please refer to the Progression chart for the content for the development of personal and social skills to learn more about the compulsory content. The framework provides suggestions as to how to relay this content but is not compulsory.