



Week 1:

Community Building

Week 1 introduces the important concept of 'Community Building.' It's fascinating to watch students of all ages discover that they can be responsible for the success of their community.

Materials Needed:

- 1 notepad for each student
- Blackboard , whiteboard or easel presentation tablet

Activity: Community Rules for the school year.

Have the students create a list of the rules they think are *best* for creating their "best learning" school year ever! Have them make a list on a piece of paper and open the first "Community Meeting" to discuss what rules and guidelines would be best for each member of their class to excel academically this year.

When describing what kind of year this can be and explaining that you want them to decide just how great they want to do this year, both as individuals and as a "great" class – you will, of course, determine what's age/grade appropriate.

Blackboard:

Write their "rules" on the board as they offer them.

Discussion:

There will be students who can't believe you are putting the responsibility on them! There will be students who make fun of this ...at first. There will be students who don't participate. There will be students who are uncomfortable with this and make distracting remarks.

Do not be deterred.

I was always surprised how "severe" the students' own rules were. They were much harder on themselves than I would have been. They will also have a tendency to list very harsh rules that no one learns by. This makes for a lively discussion.

Week 1

Teach the class
how to
Build a Community.



Let the students decide
how to make this their
"best learning"
school year ever.

The 9-Week School Curriculum

Ownership:

These are “their” rules. As the teacher, you will most certainly have the “overseeing” word and will coach them toward the results you feel will be the best for the entire group. When most people think about community, they think about a helping hand.

Discussion:

- What does community mean to me?
- What would I like it to mean for me?

Blackboard:

Make a list of what the students say that community means to them.

Bulletin Board:

Create an attractive display of the results of this discussion, showing the meaning of “Community” and rules that they’ve agreed on.

Conclusion of this activity:

Not only do students now understand and choose the rules, they also have the inner power to choose how they respond to rules. They made the rules so they now “own” the rules that are responsible for the success and enjoyment of their community for this school year.