

TOOL: Sample Lesson Plan: Generating Classroom Shared Agreements

This may be facilitated during a 45-minute activity, to keep the students' engagement level high, and to promote true reflection on these important agreements that they'll use each day.

1. Introduce classroom shared agreements and discuss their purpose using the following turn-to-your-partner (TTYTP) and whole-class questions. (After pairs discuss a question, signal for attention, restate the question, and briefly share out as a class.)

Q: One of the most important parts of being a learner in this classroom is making sure we take care of each other so everyone can learn. That means creating a classroom that feels safe.

What does it mean to have a classroom that feels "safe"? TTYTP.

Q: What are ways you can feel safe or unsafe both physically (in your body) or emotionally (in your feelings)?

Q: Why is it important that we create a classroom that everyone feels safe and ready to learn? CHART responses

2. In pairs and as a class, discuss how the students want to be treated by others and, accordingly, how they might treat others this year.

Q: How do you want your classmates to treat you this year so you can feel safe? TTYTP

Q: Everyone wants to be treated well, and for this to happen everyone needs to agree to treat others well. What are some ways we can agree to treat others well in our class? TTYTP

3. Brainstorm ideas for classroom shared agreements. Record students' ideas for how they will treat others this year, using their own words. As a class (or, for young students, take the lead as necessary), group similar ideas, and narrow their brainstorm to five to seven statements that capture what students have identified. After the lesson, make a large poster with the classroom shared agreements, leaving space for students to add their signatures.

4. Discuss and sign the classroom shared agreements. Review the classroom shared agreements poster using the questions that follow, then have students individually sign the poster and hang it prominently in the classroom. Some classrooms invite each visitor to read their classroom shared agreements and then add their signature if they agree to follow these during their visit.

Q: We made these agreements about how we want to treat each other in our class this year. [Read the agreements.] Does this capture what we talked about? [Make minor adjustments, if necessary.]

Q: What might it look like when we follow this agreement today? What would people in our class see, hear and experience?

Q: If you realize that, for whatever reason, you are not following an agreement, what might you do? TTYTP

Q: If you notice that someone else is not following an agreement, and it's getting in the way of your learning, what might you do? TTYTP/whole group

"We will post our classroom shared agreements and use them regularly as a daily reminder of how we want to treat others and be treated this year."



“By signing them we are all saying that we will try our best to live by them, and that even if we make mistakes we will keep trying. I will check in with you regularly to see how you are doing.”