

Berkeley Carroll Statement of Respect:

**In our school we respect each other: when we talk, work, and play together we are kind, honest, and fair.
Everyone is important and we have the obligation to take care of each other.**

Respect Curriculum

*This curriculum is based on the [Responsive Classroom](#) approach, along with input from classroom and specialist teachers
Though the details differ with different age groups, there are four broad aims we wish to achieve with students to foster an
environment with respect for one another at its core:*

- 1. Create a climate and tone of warmth and safety (physical and emotional)*
- 2. Teach the schedule and routines of the school day and expectations for respectful behavior in each of them*
- 3. Introduce students to the physical environment and materials in the classroom and the school, and teach students how to use and care for them.*
- 4. Establish expectations about ways we will learn to be kind, honest & fair together in the year ahead.*

PreK	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
<ul style="list-style-type: none"> ● Morning meeting (greeting, sharing, group activity, morning message) ● Establish daily routines (arrival, transitions, bathroom, activity/work times, lunch, sharing/saving work, cleanup, dismissal) ● Create Class Rules ● Identify and draw (with dictation) Hopes and Dreams with each child ● Determine how rules can help us achieve our Hopes and Dreams ● Model expectations for daily routines (how to line up, push in chairs, clean up, show you are listening, etc.) ● Develop appropriate language to initiate play, share, resolve a conflict ● Model how to take time to pull oneself together ● Guide conflict resolution through Role play and discussion ● Begin to consider Logical Consequence for inappropriate behavior ● Group games and songs ● Guided Discovery ● Listen to others through Show and Share ● Collaborative work with 2nd Grade buddies ● Collect Kind Words and Good Deeds <p>Sample Read Alouds: <i>Have You Filled A Bucket Today?</i> - Carol McCloud <i>Kindness Is Cooler, Mrs. Ruler</i> - Margery Cuyler <i>Chrysanthemum</i> - Kevin Henkes <i>Leo the Late Bloomer</i> - Robert Kraus</p>	<ul style="list-style-type: none"> ● Morning meeting (greeting, sharing, group activity, morning message) ● Establish daily routines (arrival, transitions, bathroom, activity/work times, lunch, sharing/saving work, cleanup, dismissal) ● Identify and draw or write Hopes and Dreams with each child ● Create and establish class rules ● Determine how class rules can help achieve our Hopes and Dreams ● Model expectations for daily routines (how to line up, push in chairs, clean up, show you are listening, etc.) ● Accept responsibility for classroom jobs ● Develop appropriate language to initiate play, share, resolve a conflict ● Model how to take time to pull oneself together - establish Rest Stop ● Guide conflict resolution through Role play and discussion ● Help to consider another point of view, even when we don't agree ● Begin to establish Logical consequences for inappropriate behavior ● Group games and songs ● Guided Discovery ● Collaborative work with 3rd grade buddies <p>Sample Read Alouds: <i>Have You Filled A Bucket Today?</i> - Carol McCloud <i>Lots of Feelings</i> by Shelley Rotner <i>How to Be a Friend</i> - L. Brown</p>	<ul style="list-style-type: none"> ● Morning meeting (greeting, sharing, group activity, morning message) ● Establish daily routines (arrival, transitions, bathroom, activity/work times, lunch, sharing/saving work, cleanup, dismissal) ● Hopes and Dreams - self reflection, understanding how class rules and a positive classroom environment allows all to achieve them ● Establish Class Rules ● Model expectations for daily routines ● Check ins - How did yard/work time/specialist class go today? What went well or not so well. How can we adjust our behavior to make it better? What does it look like/sound like when we work quietly - or as a team? ● Closing Circle activities ● Role play and problem solving <i>with</i> and <i>without</i> teacher facilitating: conflict resolution, sharing, taking turns. ● Internalize classroom rules by generating strategies for following rules independently ● Establish Logical consequences for inappropriate behavior ● Establish routines and use of Rest Stop ● COW-(child of the week) builds community-learning about our peers ● Guided Discovery ● Class Books-children creating playground rules ● Acts of Kindness-(collecting them as a visual) ● Appreciation Circle: Each child writes and shares appreciation cards about their peers. ● Collaborative work with 4th grade buddies ● Parent Newsletters <p>Sample Read alouds: <i>Wemberly Worried</i> - Kevin Henkes <i>Have You Filled a Bucket Today?</i> - Carol McCloud <i>When Sophie Gets Angry</i> - Molly Bang</p>	<ul style="list-style-type: none"> ● Morning Meeting and Closing Circle share time ● Reflect on self and community through discussion, writing and drawing ● Establish individual Hopes and Dreams (social & academic) ● Establish classroom rules and how they make it possible to achieve Hopes and Dreams ● Apology of Action - Making amends beyond verbal apology ● Logical Consequences - You broke it you fix it ● Model expectations for classroom routines ● Establish use of classroom Rest Stop ● Role play: Act out conflict resolution with peers through Role play, practice use of Rest Stop, act out ways to solve a conflict in yard and ask students what they could do differently, ● Build Community through singing and cooperative games ● Get to know & listen to each other through VIP, Special Interest Share ● Guided Discovery ● Assume weekly classroom responsibilities/jobs ● Illuminate the effects of our actions through Logical Consequences, Apology of Action, and Classroom Rules ● Activity: Short writing about appreciation such as compliment cards, compliments in buckets (student mailboxes) ● Build and foster listening skills through the introduction of ensemble playing and musical cooperation ● Work collaboratively with PreK buddies <p>Sample Read alouds: <i>Adventure According to Humphrey</i> - Betty G. Birney <i>Oliver Button is a Sissy</i> - Tomie dePaola <i>Amazing Grace</i> - Mary Hoffman</p>	<ul style="list-style-type: none"> ● Morning Meeting: greeting, sharing - activities to promote cooperation, assertion, responsibility, empathy, self-control. ● Create Hopes and Dreams for the school year (both academic and social) ● Create and establish Classroom Rules ● Model expectation for classroom routines ● Logical consequences: You Break It, You Fix It, Apology of action ● Role play scenarios for conflict resolution ● Use partnerships to negotiate differences in ideas ● Build independence in everyday tasks: make good choices about when to do things ● Learn how to effectively use Rest Stop in order to foster ownership of struggles and accountability while respecting learning taking place in class ● Special Observation Days: teacher observes a student for a day & writes a letter to the child noting positive interactions and choices. ● Put oneself in another's shoes. Curriculum tie in: What qualities are evident in people who journey/ emigrate? ● Explore and appreciate multiple perspectives through Social Studies ● Serve as Role Models for Kindergarten buddies ● Sing together: building communal spirit through song. <p>Sample Read Alouds: <i>The Hundred Dresses</i> - Eleanor Estes <i>The Twits</i> - Roald Dahl <i>The Arrival</i> - Shaun Tan</p>	<ul style="list-style-type: none"> ● Morning Meeting/Class Meetings ● Create Hopes and Dreams for the school year (both academic and social) ● Establish Class Rules ● Introducing logical consequences (role playing scenarios) ● Conflict Resolution: Role play, write scripts surrounding different scenarios. ● Logical consequences: You Break It, You Fix It, Apology of action ● Build independence in everyday tasks ● Special Observation Days: teacher observes a student for a day & writes a letter to the child noting positive interactions and choices. ● Activity: Meeting reflections--what went well? what could we have done differently? ● Students serve as Role models for 1st grade buddies ● Peace Place Scripts ● Work in conjunction with P.E. teachers to promote sportsmanship ● Have explicit conversations around being "a good partner" ● Explore and appreciate multiple perspectives through Social Studies ● Learn how to effectively use Rest Stop in order to foster ownership of struggles and accountability while respecting learning taking place in class ● Fourth Grade Play and Dance Performance - trust, responsibility, teamwork, contributing to the community <p>Sample Read alouds: <i>Weslandia</i> - Paul Fleischman <i>Because of Winn Dixie</i> - Kate DiCamillo</p>

Principles of Responsive Classroom:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what children learn.
- The greatest cognitive growth occurs through social interaction.
- Children need a set of social skills to be successful academically and socially.
- Knowing the children we teach is as important as knowing the content we teach.
- Teachers and administrators must model the social and academic skills they wish to teach their students.

Morning Meeting: A twenty to thirty minute daily routine used to begin the day composed of a greeting, share, group activity and morning message.

Guided Discovery: A focused, purposeful, yet playful technique teachers use to introduce materials, areas, or activities to students.

Academic Choice: Children choose their learning activity within a range of choices structured by the teacher.

Hopes and Dreams: Children articulate their own hopes and dreams for the school year. They are then incorporated into a vision of classroom in which care, respect and responsibility matter. One can fulfill one's hopes and dreams in such environment.

Modeling: A technique teachers use to teach a very specific behavior, e.g. how to line up. Teacher models appropriate actions, behavior and language. Students observe, discuss and practice the behavior.

Role-play: A dramatization technique to help children "see" and think about social situations and appropriate ways of behaving within these situations.

Logical Consequences: Responds to misbehavior in a way that is respectful of children and helps them take responsibility for their actions. The consequences of misbehavior flow logically from what the child did. One example might be cleaning up a mess as a consequence for the child who created the mess.

Apology of Action - Helps students to stand up for themselves if they have been hurt, whether emotionally or physically. Students learn to make amends when they have been the ones who've done the hurting.

Rest Stop/Time Out - A logical consequence when a child is disrupting a group or needs to regain self-control in order to follow the rules of the room. It is a time to take a few breaths, relax, and get ready to resume the activity with better self-control. A student may either be asked to go to a designated area (Rest Stop) by a teacher, or may choose to go there on his/her own when a quiet moment is needed.

Closing Circle - Brings closure and reflection for students at the end of the day. Students may respond to a prompt, e.g. "Tell one thing you learned today," "Tell one thing you want to accomplish tomorrow", etc. Closing circle may serve as practice to notice and value each other's strengths as well as give compliments.

Class Rules - In order for students in a class to achieve their Hopes and Dreams, they first brainstorm class rules that will allow them to function comfortably and with clear expectations for rules and routines. Teachers help students to frame their ideas to reflect the positive (Do's rather than Don'ts). The class rules fall into three categories: care for others, care for ourselves, care for the environment. Rules are prominently displayed, modeled and practiced regularly.

Quiet Time: In the middle of the day the children take a 15 - 20 minute break from the rigors of academics and the demands of social interaction. They may be working on an assignment, reading, writing, drawing or playing a game quietly with a friend.

Reference: Paula Denton, Roxann Kriete. *The First Six Weeks of School*. Turners Falls, CA: Northeast Foundation for Children, Inc., 2000.

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